

# UNIVERSITY OF PENNSYLVANIA *Almanac*

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## Faculty Senate Leadership 2011-2012



Robert Hornik



Camille Charles



Susan Margulies

*Annual Reports:*  
The Faculty Senate Chair's report and the annual reports of the Senate committees are in this issue, beginning on page 7 and running through page 12.

The Faculty Senate announced its leadership for the upcoming academic year (left to right)—Past Chair: Dr. Robert C. Hornik, Wilbur Schramm Professor of Communication and Health Policy, Annenberg School for Communication; Chair: Dr. Camille Z. Charles, Professor of Sociology and the Edmund J. and Louise W. Kahn Term Professor in the Social Sciences, SAS, and Director of the Center for Africana Studies; and Chair-Elect: Dr. Susan S. Margulies, George H. Stephenson Term Chair in Bioengineering and Professor of Bioengineering, SEAS.

## Vet Medicine Teaching Awards



Raymond Sweeney

The SCAVMA (Student Chapter of the American Veterinary Medical Association) teaching and student awards were presented on April 29, at Penn's School of Veterinary Medicine.

The awards celebrated faculty and staff honorees selected for their dedi-

(continued on page 4)

## PennDesign Teaching Awards

The School of Design has announced three recipients of their 2011 Teaching Awards.

These awards are named in honor of the late G. Holmes Perkins, dean of the Graduate School of Fine Arts (now the School of Design) from 1951-71, and are given in recognition of distinguished teaching and innovation in the methods of instruction in the classroom, seminar, or studio. Dean Perkins passed away in 2004 (*Almanac* September 7, 2004) at the age of 99. The Perkins Award was established in 1993 by former Dean and Paley Professor Patricia Conway. The undergraduate award was established by the School.

The awards will be presented at PennDesign at a ceremony Sunday, May 15, at 4 p.m.

in Meyerson Hall as part of the School's graduation activities.

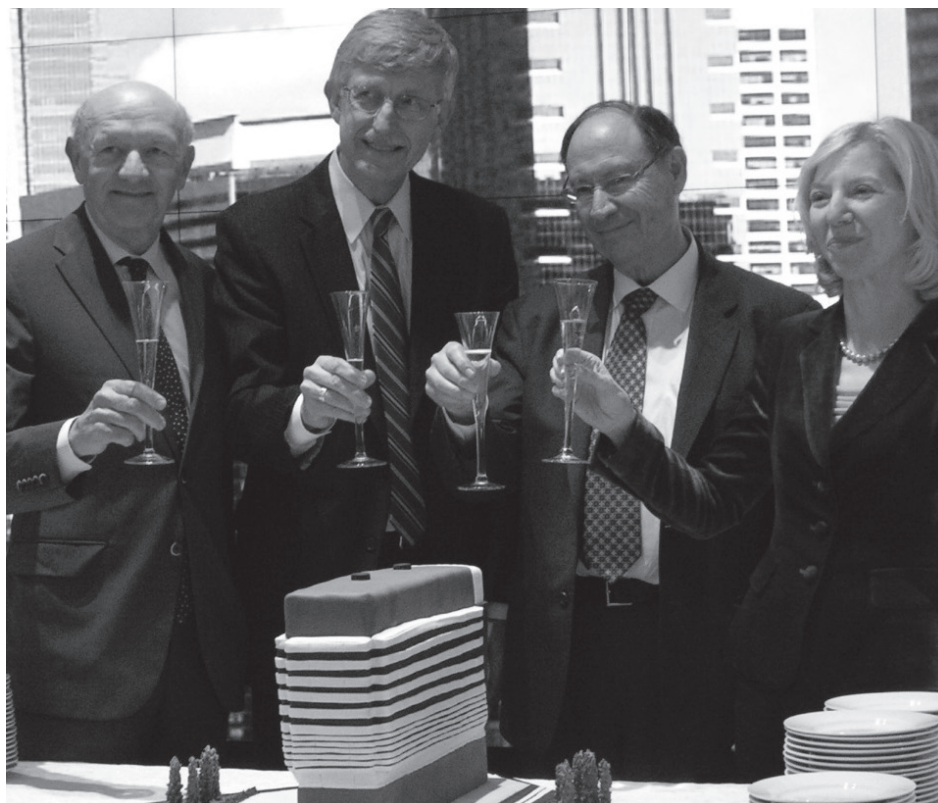
The 2011 G. Holmes Perkins Award for Distinguished Teaching will be awarded to Laura Wolf-Powers, assistant professor of city & regional planning. Dr. Wolf-Powers teaches urban economics



Laura Wolf-Powers

(continued on page 4)

Photograph by Marguerite F. Miller



## A Marvelous Milestone: Delivering the Promise of Research

A toast to celebrate the opening of the Translational Research Center, Penn Medicine's new \$370 million medical research building—one of the first anywhere to be physically integrated into facilities for patient care—namely the Perelman Center for Advanced Medicine and the Roberts Proton Therapy Center. It will house three Penn institutes: the Institute for Diabetes, Obesity, and Metabolism; the Institute for Translational Medicine and Therapeutics; and the Penn Cardiovascular Institute. The recent event honored the many basic researchers and clinicians who have made this interdisciplinary center for learning, discovery and healing a reality. Above, UPHS CEO Ralph Muller; NIH Director Francis Collins, the event's featured speaker; EVP for UPHS and Dean of the School of Medicine Arthur Rubenstein; and University of Pennsylvania President Amy Gutmann.

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### Reappointment of Joan Hendricks as Dean of the School of Veterinary Medicine

We have received the report of the Consultative Review Committee on the Reappointment of Joan Hendricks as Dean of the School of Veterinary Medicine (*Almanac*, January 18, 2011), and we are delighted to recommend to the Trustees at their June meeting the reappointment of Dean Hendricks for a second term, to run through June 30, 2018.

The Consultative Committee conducted a comprehensive review of Dean Hendricks' first term as Dean, and identified the major challenges and opportunities facing Dean Hendricks and the School of Veterinary Medicine in the years ahead. We concur with the Committee's conclusion that Dean Hendricks' first term was marked by a series of unprecedented budgetary and financial challenges for the School of Veterinary Medicine, following the economic downturn in 2008 and subsequent dramatic cuts in Commonwealth support. The need to effectively manage these challenges, while furthering the School's commitment to eminence and maintaining financial discipline, were the defining themes of Dean Hendricks' first term.

Despite these difficult challenges, under Dean Hendricks' leadership, Penn Vet has maintained its international reputation and renewed its forward momentum. She has balanced the School's budget; sustained its highly regarded teaching, research, and clinical programs; opened new, modern facilities; committed the School to transparent and consultative management; begun important initiatives to strengthen the School's administrative infrastructure; and strengthened the School's important relationships around campus and especially in Harrisburg.

The new fiscal realities facing Penn Vet will pose important challenges in the years ahead, including the development of a long-term financial plan for the School's various missions, carefully managing costs to allow for strategic investments in support of the School's highest priorities, and building on the School's distinctive strengths in both its basic science and clinical programs.

Dean Hendricks performed commendably in her first term despite the extraordinary challenges faced by Penn Vet. We are confident that she is the academic leader best able to work with the School's faculty and the University administration to articulate a future vision for the School and to develop and implement the plans necessary to realize it. We look forward to working closely with her in the months and years ahead as the School of Veterinary Medicine works to build on its forward momentum and achieve even greater eminence and success.

—Amy Gutmann, President

—Vincent Price, Provost

### BFS Course Design Grants: Call for Proposals: May 27

Together with the Office of the Provost, the Environmental Sustainability Advisory Committee, and the Netter Center for Community Partnerships, the Benjamin Franklin Scholars program is pleased to announce the BFS Course Design Grants.

We will consider granting \$2000–\$5000 to exceptional proposals for the development of new BFS seminars. (For more information on BFS in general, see [www.upenn.edu/curf/bfs/](http://www.upenn.edu/curf/bfs/)) The money is to be used to facilitate innovative course components that may have expenses attached to them, with up to \$2000 available as a course development stipend for faculty. The review process will begin May 27, 2011. Standing faculty at Penn in any of the 12 schools are eligible, and courses may be proposed for any future semester, beginning with fall 2011. We look to support innovations in the types of materials assigned, in classroom task design, in the format of graded assignments, as well as new team teaching, especially across schools. Four kinds of courses are especially encouraged:

#### Green Seminars

Green Seminars will develop innovative approaches to the theme of sustainability across the many domains in which this topic is relevant. We look for engagement with local political issues or global environmental initiatives.

