2010 Lindback Awards for Distinguished Teaching

In the Non-Health Schools

John Dilulio  Zachary Ives  Eugene Mele  Laura Perna

In the Health Schools

Judith Aronchick  Jonathan Korostoff  Marilyn Sommers  Robert Weinrieb

$17.3 Million to Penn Dental

Dr. Louis Schoenleber, Jr. (C’42, D’43), an alumnus of the University of Pennsylvania School of Dental Medicine, World War II Navy Commander and oral surgeon, has left the majority of proceeds from his multi-million-dollar estate to Penn Dental Medicine’s department of oral and maxillofacial surgery. The bequest, totaling $17.3 million, is the largest gift in the School’s history and one of the largest gifts ever to a US dental school.

Dr. Schoenleber died on January 7, 2005, at the age of 84, but the full amount of the gift was only recently realized upon final settlement of the estate.

The gift will provide funding specifically for Penn Dental Medicine’s department of oral and maxillofacial surgery and its dual-degree residency program, a rigorous six-year program in which students earn a medical degree from Penn’s School of Medicine, a two-year certificate of general surgery and a certificate in oral and maxillofacial surgery from Penn Dental Medicine. Established in 1986 as one of only a handful of such programs in the country to offer a combined MD and Oral and Maxillofacial Surgery certificate, the program draws approximately 80 to 100 applicants each year for its three highly competitive residency spots.

“The role of the oral surgeon is unique and multidisciplinary—that of both dentist and surgeon,” President Amy Gutmann said. “Louis Schoenleber understood this role well, and we are enormously grateful for his generosity to Penn. His gift will provide a lasting legacy to

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Provost's Interdisciplinary Seminar Fund: May 24

The Provost is pleased to announce the Provost's Interdisciplinary Seminar Fund (PISF) for FY 2011. These funds are designed to stimulate the creation of interdisciplinary discussions and collaborations, particularly those that support the Penn Compact’s emphasis on the integration of knowledge. This fund will provide financial support for up to three years for seminars and is designed to support initiatives of new interdisciplinary research and scholarship. To be eligible for funding, seminars must draw on faculty scholars from at least two schools at the University. Seminars that include Penn graduate or undergraduate students will be particularly welcome as will seminars with participation from the non-academic community outside the University. The fund will provide each seminar with up to $10,000 a year (depending on documented need) for up to three years. Proposals with additional seed financial support are strongly encouraged. Funding in the second and third years is subject to success in the previous year(s). Success is defined as growing attendance, publications, general visibility, other evidence of intellectual progress as well as additional funding from other sources. Each proposal must contain criteria by which its success can be judged.

The web-based application can be found at www.upenn.edu/research/pisf.html. Applications are due by May 24, 2010. A committee will review the applications and funded proposals will be announced in July. Those who received awards last year and wish to renew their funding must submit a report by May 24, 2010. If you have any questions please contact rookj@upenn.edu.

Business Services: New Leadership in Purchasing Department

The Division of Business Services announced that JoAnn Murphy has assumed full leadership of the Purchasing Department. Ms. Murphy joined Penn in 2007 as director of purchasing with responsibility for managing the university's sourcing strategies and staff associated with procuring goods and services. In addition to these previous duties, Ms. Murphy’s directorship now includes management of e-Business initiatives, the procurement cards and the Travel Department.

Ms. Murphy has over 15 years experience in global procurement encompassing a wide diversity of companies, including semiconductor manufacturing and IT/Telecom sourcing. Since coming to Penn, she has been instrumental in developing Green Purchasing initiatives such as point of use water filtration systems, order consolidation incentive program, and recycling of e-Waste, ink/toner and writing instruments. She is committed to Socially Responsible Purchasing programs including sustainable purchasing and economic inclusion initiatives.

Ms. Murphy is a graduate of Pennsylvania State University and resides in Harleysville, PA.

Penn, City and School District Partnership: Policy and Analysis Center

The Policy and Analysis Center (PAC), launched recently by Philadelphia’s municipal government and the School District of Philadelphia, is drawing on the Kids Integrated Data System (KIDS) model in a ground-breaking initiative designed to improve health, education, and social services for the city’s residents. The PAC will operate under Donald Schurman, Philadelphia Deputy Mayor for Health and Opportunity, in close collaboration with the School District.

Administrative databases provide a powerful source of information for research and policy analysis, explained Penn GSE Professor John Fantuzzo. Combining data from different agencies increases their diagnostic power exponentially. For example, by integrating data systems like KIDS, researchers can see how investments in quality pre-school can be designed to reduce the use of costly services to address truancy and dropout outcomes.

“Exciting,” said Dr. Fantuzzo, “is that this kind of research is possible in months rather than years and at a fraction of the cost of longitudinal research based on primary data collection.” Dr. Fantuzzo and Dr. Dennis Culhane, professors in Penn’s School of Social Policy and Practice, were the lead developers of KIDS. Dr. Heather Rouse, a research associate at Penn GSE, has been named PAC Deputy Research Director.

“At a time when our residents are most vulnerable and our operating budgets are facing pressures at the federal, state, and local levels, we must find an efficient method to operate across the city. The Policy and Analysis Center will give the city, school district, and other stakeholders a forum to identify key issues and a responsibility to work collaboratively to develop cost-effective solutions,” said Deputy Mayor or Schwartz.

The PAC is being supported through a three-year $1.2 million grant from the William Penn Foundation to Penn GSE with Drs. Fantuzzo and Culhane as co-principal investigators. Dr. Rouse’s position is being funded through a three-year Public Policy Fellowship from the Stoneleigh Center.