#### Learning and Research with the Community

These courses will encourage students to develop their learning through hands-on engagement in the community, such as learning by teaching in local classrooms, improving health and nutrition in a school and community, or exploring Philadelphia's most vibrant jazz venues. These academically based community service courses and experiences help students to become active, participating citizens of a democratic society.

#### Theme-Year Courses

Courses that develop next year's theme—*Games: Body and Mind*—will be supported. We look for courses to develop the many issues that can emerge out of Penn's theme year, across historical and disciplinary boundaries. For more on next year's academic year theme see, [www.upenn.edu/almanac/volumes/v57/n06/themeyear.html](http://www.upenn.edu/almanac/volumes/v57/n06/themeyear.html)

#### Ideas In Action

These courses will design new ways of engaging students in active learning. They ask students to experience what they study, whether that be a course that brings students to work in a cognitive science lab to discover how first impressions matter, or a course on monasticism that asks students to live by the ascetic rules of an order.

#### Proposal Format

Proposals should be under 500 words. They should outline the subject matter, the innovations planned, and the reasoning why these particular initiatives are promising. A one-page draft syllabus, outlining weekly topics, readings, and assignments, should accompany the proposal. A one-page budget, if applicable, should also accompany the proposal.

Please submit documents by May 27, 2011 to BFS Associate Director Linda Wiedmann, [wiedmann@upenn.edu](mailto:wiedmann@upenn.edu)

Faculty grant recipients will attend two sessions with the BFS team and other winners. Before they begin teaching they will present plans for their innovations, and after the course they will share a study of how these innovations worked.

—Peter T. Struck, Classical Studies  
Director, Benjamin Franklin Scholars

## Deaths

### Dr. Ten Have, Medicine

Dr. Thomas Ten Have, professor of biostatistics in the Center for Clinical Epidemiology and Biostatistics in the School of Medicine, died on May 1 at the age of 53.

Born in Sioux City, Iowa, Dr. Ten Have earned his BS, MPH and PhD all from the University of Michigan.

He joined the faculty at Penn in 1997, where he was professor of biostatistics, a member of the MPH Curriculum Committee and a senior fellow in the Institute on Aging. He was the director of the Biostatistics Data-Core and associate director of the Division of Biostatistics in the Center for Clinical Epidemiology and Biostatistics. Dr. Ten Have studied the intersection of causal statistical methods and behavioral interventions on behavioral and medical outcomes.

In his career, he published over 200 papers, was a fellow of the American Statistical Association and a recipient of the Harvard Award for Lifetime Contributions to Psychiatric Epidemiology and Biostatistics.

Dr. Ten Have is survived by his wife, Elizabeth and daughter, Anna.

A memorial will be held at 10 a.m. on May 13 at the Grace Epiphany Episcopal Church at 224 E. Gowen Ave. in Mt. Airy. In lieu of flowers, donations may be made to Philadelphia Futures, Philadelphia Collaborative Violence Prevention Center, of which Dr. Ten Have was the information core co-director, or ACHIEVEability.

### Dr. Toma, GSE

Dr. J. Douglas Toma, former senior fellow in the Graduate School of Education and founding director of the Executive Doctorate in Higher Education Management Program, died May 4 at the age of 47.

A graduate of Michigan State University, Dr. Toma earned a JD from the Law School of the University of Michigan in 1989. He went on to earn a masters in history and a PhD in higher education, both from the University of Michigan in 1993 and 1995, respectively.

Dr. Toma began his career as an assistant professor at the University of Missouri, Kansas City before coming to Penn.

At Penn he was first a visiting fellow at the Institute for Research on Higher Education from 1998-2000, before becoming a senior fellow, lecturer and director of the Executive Doctorate in Higher Education Management Program in 2001. He was also Senior Fellow of Ware College House. Dr. Toma served on the Penn GSE Fellowships Committee and the Advisory Board for Penn GSE Executive Education from 2001-2003.

Since leaving Penn, Dr. Toma had been a professor at the University of Georgia Institute of Higher Education.

Widely published, Dr. Toma was the author of several books including, *Managing the Entrepreneurial University: Legal Issues and Commercial Realities in Higher Education* and *Building Organizational Capacity: Strategic Management in Higher Education*.

He is survived by his wife, Linda Bachman and a son, Jack.

### 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 email [almanac@upenn.edu](mailto:almanac@upenn.edu)



# Speaking Out

## An Open Letter to Faculty at the University of Pennsylvania

Recently, one of our Penn undergraduates—Christopher Abreu—was the victim of two separate incidents of racist treatment while walking through campus in the early hours of the morning. Christopher (a Black male student) was confronted by some of his White peers who, according to Christopher, were intoxicated. These students mocked him, hurled racial slurs and stereotypes at him, and questioned whether or not he belonged at Penn. In response to this incident, Christopher wrote a first-person guest column for *The Daily Pennsylvanian* (DP) calling into question Penn's suitability for minority students and the institution's commitment to fostering an inclusive community.

In response to Christopher's essay, many students and alumni posted comments on the DP's website. Some comments were supportive, but too many only served to confirm the presence of deep prejudice, racial misunderstanding, anger, fear, and racism here at Penn.

The fact is that Black students and other students of color experience racial micro-aggressions on a regular basis, both on and off campus. The accumulation of these experiences can and often does have negative effects on these students' academic outcomes, psychological wellness, and sense of belonging at Penn. Certainly, the environment for students of color is better than it was in the past; however, recent events—and some responses to those events—make it painfully clear that we still have a long way to go. Getting us all onto the same campus is not sufficient for ensuring that our community is at all times, and in all circumstances, cognizant and respectful of our common humanity.

As faculty affiliated with Penn's Center for Africana Studies, we urge our colleagues across the University to reflect upon the incident involving Christopher as well as the Penn community's responses to it. Incidents like this can cause a great deal of pain to many individuals on campus; as members of this community, we all have a responsibility to work together to create a campus climate that condemns the denial of the basic humanity of any of our community members, both on and off campus. We as faculty must challenge uninformed students in our classrooms, and provide an environment in which they recognize and respect the full humanity of those they perceive as "different" or as "the other." We cannot assume that students come to Penn having learned to be accepting of difference, or that they fully understand the toll that intolerance takes on its targets, or on the community more broadly. And, all of us—faculty, administrators, staff, and students—as members of the Penn community, are responsible for doing everything in our power to create and maintain a safe and transformational learning environment for all students, respecting individual differences as well as our common humanity, in the same way that we respect differences of opinion, worldview, and methodological approaches.

Perhaps the most devastating aspect of Christopher's experience was being told that he doesn't belong at Penn. As faculty, we must be clear, always, that *all* our students—no matter their race/ethnicity, national origin, religion, sexual orientation, social class status, the School through which they matriculate, their age, or any individual opinions to the contrary—are valuable assets to our community and to the world. They all belong here. *We all belong here.* Christopher Abreu belongs here. In two weeks, he will graduate *cum laude* with a degree in English, and we should all celebrate his accomplishment.

As faculty members committed to creating a learning environment that is supportive of all students, we urge our colleagues to find ways to openly discuss and, when necessary, challenge the negative aspects of the campus climate in honest, meaningful, and transformative ways.

We stand behind Christopher Abreu and all students who have been denied their basic humanity as victims of racism and all other "isms." We support and commend Christopher's courage in coming forward, and all those in our community who have supported him both publicly and privately. We should not tolerate this kind of behavior at the University of Pennsylvania.

—Regina Austin,  
William A. Schnader Professor of Law  
—Cheikh Anta Mbacke Babou,  
Associate Professor of History  
—Herman Beavers,  
Associate Professor of English  
—Mary Frances Berry, Geraldine R. Segal  
Professor of American Social Thought,  
Professor of History  
—Anthea D. Butler,  
Associate Professor of Religious Studies  
—Lee V. Cassanelli,  
Associate Professor of History  
—Virginia W. Chang, Assistant Professor of  
Medicine and Sociology  
—Camille Z. Charles,  
Edmund J. and Louise W. Kahn Term  
Professor in the Social Sciences,  
Professor of Sociology and Education,  
Director, Center for Africana Studies,  
Chair-Elect, Faculty Senate  
—Christopher Lance Coleman,  
Fagin Term Associate Professor of Nursing  
and Multicultural Diversity,  
Associate Professor of Nursing in  
Psychiatry  
—Thadious Davis, Geraldine R. Segal  
Professor of American Social Thought,  
Professor of English  
—Ezekiel Dixon-Román, Assistant  
Professor of Social Policy & Practice  
—Ann Farnsworth-Alvear,  
Associate Professor of History  
—Damon W. Freeman, Assistant Professor  
of Social Policy & Practice

—Vivian L. Gadsden,  
William T. Carter Professor of Child  
Development and Education,  
Professor of Education  
—Marybeth Gasman,  
Professor of Education  
—Daniel Q. Gillion,  
Assistant Professor of Political Science  
—Larry Gladney,  
Professor of Physics and Astronomy  
—Steven Hahn, Roy F. and Jeannette P.  
Nichols Professor of History  
—Shaun R. Harper,  
Associate Professor of Education  
—Theodore Hershberg,  
Professor of Public Policy and History  
—John L. Jackson, Jr., Richard Perry  
University Professor of Communication  
and Anthropology  
—Tsitsi Jaji,  
Assistant Professor of English  
—John B. Jemmott, III, Kenneth B. Clark  
Professor of Communication, Professor  
of Communication in Psychiatry  
—Loretta Sweet Jemmott,  
van Ameringen Professor in Psychiatric  
Mental Health Nursing  
—Michael Katz, Walter H. Annenberg  
Professor of History  
—Shiriki K. Kumanyika,  
Professor of Biostatistics and  
Epidemiology  
—Monica Miller, Postdoctoral Fellow,  
Center for Africana Studies  
—Georgette Chapman Phillips,  
David B. Ford Professor of Real Estate,  
Professor of Legal Studies, Vice Dean,  
Wharton Undergraduate Division  
—Eve Troutt Powell,  
Associate Professor of History  
—Guthrie Ramsey, Jr., Edmund J. and  
Louise W. Kahn Term Professor of Music  
—Adolph Reed,  
Professor of Political Science  
—Timothy Rommen,  
Associate Professor of Music  
—Barbara D. Savage, Geraldine R.  
Segal Professor of American Social  
Thought, Professor of History  
—Gwendolyn DuBois Shaw,  
Associate Professor of History of Art  
—Kenneth L. Shropshire,  
David W. Hauck Professor of Legal  
Studies and Business Ethics  
—Howard C. Stevenson,  
Associate Professor of Education  
—Deborah A. Thomas,  
Associate Professor of Anthropology  
—Salamishah Tillet,  
Assistant Professor of English  
—Tamara Walker,  
Assistant Professor of History  
—Tukufu Zuberi,  
Lasry Family Endowed Professor of  
Race Relations, Professor and  
Chair of Sociology

*Speaking Out* welcomes reader contributions. Short, timely letters on University issues will be accepted by Thursday at noon for the following Tuesday's issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated. —Eds.

## School of Design Teaching Awards (continued from page 1)

in the core curriculum for the Masters in City Planning as well as several courses in the Community and Economic Development concentration. Dr. Wolf-Powers is known for making the subjects she teaches understandable, interesting and current for students. Students were enthusiastic in their praise, noting that she is an inspirational influence: "Not only is her research and scholarship extensive, but she is simply a fantastic teacher. She is able to teach in a style that gets the material across while also relating to students on a personal level.... Her classes [are] the most exciting, useful and inspiring classes I have taken at Penn...I am indebted to her for not only making my experience at Penn so far a wonderful one but for also linking me to valuable resources and future professional opportunities outside [of] Penn."

Dr. Wolf-Powers' research interests include the role of community-based organizations in urban politics and governance. She recently published a four-city comparison of community benefits agreements in the *Journal of the American Planning Association*. Her research on local hiring policies was featured in a June 2010 story on National Public Radio. Dr. Wolf-Powers also researches urban labor markets, job-centered economic development, and workforce development. Her current work explores the potential for growth in the healthcare and biotechnology sectors to incorporate non-college-educated workers into center city and regional labor markets.

She received her BA from Yale University, a masters of public affairs from Princeton Univer-

sity, and her PhD in urban planning and policy from the Edward J. Bloustein School of Planning & Public Policy, Rutgers University.

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The 2011 G. Holmes Perkins Award for Distinguished Teaching by a member of the associated faculty will be awarded to Valerio Morabito, lecturer of landscape architecture. Dr. Morabito leads 700-level courses, including Topics in Representation: Landscape Drawing and studios. Students praise Dr. Morabito's unique representation of landscapes, noting that his teaching style is fun as well as productive. Dr. Morabito is also currently a professor of landscape architecture at l'Università Mediterranea di Reggio Calabria, Italy, and a principal associate in the design firm of Coopprogetti in Reggio Calabria. He earned his MArch from the London School of Kingston and his PhD in landscape architecture from l'Università Mediterranea di Reggio Calabria, Italy.

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The 2011 Award for Distinguished Teaching in the Undergraduate Programs in the School of



Jeremy Holmes

Design will be awarded to Jeremy Holmes, lecturer of fine arts. Mr. Holmes, a designer and illustrator, teaches Digital Design Foundations. Students have noted that Mr. Holmes "constantly pushes us to the extent of our abilities and further in our craft, while at the same time helping us perfect the critical eye and mind necessary to be a great artist. His grounded perspective is invaluable not just to the classroom, but to our pursuit of careers in the art world." He is also the creator of Mutt Ink, a multi-disciplinary creative studio, providing design and illustration solutions with experience in print, editorial, branding, publishing, web and packaging.

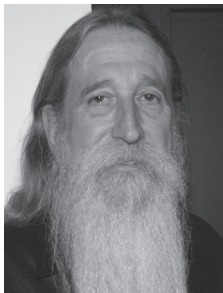
His work has been featured in publications such as *American Illustration*, *3x3*, *How*, *Print*, *I.D.*, *Communication Arts*, and *CMYK*; at such events as the Flash Forward Film Festival and Society of Illustrators Exhibition; and on-line for Juxtapoz and Adobe.

Mr. Holmes holds a BS in graphic design from Philadelphia University and received his MFA from the Tyler School of Art. His first children's book, *There Was an Old Lady Who Swallowed a Fly* (Chronicle Books, 2009), recently sold out—a second edition is planned.



Valerio Morabito

## School of Veterinary Medicine Teaching Awards (continued from page 1)



Mark Haskins



William Gilsenan



Peter Nassar



Julie Engiles



Jeffrey Wilson



Rose Nolen-Walston

cation and passion for teaching. Student clubs and individual students were honored for their contributions to the school and the surrounding community.

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The Carl Norden-Pfizer Distinguished Teacher Award was presented to Dr. Raymond Sweeney, professor of medicine and section chief of medicine at New Bolton Center. Dr. Sweeney is a 1982 graduate of Penn Vet. The Carl J. Norden-Pfizer Distinguished Teacher Award is the most prestigious teaching award in Veterinary Medicine. It is presented annually to a faculty member at each College of Veterinary Medicine in the United States.

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A new award, the Dean's Award for Distinguished Service, was given to Dr. Mark Haskins, professor of pathology. He is a 1969 graduate of Penn Vet and earned his doctorate in pathology at the University of Pennsylvania in 1979. This is the first year Dean Joan Hendricks has presented this award. She had this to say about Dr. Haskins: "You never hesitate to share your experience, your wise counsel, and your strong ad-

vocacy when you identify a way you can have a positive impact. You are passionate and at the same time scientifically rigorous in your assessment of all sides of a question or issue. You have a clear-eyed appreciation for the value of research and also the highest humane and ethical standards, and you have opened your program to students to ensure that they are educated in these values. You have been an agitator, provoking us never to become smug or self-satisfied, even as you have also been a conservative force questioning change, advocating for preserving what is good in our history and traditions. While an award cannot be sufficient, it is a pleasure to have the opportunity to express my personal gratitude to you for lending the full force of your personality to improving your School."