Ronny Bloom, director of Children, Youth and Families of the William Penn Foundation, said, “It is gratifying to see the City and School District building a shared capacity to examine this kind of research to inform and improve policy and practice. I’m confident that the PAC will see a profound impact on our city in the months and years to come.”

From the Provost

At the recommendation of the Council of Undergraduate Deans, Penn has changed its policies for Dean’s List, Graduation Honors, and Common Midterm Examinations. The policies for Dean’s List and Graduation Honors now specify that students who violate the Code of Academic Integrity or seriously violate the Code of Student Conduct are not eligible for these academic honors. The Policy on Common Midterm Examinations now clarifies the obligations of instructors and students when there is a conflict in the scheduling of common midterm examinations.

—Vincent Price, Provost

Dean’s List

The Dean’s List citation appears on the transcript and is awarded annually to any student who achieves a combined GPA of 3.7 for the fall and spring semesters, provided that during those two semesters he or she has:

• Completed 6 or more credit units for letter grades
• Received no grades lower than C
• Completed all courses on time with no Incompletes, NRs, or GRs

A student who is found by the Office of Student Conduct to have violated the Code of Academic Integrity of the University of Pennsylvania, or who has received a sanction of suspension or greater for a violation of the Code of Student Conduct, is not eligible for Dean’s List in the academic year in which the violation occurred. The Dean’s List citation will be removed from the transcript if the finding occurs after this honor has been posted or if the violation occurs during the summer term following the academic year in which this honor was awarded.

Graduation Honors

In recognition of distinguished academic achievement and high standards of academic integrity, the University of Pennsylvania awards Latin honors to undergraduate students based on the cumulative GPA on their transcripts at the time of graduation:

Summa Cum Laude: 3.80 or higher
Magna Cum Laude: 3.60 or higher, but less than 3.80
Cum Laude: 3.40 or higher, but less than 3.60

Students who are found by the Office of Student Conduct to have violated the Code of Academic Integrity of the University of Pennsylvania, or who have received a sanction of suspension or greater for other violations of the Code of Student Conduct, are not eligible for Latin honors. Notation of Graduation Honors will be removed from the transcript if the finding occurs after this honor has been posted.

Common Midterm Examinations

Instructors teaching a course with multiple sections who plan to schedule a common midterm examination outside the class regular meeting time must notify students of this event during the first week of the semester and be prepared to offer one or more make-up examinations to accommodate any student who is enrolled in a course that meets at the time of the common examination.

Students enrolled in a course that conflicts with the time of a common midterm examination must notify the instructor administering the common midterm examination of the conflict by the end of the course selection (add) period. Students may not be required to miss their regularly scheduled class.

Almanac Publishing Schedule

Four issues remain to be published this spring: April 27, May 4, and May 11. Summer AT PENN will be published in the April 27 issue. Summer AT PENN, including June, July, and August events, will appear in the May 25 issue along with Commencement coverage. The deadline for each issue is the Tuesday prior to that issue. There is no issue May 18.

2 www.upenn.edu/almanac
Penn Dental Medicine. It will support advanced research, training, and clinical services of faculty and students who dedicate themselves to this extremely rigorous and important field that combines dentistry, broad-based medicine, and surgery.”

Dr. Schoenleber greatly admired the dual-degree training program and the advanced research and clinical care conducted within the departments of oral and maxillofacial surgery and intended his gift to continue the School’s position as one of the premier oral surgery programs in the country. According to his will, the funds can be used by the department of oral and maxillofacial surgery to fund research, facility construction and renovation, continuing education, new technology and equipment, and endowed professorships and faculty positions.

“Typical community oral surgery units and indeed many teaching hospitals do not possess the level of medical equipment needed to perform the complex oral surgical procedures undertaken within Penn Dental’s oral surgery department,” said Denis F. Kinane, Morton Amsterdam Dean of Penn’s School of Dental Medicine. “Oral surgery is a vital aspect of dental medicine that requires specialized training. This gift means that Penn can remain at the forefront of this field and handle the complex cases that lie at the junction of surgery and dentistry.”

Penn Dental Medicine’s department of oral and maxillofacial surgery handles a variety of complex cases including trauma, tumor removal and congenital jaw deformities. It is also the largest center nationally for jaw joint replacement. Dr. Peter Quinn, founding chairman of the department of oral and maxillofacial surgery and the first Louis Schoenleber Professor of Oral and Maxillofacial Surgery, developed the only FDA-approved stock temporomandibular joint, or TMJ, prosthesis.

In 1993, the year of his retirement, Dr. Schoenleber returned to Penn Dental Medicine for his 50th reunion. During that visit, he met with Dr. Quinn for the first time, a meeting that inspired a great admiration for the work of the department and a deep friendship with Dr. Quinn that would eventually lead to Schoenleber’s support of the department’s future through his gift.

“The gift was the culmination of his lifelong passion for oral surgery and, fittingly, it will help to advance medicine in this field,” said Dr. Quinn, who also serves as senior vice president for clinical practices at the University of Pennsylvania Health System and vice dean for professional services at the School of Medicine. “What interested him most was our dual-degree program. He believed strongly that to be an oral surgeon in this day and age you needed professional services at the School of Medicine.”

Dr. Quinn, who also serves as senior vice president for clinical practices at the University of Pennsylvania Health System and vice dean for professional services at the School of Medicine, was also a past president of the American Radiological Society and was awarded the society’s gold medal in 1982.

Dr. Lewis was a consultant to several hospitals and wrote or cowrote more than 100 articles. He served as a board examiner after gynecologic oncology was recognized as a subspecialty.