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The William B. Boucher Award went to Dr. William Gilsenan, a 2008 graduate of Penn Vet. After graduation, Dr. Gilsenan entered an internship at Colorado State University. He is currently a 2nd-year resident in Large Animal Medicine at New Bolton Center. This is the second year in a row that Dr. Gilsenan has won the

Boucher Award. This award is presented by the senior class in recognition of outstanding teaching skills and responsiveness to the needs of the students, as well as a general dedication to New Bolton Center and to the veterinary profession.

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The Class of 2014 Teaching Award was given to Dr. Peter Nassar, an anatomy instructor in the department of animal biology. Dr. Nassar teaches gross anatomy and histology in animal biology. He took his BA in geology at Amherst College, and his masters and PhD at Bryn Mawr, also in geology. He came to Penn in 1994, and became a lecturer in 2003. He is the associate director of anatomy labs at the school.

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The Class of 2013 Teaching Award was awarded to Dr. Julie Engiles, assistant professor of pathology at Penn Vet's New Bolton Center. She has a primary research interest in orthopedic pathology with focus on equine laminitis. A current project involves collaboration with The Laminitis Institute, which is looking to systematically characterize and grade the histopathological changes that occur within the pedal bone and sensitive lamina of the hoof during and af-



## Veterinary Medicine Awards



Lesley King



Amy Johnson

ter naturally occurring episodes of laminitis. Dr. Engles uses micro-computer tomography technology to study the effects of laminitis on bone density and osteolysis, a prominent feature of laminitis that has not been previously investigated. The project is aimed at correlating laminitis-associated pathology that occurs at both the macro and micro-anatomic levels with pathology that occurs on the molecular level.

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The Class of 2012 Philadelphia Campus Teaching Award was given to Dr. Jeff Wilson who received his DVM from North Carolina State University in 2004. He completed a rotating internship in 2005 and his residency in 2008, both at the University of Tennessee. He has been a lecturer in anesthesia with Clinical Studies—Philadelphia since October of 2008.

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The New Bolton Center Campus Teaching Award was awarded to Dr. Rose Nolen-Walston, assistant professor of medicine at Penn Vet's New Bolton Center. Always going the extra mile, Dr. Nolen-Walston is a second-year student award recipient; last year, she earned the Carl Norden Pfizer Distinguished Teacher Award. Her research expertise includes equine pulmonary function testing; measurement of airway reactivity; rodent pulmonary function testing; and mouse adult pulmonary stem cell investigations, among others.

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The Class of 2011 Philadelphia Campus Teaching Award went to Dr. Lesley King, director of the Intensive Care Unit at Matthew J. Ryan Veterinary Hospital and professor, clinical educator in section of critical care at Penn Vet. Dr. King's research interests include all aspects of small animal intensive care medicine, with special emphasis on pulmonary medicine, applications of positive pressure ventilation in small animals, and outcome prediction in the critical small animal patient. She is a Diplomate of the American College of Veterinary Emergency and Critical Care, and also of the American College of Veterinary Internal Medicine. Her clinical focus is on intensive care medicine for dogs and cats, with particular emphasis on respiratory failure.

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The New Bolton Center Campus Teaching Award was awarded to Dr. Amy Johnson, lecturer in the department of clinical studies at New Bolton Center. Dr. Johnson, board-certified in large animal internal medicine, is a lecturer at New Bolton Center and is completing a residency in neurology. She completed her veterinary degree at Cornell University, internship at B.W. Furlong & Associates in New Jersey, and internal medicine residency at Cornell. Her clinical and research interests include Equine Protozoal Myeloencephalitis and botulism in horses.

# Honors & Other Things

## Festschrift: Dr. Vitek



Vaclav Vitek

The colleagues and peers of *Vaclav Vitek*, professor of materials science and engineering in the School of Engineering and Applied Science, have recognized his influential contributions to computational materials science and physics of materials by publishing a Festschrift on the occasion of his 70th birthday as an issue of *Progress in Materials Science* (Vol. 56, 2011). The Festschrift notes, in part: "Dr. Vitek's drive and enthusiasm, his scholarly approach to science and also to society, his seminal contributions and impetus to computational materials science, and his guidance and impact on the numerous young scientists who have studied with him."

## Rome Prize: Ms. Andrews

*Margaret Marshall Andrews*, a doctoral student in the Art and Archaeology of the Mediterranean World graduate group, has been awarded a 2011-2012 Rome Prize from the American Academy in Rome. The prize recognizes excellence in the arts and humanities and provides students the opportunity to live in Rome for six months to two years and utilize the Academy's vast resources to immerse themselves in scholarly studies.

This is the fourth consecutive year in which a School of Arts and Sciences student has won the prize, which is one of the most competitive in the humanities. Ms. Andrew's research involves a topographical study of the Subura in Rome.

## 2011 Wharton Business Plan Competition Winners

The Wharton School announced that student team Stylitics, led by *Rohan Deuskar*, WG'11, has won the \$30,000 Michelson Grand Prize of the 2011 Wharton Business Plan Competition. The prize was awarded in late April at the School's annual Venture Finals, where student finalists received more than \$115,000 in cash prizes and in-kind accounting and legal services.

*Stylitics*, which calls themselves the "Nielson of Fashion," is a consumer insights company that uses innovative market research techniques to help clothing brands better understand their customers. The full list of winners is as follows:

1. Michelson Grand Prize: \$30,000 to Stylitics
2. Second Prize: \$15,000 to Next Generation Phlebotomy
3. Third Prize: \$10,000 to Baby.com.br
4. Gloeckner Undergraduate Award: \$10,000 to Verday
5. People's Choice Award: \$3,000 to Pledge-4Good
6. Committee Prize/Social category: Farmucopia
7. Committee Prize/Disruptive category: Complexed Technologies
8. Committee Prize/Committee's Choice category: DictionarySquared

The Wharton Business Plan competition is managed by Wharton Entrepreneurial programs and is open to any Penn student.

## 2010-2011 Senior Student-Athlete Awards

The University of Pennsylvania's Division of Recreation and Intercollegiate Athletics (DRIA) handed out its major intercollegiate senior student-athlete awards April 26, in a ceremony held at The Inn at Penn. Five awards were handed out.

Football standout *Luis Ruffolo* was honored with the Class of 1915 Award. Given annually since 1931, the award is presented to the male student-athlete who best exemplifies the spirit and tradition of University of Pennsylvania Athletics. The recipient must be a senior student-athlete who shows outstanding athletic, academic, and leadership qualities. The academic standard is a 3.0 GPA. Voting on the award is conducted by the head coaches of Penn's men's varsity programs as well as selected athletic department administrators.

Women's volleyball player *Megan Tryon* received the Association of Alumnae Fathers' Award, given annually since 1945 to the person who is recognized for her contribution to Women's Athletics at the University of Pennsylvania. The recipient must be a senior student-athlete who shows outstanding athletic, academic, and leadership qualities. The academic standard is a 3.0 GPA, and voting on the award is conducted by the head coaches of Penn's women's varsity programs as well as selected athletic department administrators.

The Norman J. Goldring Award was given to *Paul Shay* from men's lightweight rowing and *Lisa Barnett* from the women's cross country/track & field team. The Goldring Award is given to one graduating male and one graduating female student-athlete with the highest GPA who earned a varsity letter in his/her senior year.

Lisa Barnett was also the recipient of the George H. Frazier Award, which is given to a graduating student-athlete (male or female) with the highest GPA who competed on one of the following teams: basketball, crew, track, soccer, baseball or football.

## Schweitzer Fellows: Penn Students

Two students at the University of Pennsylvania have been named among the 15 Philadelphia Schweitzer Fellows for 2011-2012. Schweitzer Fellows partner with community-based organizations to develop and implement year-long mentored service projects that sustainably address the social determinants of health, on top of their regular graduate school responsibilities.

The students are:

*Kenji Taylor*, a first-year student in the School of Medicine, who will address hypertension in African-American males by coordinating blood pressure screenings in West Philadelphia barbershops through the "Cut Hypertension Program."