A native of Kentucky, but raised in Bryn Mawr, Dr. Lewis earned his bachelor’s degree from Haverford College in 1942 and his medical degree from Penn in 1944.

After serving in the Army Medical Corps in Europe he returned to Penn and completed a residency in obstetrics and gynecology and fellowships in radiation therapy and gynecologic oncology.

Dr. Lewis is survived by his sons, James and George III, daughters, Betsy, Carol Sharpless, Patricia Greer, and Anne Timmis; a sister; seven grandchildren; and three great-grandchildren.

Ms. Mathias, Human Resources

Julia Mathias, retired coordinator of the Benefits Department of the Division of Human Resources, passed away March 24 at the age of 97. She worked in the Benefits Department from 1964 until her retirement in 1977.

Ms. Mathias is survived by her daughter and son-in-law, Gimme and Rick Jones; a son-in-law and his wife, Tom Barnard; grandchildren, Jason Bathurst, Rick Jones, Karen Bathurst Park, and Gwen Jones Kordonowy; and a great-granddaughter, Kayleen Sandra Park.

Memorial contributions may be made to First Baptist Church Missions Fund, 814 Andrews Avenue, Collingdale, PA 19023.

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. Call (215) 898-5274 or e-mail almanac@upenn.edu.

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

Making History

The Campaign for Penn

www.makinghistory.upenn.edu

Mr. Staffieri, Penn Athletics

Dan “Lake” Staffieri, game-day coordinator for the Penn football team, passed away April 8 at age 85. He had been battling cancer for several years.

Mr. Staffieri had been on the football staff for the past 33 years. He got the nickname Lake because whenever he introduced himself to someone, he said, “Dan Staffieri, as in Lake Erie.”

Prior to joining Penn’s staff in 1977 as head freshman coach and an assistant to Harry Gamble’s staff, Mr. Staffieri coached at the high school level including, St. Joseph’s Prep, St. Thomas More, Lenape, Cherry Hill West, and West Catholic.

A native Philadelphian, Mr. Staffieri played college football at the University of Maryland and was a member of the Terrapins’ 1953 national championship team. While at Maryland, he played in four bowl games—two Orange Bowls, one Gator Bowl, and the 1953 Sugar Bowl.

According to Penn Athletics, “Coach Lake was well known throughout campus, and with his outfits he was certainly one of its most recognizable figures—usually plaid pants, a red blazer, and a cap. He also had a tendency to wear a piece of tape on his forehead with different messages. During football season, he could be seen on Fridays before home games being driven around campus in his Penn helmet cart, using his megaphone to raise school spirit. On game days, he prowled the sideline in his cart, wearing all of his Ivy League championship rings on his 10 fingers.”

“It is hard to believe that the face of Penn football will no longer be on the sidelines imporing kids to ‘do better than your best,’’” said the George A. Munger Head Coach of Football, Al Bagnoli, who had recently presented Coach Lake with his 2009 Ivy League championship ring—Mr. Staffieri’s 13th with the program—just the day before. ‘Coach Dan ’Lake’ Staffieri was the thread which linked past great players and coaches together and made them understand what ‘Penn Pride’ really meant. We join countless numbers of past players, coaches and alumni in expressing our deepest sympathy to his wife Suzanne ’Buttercup’ and his family. He will forever be remembered as an iconic figure in Penn football and a great friend and mentor to all.”

“This is a sad day for the Penn Athletics family,” said Steve Bilsky, director of athletics. “Sometimes we overstate the impact that one has on people’s lives, but not with Coach Lake. He gave hope and confidence to generations of student-athletes who had the privilege to know him. We are all saddened by his passing, and our thoughts go out to his family.”

There is a statue depicting Mr. Staffieri in Franklin Field.

Mr. Staffieri is survived by his wife, Suzanne. A memorial is planned for Mr. Staffieri but details haven’t been finalized.

Penn Athletics welcomes memories, condolences, etc. to be posted online. Submit at www.pennathletics.com.
Sketches of the 2010 Teaching Award Winners

Since 1961, Lindback Awards—for members of the standing faculty—have been a springtime tradition at Penn. The Provost’s Awards—for full- and part-time associated faculty and academic support staff—have also been given in conjunction with the Lindbacks since 1988. Another University-wide award to honor faculty who teach and mentor doctoral students was begun in 2003 for members of the standing or associated faculty in any school offering the PhD. Below are profiles and excerpts from colleagues’ and students’ letters of recommendation for this year’s winners.

2010 Lindback Awards for Distinguished Teaching

Non-Health Schools

Eugene Mele, SAS
Eugene Mele, Professor of Physics in the School of Arts and Sciences, has taught at Penn since 1981. A condensed matter theorist, he shows students “how physics is a great story,” with “his ability to draw out little paradoxes” and “force us to use the combination of our reason and our previous knowledge.” He has been instrumental in restructuring the undergraduate physics curriculum and has taught the department’s full range of undergraduate and graduate courses, with a focus on undergraduate physics majors and beginning graduate students. He “consistently exceeds all reasonable expectations in accommodating his students,” and those students note his talent “for illustrating abstract concepts with relevant and clear examples.” One student taught me how to think about physics,” reports one student, echoed by another who said, “I relearned how to learn. … By fostering a connection between the theory and the real world, he taught us how to intuitively approach future problems and obtain problem-solving skills that are applicable to any field of study.” As a student sums up “I have often compared watching Professor Mele deliver a lecture to watching a small kid in a candy shop: a grin breaks out on his face as he talks about physics, and as he moves enthusiastically from one topic to the next, we can feel a sense of contagious energy that shows his eagerness to teach his subject.”