*Charles Tyson*, a student in the School of Social Policy & Practice, will aim to address health disparities and social justice issues among Young Men of Color Who Have Sex with Men (YMCSM) living in the greater Philadelphia area through primary and secondary prevention and outreach interventions.

(Honors & Other Things continue on next page)

## Honors & Other Things

(continued from page 5)

### Performing at White House Poetry Event: Mr. Goldsmith

Kenneth Goldsmith, who teaches in the Center for Programs in Contemporary Writing (CPCW), will be one of the poets performing at the White House's 'An Evening of Poetry' on May 11, a celebration of American poetry and prose. In addition to his performance, Mr. Goldsmith will also lead a poetry workshop for children that Mrs. Obama is hosting.

Mr. Goldsmith is an author of ten books of poetry, a founding editor of the online archive UbuWeb ([ubu.com](http://ubu.com)) and a senior editor of Penn's online poetry archive, *PennSound*. He has been awarded The Anschutz Distinguished Fellow Professorship at Princeton for 2009-2010, and received the Quartz Electronic Music Award in Paris in 2009. His book of critical essays, *Uncreative Writing*, is forthcoming from Columbia University Press.

Mr. Goldsmith teaches a creative writing workshop called "Uncreative Writing" at Penn. Every other year, he also teaches a year-long contemporary art writing seminar, collaborating with CPCW and the Institute of Contemporary Art (ICA).

### Venture Awards to Student Startups

Wharton Entrepreneurial Programs (WEP) has announced the 2011 winners of the Wharton Venture Award which is dedicated to financially supporting Wharton undergraduate juniors and first-year MBA students so they can continue development of their venture full-time over the summer in lieu of a traditional internship. A committee consisting of alumni venture capitalists and entrepreneurs bestowed four awards of \$10,000 each.

The 2011 Wharton Venture Award winners: Steven Dong, W'12, & Corey Lerch, W'12/E'12, Osus, Inc., weight-lifting you can wear; [www.osusathletics.com/](http://www.osusathletics.com/)

Dan Getelman, W'12/E'12, Coursekit lets students follow classes, assignments, lectures, exams, in one place while keeping in touch with classmates; [www.coursekit.com/](http://www.coursekit.com/)

Mike Kijewski, WG'12, Gamma Basics, GrayCAD is a software application that helps hospitals assess their radiation safety compliance during capital equipment upgrades; [www.gammabasics.com/](http://www.gammabasics.com/)

Nimit Maru, WG'12, & Roberto Sanchez Garvin, WG'12, Mooblu is a real-time bidding mobile ad exchange; <http://mooblu.com/>

### Penn Energy Showdown Competition

Students of Harrison College House have won a third successive Penn Energy Showdown, a University of Pennsylvania campus energy efficiency competition organized by Penn's Fels Institute of Government.

The Penn Energy Showdown is designed to reduce energy consumption in campus dormitories, while increasing student awareness about how small behavioral changes can impact energy use.

The competition, held April 8-21 pitted students from Harrison and Rodin College Houses against one another to determine which dorm could reduce overall energy usage the most. Both houses saved 10,528 watt-hours, enough to drive an electric car around the earth twice.

Harrison residents won the competition by reducing energy consumption by a record 7.1 percent. Students from Rodin reduced energy consumption during the competition by 5 percent.

In 2009, based on a proposal by graduate student Mateo Rando, the Fels Institute was awarded a Penn Green Fund grant to administer the campus energy competition for three semesters.



### 2011 Ivy Stone

The class of 2011 Ivy Stone was designed by Sarah Beth McKay, C'11, and will be fabricated from grey granite and placed at the northeast corner of 37th Street and Locust Walk.

A photographic archive of Ivy Stones from 1873 to 2004 is online at [www.library.upenn.edu/exhibits/pennhistory/ivystones/ivystones.html](http://www.library.upenn.edu/exhibits/pennhistory/ivystones/ivystones.html)

### 2011 Ivy Day Award Recipients

#### Senior Honor Awards

Althea K. Hottel Award:

Lindsey T. Eatough, E'11

Gaylord P. Harnwell Award:

Janice Y. Dow, C'11

David R. Goddard Award:

Wendy J. De La Rosa, W'11

R. Jean Brownlee Award:

Rachel R. Romeo, C'11

Spoon Award:

Matthew W. Amalfitano, C'11

Bowl Award:

Gerardo Javier (GJ) Melendez-Torres, N'11, W'11

Cane Award:

Adam J. Behrens, C'11

Spade Award:

Mark P. Pan, C'11

#### 2011 Leadership Awards

Association of Alumnae Fathers' Trophy:

Megan T. Tryon, C'11

Class of 1915 Award:

Luis I. Ruffolo, C'11

James Howard Weiss Memorial Award:

Lu D. Chen, E'11

Penn Student Agencies Award:

Alexander J. Ryu, C'11

Penn Alumni Student Awards of Merit:

Sourav Bose, W'11; Jack Eggleston, C'11;

Jessica Heidenberg, C'11, Allison Huberlie, C'11; Deepak Prabhakar, E'11

James Brister Society Student Leadership Award:

Janice Y. Dow, C'11

Association of Latino Alumni Student Leadership

Award: Enmanuel Martinez, C'11

Association of Native Alumni Student Leadership

Award: Megan Red Shirt-Shaw, C'11

Black Alumni Society Student Leadership Award:

Ryan C. Jobson, C'11

University of Pennsylvania Asian Alumni

Network Student Leadership Award:

Rohan Grover, W'11

Lesbian Gay Bisexual Transgender Alumni

Association Student Leadership Award:

Jason Landau Goodman, C'11

Trustees' Council of Penn Women Leadership

Award: Amelia M. Cataldo, N'11

William A. Levi Kite & Key Society Award for

Service & Scholarship: David J. Kaltman, C'11

Stephen Wise Award: Ariel B. Fisher, C'11,

Roxana Moussavian, C'11

Sol Feinstone Undergraduate Awards:

Jason Goodman, C'11; Enmanuel Martinez,

C'11; Arielle Spellun, C'12

### CIGHT Pilot Grants: June 15

The Penn Center for Integration of Genetics and Healthcare Technology (Penn CIGHT) will fund one, 12-month multidisciplinary pilot grant beginning in July, 2011 to support research on the ethical, legal and social implications (ELSI) of human genetics and genomics. The Penn CIGHT is a multidisciplinary, NIH-funded research center focused on studying ELSI-related aspects of new genetic technologies as they are applied in the clinic. Penn CIGHT focuses especially on the uncertainties associated with the clinical applications of new genetic technologies. Additional information about CIGHT can be found on their website at [www.med.upenn.edu/penncight](http://www.med.upenn.edu/penncight)

The pilot project may be led by a member of the University of Pennsylvania full-time faculty from any of its 12 schools. The pilot will be funded at a level of up to \$50,000/year for personnel and supply costs, but not for faculty salaries, equipment or instruments.

A committee of Penn CIGHT members will review all proposals. Funding depends on originality, scientific merit and the likelihood that the pilots will lead to continued funding and publishable data. Principal Investigators must be full-time faculty of the University of Pennsylvania, and are encouraged to collaborate with other Penn faculty outside the PI's area of expertise. Priority will be given to multidisciplinary projects that focus on uncertainty. Priority also will be given to faculty early in their career, or to more senior faculty who intend to shift or expand the emphasis of their research.

### Application Process:

Applications should be organized as follows:

1. Title page showing the title of grant, name of PI, affiliation, address, telephone numbers and email address

2. Budget and budget justification (costs for personnel and supplies, but not faculty salaries, equipment or instruments)

3. Biosketches of faculty and key personnel (NIH format, including current and pending extramural support)

4. Specific aims

5. Background and Significance

6. Preliminary Studies, if any

7. Experimental Design & Methods

8. Human Subjects (if applicable. Use NIH format. IRB approval may be pending)

9. Consultants (if applicable)

10. Literature cited

11. Certification of Patient Oriented Research for all participants (if applicable)

Sections 4-7 should not exceed 5 pages (1-inch margins, single-spaced, Times-Roman 12-point font)

Penn CIGHT pilot awardees are required to provide a progress report at the end of the funding year.

Applications must be received by June 15, 2011, and pilots will be awarded in July, 2011.