Laura Perna, GSE
Laura Perna, Associate Professor in the Graduate School of Education, began teaching at Penn in 2005, after a career spanning research, government, and undergraduate degrees from Wharton and SAS. She is an expert in access to higher education to women, racial and ethnic minorities, and those of lower socio-economic status. Her students note that she “has high expectations for all of her students, yet is also strongly committed to working with students collaboratively to meet those expectations.” She “challenged her students to embrace quantitative analysis, consider real-world applications of theory and research, and improve our writing skills.” In particular, she encourages students to appreciate the importance of quantitative methods and statistics, “frequently responding to students’ comments with, ‘That’s great, now could you restate that idea using a sentence with numbers in it?’ Dr. Perna taught us to get over our feelings of intimidation of large number sets and support our statements with quantitative evidence.”

Health Schools

Judith Aronchick, Medicine
Judith Aronchick, Associate Professor of Radiology in the School of Medicine, has taught at Penn since 1983. “One of the most inspiring and effective teachers at Penn,” she coordinates medical student education in radiology and spearheads the department’s initiatives to innovate its curriculum, currently leading an effort to design a comprehensive new four-year academic program. Students praise her abilities to offer “refreshingly clear and coherent” explanations of complex concepts, draw connections between radiology and other disciplines, understand each student individually, and inspire them either to pursue careers in radiology or to understand the importance of radiology to their own specialties. Students single out her legendary “hot seat” technique of having a student join her in front of the class to interpret films, “improving us to think on our feet and come up with rational conclusions … in a manner in which she nicely—and frequently with humor—leads the student down the correct path to discover the answer and enable the student to make the connections.” Whether or not students specialized in radiology, they felt “by the end of the course,” that it “was so essential to their medical school education that it would be unimaginable to graduate without the benefit of her teaching.”

Jonathan Korostoff, Dental Medicine
Jonathan Korostoff, Associate Professor-Clinician Educator in the Department of Periodontics in the School of Dental Medicine, has taught at Penn since 1993. Through a wide range of courses, reports a colleague, “he views the students as his future colleagues, respects them, and is intent on providing them with a first-class, up-to-date education.” Those students report that he “routinely arrives at school before anyone else and is most often the last to leave” and will go any lengths to “deliver challenging course material in a way that was both fun and effective,” including using props, PowerPoint slides that “are clear, colorful, and to the point,” and having students act out scenarios. “Whether it was volunteering to give review sessions before exams or offering to meet with students one-on-one, he made it clear that he wanted every student to learn the material he presented and … was willing to put in the extra effort and time outside of class to make sure they did.” On one occasion, he re-taught a two-hour class in the evening because the majority of the class had to miss it for an anatomy exam. “He is always there when we need him to be … has always supported our ideas, always stood by the students, and truly lives his profession for us.”

Zachary Ives, SEAS
Zachary Ives, Associate Professor of Computer and Information Science in the School of Engineering and Applied Science, has taught at Penn since 2003. He has been a leader in curricular innovations, developing courses on internet and database systems in which students build their own search engines or database-powered websites. “I never imagined an individual student could achieve so much,” said one student. A recent alumnus who works at Google echoes, “there is not a day that goes by at my job that I do not take into consideration the skills and information that I learned in Professor Ives’ class.” His students and colleagues admire both his intellectual mastery (which he also applies as the undergraduate chair of the school’s new program in Market and Social Systems Engineering) and his dedication to advising and mentoring students. “Professor Ives,” in the words of one student, “cares tremendously about preparing his students for the outside world and, more important, helping them realize their power and potential. … I feel confident of tackling any challenge, academic or otherwise, and feel a sense of pride of being a student from the University of Pennsylvania.”

John Dilullo, SAS
John Dilullo, Frederic Fox Leadership Professor of Politics, Religion, and Civil Society and Professor of Political Science in the School of Arts and Sciences, has taught at Penn since 1999. Founding Director of the White House Office of Faith-Based and Community Initiatives and founder of Penn’s Robert A. Fox Leadership Program, he is, in the words of colleagues, “a Penn icon before his time” who is “as gifted a teacher as he is a gifted scholar and solid citizen.” In large classes and small, he aims at “building and strengthening the bridge between learning and students’ civic lives … teaching begins in the classroom, but it isn’t done until students incorporate the lessons into their own lives and then act on them.” His students testify not only to his skills as a scholar and teacher, but above all to his dedication to changing how they think about their lives: “He engages students with material in a way that makes them question how the issues that affect our world relate to them, and what they can do to affect change.” In the words of another student, “His class taught me not only about political science, but also about how to live life … to the fullest, about how to find the courage to fight the current.”

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In October of 1987, the Office of the Provost announced the establishment of two additional Penn teaching awards—one in a Health School and one in a Non-Health School—to be given annually in recognition of distinguished teaching by associated faculty or academic support staff. The guidelines for the selection of the award recipients are the same as those given for the Lindback Awards, and the selection processes and deadlines are the same.

Lindback Awards

Health Schools

(continued from page 4)

Marilyn Sommers, Nursing

Marilyn Sommers, Lillian S. Brunner Professor of Medical-Surgical Nursing in the School of Nursing, has taught at Penn since 2006. “Dr. Sommers’s career,” in the words of a colleague, “integrates research, teaching, service, and clinical practice, and she demonstrates this seamlessly to students. She brings each element to the classroom and none in isolation.” A nationally recognized expert in injuries, especially those related to sexual assault, risk-taking behaviors, and vulnerable populations, she received her own undergraduate nursing degree from Penn and teaches the full range of nursing students. “It is well known,” indicates a graduate student, “that she advocates for students and has students’ best interests at the forefront.” In the Senior Inquiry course, taken by every upper-division nursing student, students regard her as “supportive, accessible, inspiring, and always challenging students to think in new ways.” As another student reports, “Her door is always open, no matter how busy her day has been. … She expects a lot of her students …, but she expects more of herself.” She is “mentoring every moment,” says a colleague, echoing a student’s account that “she seemed to delight in the fact that I was learning and growing as a young investigator. … No other professor has ever placed my priorities so high on their own list of priorities.”