Submit one electronic file (PDF) application (by email) to: Cara Zayac, Penn CIGHT Project Manager at [Cara.zayac@uphs.upenn.edu](mailto:Cara.zayac@uphs.upenn.edu)



Additional information on Making History: the Campaign for Penn is available at [www.makinghistory.upenn.edu](http://www.makinghistory.upenn.edu).



## Report of the Chair of the Faculty Senate

Penn's faculty is central to all aspects of this institution. We teach, we do research, we contribute to our departments and to our Schools. However, the bylaws of the University also give us a substantial role in shaping University-wide policy working collaboratively with the administration and other constituencies in the process of shared governance. All standing faculty are members of the Faculty Senate, although our work is carried out principally through an elected Senate Executive Committee (SEC) and several standing committees. SEC and these committees consult regularly with the President and Provost, as well as other senior administrators, deans and faculty colleagues, on a wide range of issues facing the University. The SEC Committee reports are found in this issue of *Almanac*. Detailed reports of SEC's meetings have appeared in *Almanac* throughout the year. This report summarizes some of SEC's accomplishments in 2010-2011.

### SEC has Three Central Roles

a) Consulting with senior administrators, coming to understand their areas of responsibility, learning about their plans, and then engaging with them about those plans and offering a faculty perspective on relevant issues. This year we met with President Amy Gutmann and Provost Vincent Price, Senior Vice Provost for Research Steve Fluharty, Vice Provost for Faculty Lynn Hollen Lees, Vice Provost for Education Andy Binns, and Vice President for Public Safety Maureen Rush.

b) Review and approval of changes in formal policy that fall under Senate responsibility. This year the School of Dental Medicine proposed a new academic clinician faculty track; it was reviewed by the Senate Committee on the Faculty and the Academic Mission (SCOF) and then referred to SEC. SEC met with Dean Denis Kinane, explored with him how this new track would fit into the organization of the SDM faculty, and then approved the proposal.

c) Initiating exploration of specific issues that are of concern to the SEC membership, or that were referred to SEC for discussion and response by its committees. These issues often became the topics of further consultation with the administration.

### Some Highlights of the 2010-2011 Academic Year

1. Perhaps the most important work SEC focused on this year was the effort to move forward with diversifying the faculty. The tri-annual report on Progress on Minority Equity was published in the fall and indicated little progress over the past half decade. SEC dedicated its January meeting to a forum session focused on generating specific ideas for improving this situation. Panel members and SEC members suggested a wide range of possible strategies, and pointed as well to evidence of success in this effort elsewhere. Throughout the rest of the year SEC leadership has maintained a consistent conversation on this issue with the administration. SEC's efforts to spotlight this issue along with parallel encouragement from other constituent groups on campus complemented and supported a commitment by the administration to develop a formal Diversity Action Plan by the end of this year. SEC is very much looking forward to the development of that plan, and has committed to playing its part in remedying what it views as a substantial concern for the future of the University.

2. Open Access to research publications. A second substantial effort by SEC has been the discussion and consideration of the issue of Open Access. This spring, the independent Committee on Open Access Publishing led by Senior Vice Provost for Research Fluharty proposed a set of principles encouraging Penn's research community to provide a high degree of Open Access to research publications. SEC recommended some modifications in that set of principles and hopes to endorse a final document before the end of the academic year.

3. Alternative Sabbatical. SEC received a report from the Senate Committee on Administration recommending consideration of an alternative sabbatical system for faculty whose responsibilities did not permit taking either conventional or compressed sabbaticals. The administration had expressed reluctance to accept the recommendation as offered; SEC expressed a strong view that the issue was important while recognizing that there was a need to better understand some of the underlying issues. The administration and SEC agreed to name a joint ad hoc committee to investigate this issue and make recommendations in the coming year.

4. Faculty Climate Survey. Consistent with recommendations of SEC and its Committee on Faculty Development, Diversity and Equity (SCFDDE), the administration developed a faculty climate survey instrument based on one used in other universities. It is meant to examine a range of faculty perceptions of support available for their work at Penn, including mentorship, support for research and teaching, work/life balance, possible inequitable treatment based on personal characteristics and

other issues. This survey was piloted with about 160 faculty from several schools. The results of the pilot survey are now available, and SEC has appointed an ad hoc committee to review the results of the pilot study and to advise the Vice Provost for Faculty as to possible changes in the survey before it is broadly implemented in the fall.

#### 5. Other accomplishments:

a) Under the leadership of Past Chair Harvey Rubin SEC organized the Founders' Day Symposium focused on *Human Rights; Contested Practices and Principles*; moderated by Dean Michael Fitts of the Law School, it featured presentations by Professors Samuel Freeman, Stephen Gluckman, Ann E. Mayer, Sarah Paoletti, and Tukufu Zuberi.

b) Members were appointed to the newly constituted Patent Policy Appeals Board.

c) SEC leadership worked with Vice Provost Lynn Hollen Lees to improve the clarity of the formal letters describing the Faculty Income Allowance Program (FIAP).

d) The Committee on Students and Educational Policy (SCSEP) established a relationship with the Office of Admissions and met with Dean of Admissions Eric Furda; this will provide a continuing mechanism for faculty involvement in admissions policy.

e) The Senate Committee on Faculty (SCOF) and the four undergraduate Schools collaborated to provide extensive data and moved towards developing a clearer picture concerning who is teaching our students.

f) H. Carton Rogers and the staff at the library addressed with SCSEP concerns raised in SEC about some difficulties with the Blackboard system for course support. They made it clear that they were actively considering ways to improve the system.

g) The Provost's office and the Office of Institutional Research office provided salary and other data to the Committee on the Economic Status of the Faculty earlier in the fall than ever before, and allowed that committee to complete its report and address concerns with the administration by the start of the spring semester.

This has been a very good year for participation and for member enthusiasm. From the very first meeting, when SEC members suggested agenda items for the academic year, through to our final meetings discussing open access and directions for diversity action there has been full attendance and high involvement. Members actively engaged with our speakers and with the issues under discussion. Our members have quickly volunteered for many responsibilities including membership in standing committees and in ad hoc committees.

Senate Committee members as well have taken their responsibilities seriously and their chairs have consistently accepted the responsibility for effective leadership. The chairs included Sydney Evans (SCOA) Sheila Murnaghan (SCSEP) Dan Raff (SCESF) Reed Pyritz and Greg Urban (SCOF) and Lois Evans (SCFDDE.) These committees cannot function without the extraordinary willingness of the chairs to volunteer their time and their skills. The following reports in this issue of *Almanac* describe the many accomplishments of those committees.

The Past Chair, Chair and Chair-Elect of the Senate have had frequent and productive meetings with the President and the Provost, sharing the views of the faculty with the administration. We appreciated their willingness to talk straightforwardly about any issue we brought forward.

Finally I want to express my personal gratitude to three people who have played central roles in our work. Harvey Rubin served as Past Chair this year and consistently provided careful advice about our work and striking insights about the forces at play, based both in his experience in the Senate leadership and in the School of Medicine which houses so many of our faculty; Camille Charles, the Chair-elect, moved quickly and effectively into her role, calling on her experience as an SAS faculty member, as a Center director and with the process of promotion and with maintaining work-life balance. She brings a well-grounded thoughtfulness and sense for what are important issues and I look forward to her assuming leadership of the Faculty Senate next year. Most of all we are grateful to Sue White, executive assistant to the Faculty Senate. Sue is just extraordinary: recruiting committee members, managing the committees, keeping the tri-chairs on track, gently reminding us of what we must complete, and maintaining day to day relationships with administrative counterparts. It would all fall apart without her.

  
—Robert Hornik

## Report of the Faculty Senate Committee on Students and Educational Policy (SCSEP)

### General Committee Charge

The Committee oversees and advises the Executive Committee on matters relating to the University's policies and procedures on the admission and instruction of students, including academic integrity, admissions policies and administration, evaluation of teaching, examinations and grading, academic experiences, educational opportunities (such as study abroad), student records, disciplinary systems, and the campus environment. In general the Committee deals with the matters covered by the following section of the University's *Handbook for Faculty and Academic Administrators*: IV.