Robert Weinrib, Medicine

Robert Weinrib, Associate Professor of Psychiatry in the School of Medicine, has taught at Penn since 1993. Students praise his ability to listen closely to them and to patients, while conducting thorough and persuasive diagnoses. “Patients tell him stories that they don’t even tell their families and friends,” and he is equally skilled at mentoring his students with “genuine concern and kindness,” in ways that are “accessible, empathetic, and caring without losing his objectivity and rigor.” As one of them indicates, “He taught us more than how to assess and treat psychiatric patients; he taught us about how to approach and relate to any patient, and to people in general.” Numerous students testify that his example motivated them to become psychiatrists, as he “inspires students to choose psychiatry as a career through his teaching and dedication to patient care.” As one alumnus sums up, “Dr. Weinrib taught me that doctoring doesn’t have to be just a method. It can be an art.”

Non-Health Schools

Provost’s Award for Teaching Excellence by Non-Standing Faculty

Brian Keith, SAS

Brian Keith, Adjunct Professor of Biology in the School of Arts and Sciences, has taught at Penn since 1999. He created and teaches the department’s 400-level undergraduate course on Cancer Cell Biology, in a style that “can simultaneously be described as coherent, inspiring, informative, succinct, and exuberant.” His students praise him for encouraging both critical analysis and open discussion. “Dr. Keith is the only professor I’ve met who really did not seem to believe in stupid questions,” reports one student, echoed by another who reports that “repetition of questions before a test were always full of discussion, as students were not so focused on memorizing items out of the textbook, as they were to really understanding the multitude of pathways that lead to cancer.” Students were “skilled at mentoring his students with “genuine concern and kindness,” in ways that are “accessible, empathetic, and caring without losing his objectivity and rigor.” As one of them notes, “how a scholar who has produced such important work in her field can manage to remain so accessible to students not only in her own field but also in a wide range of other areas. As another colleague indicates, “it is no exaggeration to say that,” among her former students, “six are among the top fifteen young scholars in the world who have been redefining the field.” Dozens of current and former students attest to her tireless and rigorous devotion to scholarship and to mentoring the next generation of scholars. “I find it hard to imagine,” notes a PhD student, “how a scholar who has produced such important work in her field can manage to devote as much of her time and energy to her students.” A “tough and gifted mentor,” she is “the interlocutor that I imagine everyone, of any age to devote as much of her time and energy to her students.”

Margreta de Grazia, SAS

Margreta de Grazia, Rosenberg Professor of the Humanities and Professor of English in the School of Arts and Sciences, has taught at Penn since 1983. An internationally recognized scholar of Shakespeare and Renaissance literature, “she stands,” in the words of a colleague, “for an accessible combination of field specialization with intellectual breadth and ambition,” mentoring students not only in her own field but also in a wide range of other areas. As another colleague indicates, “it is no exaggeration to say that,” among her former students, “six are among the top fifteen younger scholars in the world who have been redefining the field.” Dozens of current and former students attest to her tireless and rigorous devotion to scholarship and to mentoring the next generation of scholars. “I find it hard to imagine,” notes a PhD student, “how a scholar who has produced such important work in her field can manage to devote as much of her time and energy to her students.” A “tough and gifted mentor,” she is “the interlocutor that I imagine everyone, of any age to devote as much of her time and energy to her students.”

Provost’s Award for Distinguished PhD Teaching and Mentoring

Renata Holod, SAS

Renata Holod, College for Women Class of 1963 Term Professor in the Humanities, History of Art Department Curator, Near East Section, University Museum of Archaeology and Anthropology, has taught at Penn since 1972. A pioneering scholar of Islamic art, she has overspent 40 dissertations in almost 40 years. As one of her students-turned-colleagues notes, “she has trained and placed more doctoral students in the Islamic art and architecture field … than any other graduate program.” She is “utterly tough and utterly selfless,” she is “that rare professor whom one encounters only once in one’s lifetime;” she is “ridiculously generous with her time and talents, whether you are ‘officially’ her student or not,” and she is “the person I turned to again and again when grappling with the larger implications of my project.” She is legendary for her intellectual and pedagogical force, and for her devotion to helping students plan their studies and careers, often decades past graduation. “For every chapter I turned in, she invited me to her home … where she would sit with me and work through every page, every paragraph, every word of text.” As one former student notes, “Dr. Holod is an institution that, like a cellular telephone network, travels with you. … Like few academics, Dr. Holod has a charismatic ability to turn life into scholarship and scholarship into life. … She has transformed all her students’ lives.”

Excellence in PhD education is the hallmark of a great university. That excellence depends upon the skill and commitment of faculty mentors. The Provost’s Award for Distinguished PhD Teaching and Mentoring was established specifically to honor faculty who mentor PhD students. The prize is intended to underscore the University’s emphasis on graduate education by celebrating the accomplishments of faculty who show special distinction in doctoral education.
AirPennNet Service Upgrades: May 24
ISC Networking & Telecommunications has begun a series of upgrades to AirPennNet that will enhance both the speed and security of the wireless network. These upgrades, which will begin in May 2010 and continue through June 2011, will be implemented in phases to allow for uninterrupted wireless service. For the first phase, individuals using Windows laptops to connect to AirPennNet are required to upgrade SecureW2 software to the most current version before May 24, 2010. Users of handheld devices and Macintosh laptops do not need to make any changes at this time.

To learn more about the service enhancements and to determine what steps to take before May 24 to continue to use AirPennNet service, Windows users should consult the transition schedule at the AirPennNet pages at: www.upenn.edu/computing/wireless.
AirPennNet users who need assistance or more information should contact their Local Support Provider (LSP).

Human Resources: Upcoming Programs
Nutrition Workshops
If you’re like most people, you have plenty of questions about nutrition: What should I eat before and after a workout? How can I choose smarter, healthier foods at the grocery store or in a restaurant? Which vitamins should I be taking, if any? Get answers to these questions and more when you join us in an ongoing series of nutrition workshops. For more information about the workshops and to register, visit the Human Resources website at www.hr.upenn.edu/quality/wellness/workshops.asp or contact Human Resources at (215) 898-5116 or ssmith@upenn.edu.

A Vision-Sharpening Vegetable-Rich Diet ... and How to Make it Taste Good! May 12; noon–1 p.m.; free. Many of us have heard the belief that eating carrots can help you see in the dark. That may or may not be true, but a rapidly growing body of evidence indicates that eating certain foods can indeed help safeguard your vision. Come to this workshop to learn the basics about macular degeneration and the benefits of a vegetable-rich diet for general health and your eye sight. It will be led by Dr. Joshua Dunaief, assistant professor of ophthalmology and Dr. Dave Dunaief, Lifestyle Medicine practitioners.

Professional Development and Personal Development
Improve your skills and get ahead in your career by taking advantage of the many development opportunities provided by Human Resources. You can pre-register for programs by visiting the online course catalog at www.hr.upenn.edu/coursecatalog or by contacting Learning and Education at (215) 898-3400.

Diversity Brown Bag—Creating A Respectful Work Environment, May 20; noon–1 p.m.; free. It’s no surprise that respect plays a critical role in a successful workplace. Most of us tend to be more productive in a positive work environment—one free of negative behaviors such as harassment, racism and ageism, to name a few. This workshop will give you the opportunity to discuss respectful behaviors in the workplace. It will focus on respect and responsibility and provide you with tools and resources to prevent harassment and other forms of prohibited discrimination before it occurs. You’ll also learn about University policy and procedures that help promote a respectful work atmosphere as well as resources to address inappropriate behaviors in the workplace.

Career Focus Brown Bag—Your Next Job at Penn, May 26; noon–1 p.m.; free. This workshop will focus on strategies for finding your next job at Penn. Using both formal and informal job search methods will help you maximize your opportunities. We’ll talk about clarifying your goals, networking and how to focus on your strengths and skills in your resume. Whether you are looking to change direction in your career or move up to your next challenge, an attractive and effective resume is a must.

Franklin Covey’s FOCUS; May 27; 9 a.m.–5 p.m.; $75. It’s easy to get caught up in life’s hectic pace. Every e-mail and ringing phone becomes the priority when you don’t have a clear plan for the day. Wouldn’t you rather spend more time on the tasks that matter most? If so, we have the workshop for you. Franklin Covey’s FOCUS will teach you how to be more focused, better organized and more productive in your personal and professional life.

Volunteer Opportunities
Shoe Drive: Now Through May 12
Donate gently used shoes to Soles4Souls. It is estimated that Americans have 1.5 billion pairs of unused shoes lying in their closets. For a limited time, Soles4Souls and the Penn Alumni Club of Philadelphia will be collecting your gently worn footware and/or donations to ship the shoes to a person in need, whether they are victims of a natural disaster or subject to living in extreme poverty. Donations to the shoe drive may be made in the lobby of BRB II/III (421 Curie Blvd.), and the E. Craig Swig Family Dental House (3533 Locust Walk) between now and May 12. Both men’s and women’s shoes, of any type in wearable condition, are welcome. Look for the Soles4Souls donation box.
For more information, contact Isabel Mapp at sammapp@pobox.upenn.edu

Volunteer on Election Day: May 18
The Pennsylvania Primaries will be held May 18. Volunteers of the Committee of Seventy Voter Protection Program visit the polls and provide support for voters and election officers. Nonpartisan field volunteers work in groups of two or three visiting polling places in specified parts of the city on Election Day. Hotline volunteers work in Seventy’s office on Election Day, answering calls from voters, poll officials and Seventy Volunteers. Volunteers receive training before Election Day. The polls are open from 7 a.m. to 8 p.m. Volunteers have the choice of morning, afternoon or evening shifts (each shift runs about 4 1/2 hours). Additional details are online, www.seventy.org/volunteer.
To register and sign up, visit the Volunteer Portal, www.seventy.org/volunteer_login.aspx. For more information contact Leah Pillsbury at lpillsbury@seventy.org or (215) 557-3600 x109.
—Isabel Mapp, Associate Director, Netter Center for Community Partnerships

Third Annual PennMOVES
PennMOVES is seeking volunteers from the Penn Community! This is a great way to support Penn’s sustainability goals and President Gutmann’s climate commitment. The University of Pennsylvania Sustainability Division is pleased to announce that it is once again joining with United Way of Greater Philadelphia for its annual PennMOVES—Move Out Volunteers Engaging in Service initiative. The project, which won Penn’s 2009 Model of Excellence award, collects and redistributes items students can’t take with them when they leave campus—clothes, furniture, kitchen gear and non-perishable food items—that would otherwise be destined for the landfill.
Last year, over 90,000 pounds of items were collected from campus and sold at a community sale, raising and donating $30,000 to the United Way. This year’s sale will once again be held at the Penn Ice Rink, 3130 Waln Street, Saturday, June 5.
Volunteers are needed starting May 10. Anyone interested in helping to transport, sort or organize the donated items, or who would like to assist on the day of the sale, can register online at pennmoves.org. info. If you have questions about this effort please send an e-mail to pennmoves@upenn.edu.