### Specific Charges

1. Review the issue of cross-school enrollment of students in interdisciplinary programs and in professional programs. Penn prides itself on opportunities for cross-disciplinary education. There is some concern that such opportunities are constrained in practice for some students by limits on access to courses and by cross-school tuition transfer difficulties. Examine whether this is, in practice, a problem, and if so consider recommendations for policy changes.

2. Follow up on the recommendation that procedures be established for semi-annual SCSEP meetings with the Dean of Admissions in which the Dean and the committee engage in wide-ranging conversation about admissions issues. Consider developing a joint admissions committee with the University Council Committee on Academic and Related Affairs which has a strong interest in admissions issues. The first such meeting should occur in the 2010-2011 academic year.

3. Continue discussion on the issue of student use of personal laptops and other electronic devices in the classroom. Make recommendations on the appropriate use of such technology in the classroom.

4. Review and discuss this Committee's general charge, as provided in the Senate Rules, and identify what you believe to be the most pressing issues facing the faculty, students and educational programs over the next few years. In light of your discussions, recommend to the Senate Executive Committee two or three high-priority charges for the Committee on Students and Educational Policy to undertake in academic year 2011-2012. In explaining these charges, outline any appropriate actions you suppose the Senate might conceivably take after its review.

On the urging of the Senate Tri-Chairs, this committee also took up one other charge:

1. Examine concerns raised by faculty members about Blackboard, and in particular the nature of faculty involvement in decisions about Blackboard.

### Accomplishments

#### 1. SCSEP meetings with Dean of Admissions Eric Furda

The Committee held two meetings with Dean Furda, jointly with faculty members of the University Council Committee on Academic & Related Affairs. Dean Furda gave the Committee a thorough introduction to the policies and practices of the Admissions Office, and we identified several areas of mutual concern, which we expect will be subjects of ongoing discussion: anticipated changes in the composition of incoming classes and the impact of those changes on the faculty; faculty involvement in

the recruitment of students with especially strong academic interests; co-operation between the Admissions Office and the faculty in assuring a smooth transition from secondary school to Penn; possible ways in which selective institutions such as Penn influence, or can influence, secondary school curricula. These meetings established a good basis for regular consultation between this Committee and the Admissions Office in the future.

#### 2. Continued discussion on the issue of student use of personal laptops and other electronic devices in the classroom

After a robust discussion within the Committee on student use of laptops in the classroom, we concluded that it would be very difficult to develop a widely applicable general policy on this subject. In our view, this is a matter that should be left to the discretion of individual professors.

#### 3. Cross-school enrollment of students in interdisciplinary programs and in professional programs

SCSEP discussed barriers to cross-registration between schools for graduate students who wish to do interdisciplinary work in consultation with Professors Tom Baker and Sherrill L. Adams. We were able to suggest solutions for some of the particular problems that have arisen in this area, but concluded that those problems are generally quite specific to particular students and programs. Therefore, we did not feel that it would make sense to address this issue in broader terms, at least not at the moment.

#### 4. SCSEP discussion of faculty concerns involving Blackboard

In response to faculty concerns about Blackboard, the Committee met with H. Carton Rogers, vice provost and director of Libraries, Marjorie Hassen, director of Public Services, and Michael Winkler, director of Information Technology & Digital Development. There was a general discussion of the timing and implementation of Blackboard upgrades; possible future successors to Blackboard and the means by which they will be selected; the role of school IT staff in faculty support; and the most effective ways of communicating with faculty, especially about changes to Blackboard. The Committee made suggestions concerning the timing of upgrades, the importance of unbroken availability of Blackboard, and the desirability of communicating with faculty members via their own Blackboard pages.

### Recommendations for Next Year's Committee

Continue the dialogue established this year with the Dean of Admissions, possibly identifying areas for more in-depth discussion.

### Senate Committee on Students & Educational Policy Membership 2010-2011

Sheila (Bridget) Murnaghan, School of Arts & Sciences/Classical Studies, *Chair*

Jere Behrman, School of Arts & Sciences/Economics

Christine Bradway, School of Nursing

Catriona MacLeod, School of Arts & Sciences/Germanic Languages

Philippe Met, School of Arts & Sciences/Romance Languages

Kathleen Montone, School of Medicine/Pathology & Lab Medicine

#### *Ex Officio Members:*

Robert Hornik, Annenberg School for Communication, *Senate Chair*

Camille Z. Charles, School of Arts & Sciences/Sociology, *Senate Chair-Elect*



## Report of the Senate Committee on Faculty and the Academic Mission (SCOF)

As part of self-governance by the faculty, collective awareness of the smaller and larger changes to the structure of the faculty is key to designing the future. Accordingly, this year's Senate Committee on Faculty and the Academic Mission focused its attention on the categories of faculty. It studied which categories are involved in teaching our students and to what extent; it examined the creation of new faculty lines; and it looked into the question of whether the faculty as a whole has experienced a decline in the proportion of assistant professors. Much remains to be done in sorting through the myriad issues involved, and on-going monitoring will be essential in the future.

At the same time, it will be important for subsequent committees to take up other key issues affecting the faculty. For example, one of the pressures on the faculty today is the changing pattern of funding for research. How are changes in government and corporate funding of research impacting the faculty? What is the significance for the faculty of the attempts to commercialize research discoveries? How might funding pressures be affecting the restructuring of faculty lines in different schools? The Committee might similarly take up in the future questions regarding the effects on the faculty of shifts in the geo-political and economic organization of the contemporary world, including the demands on faculty to prepare students for citizenship in this world, for future employment opportunities, and for leadership.

### General Committee Charge

The Committee oversees and advises the Executive Committee on matters relating to the University's policies and procedures concerning the academic mission, including the structure of the academic staff, the tenure system, faculty appointments and promotions, faculty research, and faculty governance. In general, the Committee deals with the matters covered by the following sections of the University's *Handbook for Faculty and Academic Administrators*: I.E.-F., H.2., II.A.-D.

### Specific Charges for 2010-2011 and Work Accomplished

1. *Continue the examination of the role of the non-standing faculty in teaching undergraduates by focusing on the Wharton School and the School of Nursing. Taking account of both the information gathered from SAS and from SEAS in the previous year and this new information from Wharton and SON, consider making recommendations concerning (a) roles of non-standing faculty and (b) what information would be needed on an ongoing basis to monitor trends in teaching roles.*

The Committee is indebted to the School of Nursing and to the Wharton School for their efforts in providing and synthesizing data on teaching. The School of Nursing's presentation to the Committee, in particular, helped to clarify the formats that are most useful to the Committee, and both the Nursing and the Wharton data—the last to be received—supply a model for reporting teaching roles for the four schools responsible for educating our undergraduates.

The Wharton data show that a majority of all teaching, as well as the teaching of specifically core classes, is done by the standing faculty. As is to be expected in professional schools where practice, knowledge and skills are key, some of the teaching is carried out by part-time faculty, practice professors, lecturers, and others closely involved in the business world. The data were consistent over the period FY2000 to FY2010.

Due to a shortage of nurses during the last decade, as well as to other factors, the number of undergraduate students taught in the School of Nursing increased over the FY2000 to FY2010 period. The level of externally funded research by standing faculty has increased as well. These changes have led to substantial reorganization of teaching roles in the School of Nursing. One change occurred with the introduction of Practice Professors (PhD level, full-time, non-standing faculty) in AY 2005-2006, who have helped to accommodate increased demand by undergraduates for Nursing School classes.

The absolute number of undergraduate School of Nursing students taught by the standing faculty has increased. Overall, the data show that standing faculty members are teaching a reduced proportion of the total credit units earned by undergraduates, but are doing more teaching and also more research.

The Committee noted that longitudinal comparative analysis of teaching in the School of Nursing will become more difficult in the next academic year as there will be a major shift from teaching by single faculty members to team teaching, and teams are likely to include both standing and non-standing faculty.

The Committee did not have time to complete a full comparative analysis of the four undergraduate schools (SAS, SEAS, Nursing, and Wharton) on which we now have teaching data. However, note was made of the fact that the data are not yet in comparable form. Additionally, historical data will be required from SEAS.