—Business Services
ALMANAC April 20, 2010
**EXHIBITS**

22 **Queer Voice:** video, installation and audio works regarding queer identity and non-oppositional representations of gender; reception: 6 p.m.; ICA. Through August 1.

23 **Nowhere Fast:** Jordan Griska; large-scale sculptural works by Philadelphia-based artist Jordan Griska; reception: 5 p.m.; Esther M. Klein Art Gallery. Through June 25.

**FITNESS/LEARNING**

5/6 **PSPS Brown Bag Luncheon:** Phased Retirement—What It Means and How It Works; noon; Myerson Conference Room 223, 2nd flr. Van Pelt-Dietrich Library; register by April 28: ppsa@exchange.upenn.edu.

**MUSIC**

23 **PennChants:** Our 21st Birthday; all male a cappella; 6 p.m.; Dunlop Auditorium, Stemmler Hall; $10, $8/PennCard, $6/Locust Walk. Also April 24. PennYo: The Day Before Tomorrow; Chinese a cappella; 6 p.m.; Class of ’49 Auditorium, Houston Hall; $9, $7/Locust Walk. Also April 24, 7 p.m.

24 **Full Measure Spring Concert:** Christian a cappella; 7:30 p.m.; Dunlop Auditorium, Stemmler Hall; tickets: $8/at door, $7/Locust Walk.

**FILMS**

26 **Empire Africa:** 6 p.m.; Multipurpose Room, Du Bois College House (Consciousness in Black Film).

28 **Whenver Wednesday Conversation & Screenings:** Ryan Trecartin; 6:30 p.m.; ICA (ICA).

**TALKS**

21 **Book Talk About Recovering Art Lost During WWII:** Robert Edsel, founder and president of the non-profit organization, Monuments Men; 4:30 p.m.; rm. 240A, Silverman Hall; RSVP: pennartlaw@gmail.com (Penn Law).

22 **Italic Lessons/Lessioni italiche:** Piero Bassetti, Globus et Locus; 4:30 p.m.; Golkin Room, Houston Hall (Center for Italian Studies).

30 **Dalits in India 2010:** Problems, Challenges and Strategies; Martin Macwan, Navasarjan Trust, Gujarat; noon; 3600 Market St., ste. 560; RSVP by April 29; cai@sas.upenn.edu (Center for the Advanced Study of India).

Update AT PENN Deadline

Submissions for the Update are due every Monday for the following Tuesday’s issue. The deadline for the Summer AT PENN calendar (including June, July and August) is Tuesday, May 11. See www.upenn.edu/almanac/calendar/calced-real.html. Events are subject to change.

GradFest—Viva Las Vegas: May 1

GAPSA invites all graduate and professional students to celebrate the end of the academic year at GradFest on Saturday, May 1 from noon-4:30 p.m. in Wynn Commons and Houston Hall. Started by GAPSA in 2007, GradFest is an event for all ages that includes a picnic, carnival games, casino, reception and more. This year’s theme is “Viva Las Vegas.” Tickets can be purchased online at www.gapsa.upenn.edu, or in person at the Grad Center at 3615 Locust Walk. Those who purchase before April 24 will get a discounted price of $10, and be entered to win prizes in an early bird raffle. Tickets will be $15 each April 24 through May 1. Admission for children under 12 is free.

The University of Pennsylvania Police Department

**Community Crime Report**

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus report for April 5-11, 2010. Also reported were 14 crimes against property (including 10 thefts, 1 burglary and 3 acts of vandalism). Full reports are available at: www.upenn.edu/almanac/volumes/v56n3/04port.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 April 5-11, 2010. 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.

**April 5-11, 2010**

**Student, Faculty and Staff Crime Reports**

**18th District Report**

4 incidents with 1 arrest (including 3 robberies and 1 aggravated assault) were reported between April 5-11, 2010 by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

4/08/10 8:00 PM 3100 Chestnut Street
Robbery

4/09/10 12:00 AM 451 University Avenue
Aggravated Assault/Arrest

4/08/10 12:55 AM 49th & Florence Avenue
Robbery

4/10/10 4:59 AM 3200 Market St
Robbery

**CLASSIFIED—PERSONAL**

**CHILD CARE SERVICES**

The Buerger Early Learning Center, a joint program of Congregation Rodeph Shalom and Federation Early Learning Services, is opening in September 2010. Enrollment spaces for the infant and preschool classrooms at the Center’s only full-time Jewish preschool are still available. Names are being accepted for the waiting list for the toddler program which is currently full. To learn more, go to Feikids.org and click on “center locations” or contact Eileen Lashin at 215-835-5570 x125 cllashin@feikids.org.

---Business Services

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Teaching Doctoral Research: Not Training Technicians

Phyllis Solomon

Upon coming to Penn fifteen years ago, I was asked to teach the doctoral research methods course. In order to familiarize myself with the course content, I requested the course syllabus. It reminded me of the syllabi for every research methods course I had ever taken in my bachelors, masters, and doctoral programs. However, I had my own ideas about what a doctoral research methods course should look like. Luckily, I was given carte blanche in designing the course.

So what is different about my research methods course? In every research course I had ever taken whether in sociology or social welfare, professors always stated “theory is related to research and theory is essential to sound research,” but that is where the discussion ended. Unfortunately, the texts did not do any better job in addressing this important topic. But as a doctoral student, I had the opportunity to take a course in theory construction. I found this course to be the most exciting one I had ever taken as it taught me a new way of thinking—with greater clarity, precision of concepts, and a means to integrating the extant literature within a well-organized framework. This conceptual framework proved to be invaluable in my career as an applied researcher and professor.

To this day, my doctoral students are assigned the same text by Paul Reynolds1 that I used in which he delineates “the causal process form of theory.” This logical process of thinking and writing has been the most difficult for students to grasp. I find that it is more significant if they do not signpost that if they have to re-do the assignments provided in the text, with a great deal of specific and critical feedback from me, and without grading the assignment until they truly understand the conceptual process, most students can master it. I try to demonstrate with each written feedback and individual meetings with students how each logical link in the process needs to be thought carefully through and articulated, without missing an important conceptual step. I have them outline the logical process with a series of relationship statements and existence statements, using the logic of A is related to B, B is related to C, and therefore, A is related to C. This requires the student to define and specific, so there is no ambiguity as to what the construct means in its context. I point out how a concept, when it is unclear, can have many different meanings. Until students achieve these fundamental requirements they cannot begin to write.

Even my strongest students have taken as many as three or four assignment re-submissions to learn this logical, deductive process. However, once they learn this new way of thinking, they report that it drastically changes the way in which they think and write their assignments across all their coursework. Students cannot move forward to the next assignment until the previous one is completed correctly; otherwise, they will not succeed at the next one. Each written requirement is a step in an iterative process that leads to the final research proposal.

The first assignment for proposal development requires students to justify the importance of answering the research question. Students must answer the “so what question”? They cannot merely say that it has never been done before or an answer to the significance of the question. My response is “there may be a reason for that—no one may care about the answer!” They are directed to think about who cares about the answer to the question and what the answer will do for practice, policy, and/or programs.

My goal in teaching research is to train creative and critical thinkers—not technicians. I am reminded of my high school chemistry teacher who once said, “I do not train plumbers.” My students are taught not to train technicians but to do the thing that they really love doing, to do the thing that they are passionate about, and to be good at it. This is difficult to explain and nearly impossible to model in any generalized way.

It seems clear that effective mentoring involves developing personal, respectful, and trusting relationships, which in turn requires people skills, an open mind, and a willingness to dedicate a great deal of time to one’s students over the course of many years. Mentors provide a window to a desired professional role, and maps, rather than directions, in their relationships. As counselors and coaches, mentors must strike a fragile balance between providing support and maintaining high expectations as they guide students through each step in the dissertation process. Yet, what is less clear is how good mentoring relations are formed and maintained.

The art of mentoring is elusive in part, perhaps, due to the unique qualities and characteristics of individual faculty members and students. Our differences as individuals lie not merely in our personalities, social skills, and interpersonal-communication styles, but also in what we each bring to the mentoring relationship. Students come to graduate school with unique professional and personal backgrounds and, in turn, what they look to their mentors to provide.

During the nearly fifteen years I have been teaching at Penn, I have continued to be fascinated by how greatly students differ in what they need from me as their mentor. It is impossible to predict how a mentoring relationship will evolve. This is, in part, why mentoring is so difficult as well as so fulfilling. Learning to work well with a student, and being responsive to how their needs change at different stages in their professional socialization demands much more than academic expertise and intellectual skills. It requires empathy, intuition, and an ability to listen carefully to what a student tells me—directly as well as in what he or she will not or cannot say. These skills are necessary to what I believe is the most important part of mentoring, drawing out from students what they want to achieve in conducting research, writing a dissertation, and in their future careers. Good mentoring, in my view, does not involve self-replication or a simple process of academic “acculturation.” What my students seem to need most is someone who will help them gain the confidence to articulate their own vision of and purpose for their work and find a career path that allows them to pursue this vision.

Learning to mentor, then, in my experience, is a humbling process. With each new student there are things to learn. I have learned and continue to learn a great deal from my remarkable mentees as I try my best to mentor at least half as well as my remarkable mentors mentored me.


The Elusive Art of Mentoring

Kathleen Hall

When the Graduate School of Education faculty considers ways to improve our doctoral program, conversations tend to focus on core and research methodology courses, professional development workshops, and research experiences. What is less often discussed is doctoral student mentoring. Yet as survey data from the PhD Completion Project suggests, while every doctoral student has a dissertation advisor, “not every student has access in their doctoral program to someone they consider a mentor.” Mentoring, the report concludes, is practiced and valued unevenly in doctoral programs.

Acquiring content knowledge and methodological skills is clearly a central aspect of doctoral education; but the more intangible, through mentoring relationships, I believe, are equally if not more fundamental to effective professional socialization. Individual mentoring can encourage students to develop a sense of purpose in their work and confidence in their own insights so they can pursue and express their ideas as engaged scholars. Just as process also requires its students to be exposed to the doctoral research methods course. The sound scientist is one who not only

Dr. Phyllis Solomon is a professor in the School of Social Policy & Practice and Dr. Kathleen Hall is an associate professor of education in GSE with a secondary appointment in the department of anthropology in SAS and is director of the South Asia Center. Both won the 2009 Provost’s Award for Distinguished PhD Teaching and Mentoring.

This essay continues the series that began in the fall of 1994 as the joint creation of the College of Arts and Sciences and the Lindback Society for Distinguished Teaching. See www.upenn.edu/almanac/teachall.html for the previous essays.