We recommend that the form in which the Wharton data were submitted be used as the model for the other schools. Once the data from all four undergraduate teaching schools are in place and in comparable form, the Senate Committee on the Faculty and Academic Mission can better develop recommendations regarding the role of non-standing faculty in the various colleges. SCOF recommends that updates on these time series related to teaching roles be made available on a regular basis.

2. *Making use of the previous year's experience with Law School and SEAS appointment reviews, develop consistent procedures for the SCOF/SEC review of new proposals for faculty tracks; these should reflect discussions with the Provost's office. These procedures should include the specification of what information would be needed from the proposing school and the Provost's office to enable full and fair review.*

The Committee addressed this charge first in the context of a proposed new faculty track of the School of Dental Medicine, and then reaffirmed and elaborated previous SEC policy about new faculty track reviews.

The Committee learned at its October meeting that the School of Dental Medicine would be submitting a request for a new faculty category—Academic Clinician—comparable to the track by that name in the School of Medicine. Consequently, considerable time had to be devoted to the specifics of that case.

The proposed changes requesting the addition of an Academic Clinician faculty track are intended to bring to the Dental School full-time faculty whose responsibilities will be in patient care and in teaching. This application is seen by the Dean as one piece of his overall efforts to meet the clinical, educational, and research missions of the School of Dental Medicine.

In its review of the request, the Senate Committee on Faculty and the Academic Mission looked first at the current complement of faculty in the School of Dental Medicine. It then formulated a set of questions, and invited Dean Denis Kinane of the School of Dental Medicine to respond to them. During his response to the Committee, the Dean also furnished information regarding the projected effect of the proposed line on the current distribution of faculty positions.

In regard to the Committee's question regarding why the School proposed a cap on the number of Academic Clinicians of 25% of the standing faculty, the Committee was informed that this cap would bring the School into line with procedures in the School of Medicine.

After discussion, the Committee approved the request, forwarding a report to the Senate Executive Committee, including the proposed changes to the *Faculty Handbook*.

In regard to the specific charge to the Committee to develop consistent procedures for the review of requests for new lines, the Committee located in the archives the 1998 report in which it endorsed a set of guidelines. That section from *Almanac* reads as follows:

(continued on page 10)

## Report of the Senate Committee on Faculty and the Academic Mission (SCOF)

(continued from page 9)

a) Before it will respond to requests for new categories of faculty or for increases in the number of personnel within these categories, SEC will require systematic information on the current distribution within the Schools of the types, numbers, and responsibilities of instructional and research personnel, including standing faculty, non-standing faculty, clinician-educators, and other relevant categories.

b) SEC reiterates the Standing Faculty's right to know who is teaching our students, by category of instructional personnel, so that the Standing Faculty can carry out its responsibility for the educational mission of the University, and SEC requests the central administration to provide for its availability.

c) SEC endorses a move toward making classifications of instructional and research personnel more coherent across the Schools, unless a School can justify the need for differences.

The Committee reaffirmed these guidelines, with the suggestion that the words "and historical distribution" be inserted in point (a) after the words "the current distribution."

Additionally, the Committee developed a set of questions for the School of Dental Medicine that it believes would be useful in reviewing future requests from schools for changes in faculty tracks. The questions are as follows: (1) Why is the proposed track change needed at this time? Assuming a strategic plan for the School is motivating the request, what are the principal elements at issue? (2) What is the cap for the new line as a percentage of the Standing Faculty? How was the cap set? How will the cap be monitored and enforced? (3) What will the effect of the new track be on part-time faculty? Were the part-time faculty consulted? (4) If the vote of the faculty of the school submitting the request was not unanimous, what were the concerns of those who dissented?

3. *Examine the reasons for and the impact of the declining number of assistant professors in the Standing Faculty. Make recommendations for mitigating the impact of this decrease in young faculty members on the energy and vigor of the University.*

We examined data provided by the Office of the Vice Provost for Faculty Affairs on tenured and tenure-track faculty in all 12 schools from fiscal year 2000 to the present. Several trends are evident:

- The size of the tenured and tenure-track faculty across the University increased from 1463 in FY2000 to 1626 in FY2010, that is, an overall increase of 11%. Only two schools experienced significant declines (Dental Medicine and Veterinary Medicine).

- Over the same period of time, the number of assistant professors in the University decreased from 394 to 381, that is, a decrease of about 3%.

Annenberg, Arts & Sciences, Law, and Nursing all saw significant increases rather than decreases during this period.

- The overall decline is largely attributable to the School of Medicine, which saw a decline in the number of assistant professors over this period from 183 to 134.

With one exception, the percentage of the tenured and tenure-track faculty comprised of assistant professors varied relatively little over the decade. The exception is the School of Medicine, which we examined in some detail. In FY2000, assistant professors comprised 39.2% of the tenured and tenure-track faculty; by FY2010, this fraction fell to 25%. The tenured faculty grew, in part, by new appointments of senior faculty and conversions (from Clinician Educator and Research tracks) to tenure. The data have been forwarded to the Senate Executive Committee.

We recommend that the current and the incoming Deans of the School of Medicine be made aware of the data on the declining fraction of the Standing Faculty comprised of non-tenured assistant professors.

Apart from the School of Medicine, and taking account of financial factors, we see no trend towards a decline in the number of assistant professors.

4. *Identify current caps on non-tenure track faculty tracks and examine how this is monitored in the schools.*

The Committee has not been able to take up this task, given its other work this year. In our review of the School of Dental Medicine, our inquiry regarding the reasons for a cap on the number of Academic Clinicians (no more than 25% of the standing faculty) revealed that the number was chosen to bring the school into line with the School of Medicine. This reasoning is in accordance with the longstanding interest of the Senate Committee on Faculty and the Academic Mission of making classifications of instructional and research personnel more coherent across the Schools.

At the same time, a broader inquiry into the enforcement of caps on non-standing faculty lines in the various Schools, into the motivations for those caps, and into the procedures for monitoring them remains to be undertaken.

5. *Review and discuss this Committee's general charge, as provided in the Senate Rules, and identify what you believe to be the most pressing issues facing the Faculty over the next few years. In light of your discussions, recommend to the Senate Executive Committee two or three high-priority charges for the Committee on the Faculty to undertake in academic year 2011-2012. In explaining these charges, outline any appropriate actions you suppose the Senate might conceivably take after its review.*

The committee wishes to make the following recommendations for the 2011-12 academic year. The Committee should:

a) Complete its evaluation of the role of non-standing faculty in undergraduate teaching by encouraging the four undergraduate schools to shape their data into a common format, with the Wharton report as a model.

b) Identify current caps on non-tenure track faculty tracks and examine how this is monitored in the schools.

c) Using the preceding material, as well as other data gathered by the committee, discuss and make recommendations regarding the proper role of the non-standing faculty in undergraduate education at Penn.

d) Discuss and make recommendations about how to assess the changing patterns of funding for research and its effects on the faculty, formulating a set of specific questions and beginning to answer them as time permits.

### Senate Committee on Faculty & the Academic Mission Membership 2010-2011

Greg Urban, School of Arts & Sciences/Anthropology, *Interim Chair*  
Amy Sepinwall, Wharton School  
Kristen Madison, School of Law  
Max Mintz, School of Engineering & Applied Science  
Stephen Phipps, School of Arts & Sciences/Earth & Environmental Science

Reed Pyeritz, School of Medicine/Genetics, *Chair*  
Tom Sugrue, School of Arts and Sciences/History & Sociology  
Barbra M. Wall, School of Nursing  
Scott Weinstein, School of Arts & Sciences/Philosophy  
Jeffrey Winkler, School of Arts & Sciences/Chemistry

*Ex Officio Members:*  
Robert Hornik, Annenberg School for Communication, *Senate Chair*  
Camille Z. Charles, School of Arts & Sciences/Sociology, *Senate Chair-Elect*



# Report of the Senate Committee on Faculty Development, Diversity and Equity (SCFDDE)

## General Committee Charge

The Committee (i) identifies and promotes best practices for faculty development, mentoring and work environment to facilitate faculty success at all career levels; (ii) evaluates and advocates processes for faculty recruitment, promotion, and retention that promote diversity, equity, and work/life balance for the faculty; (iii) monitors the status of faculty development, mentoring, diversity and equity; and (iv) issues periodic reports on the activities and findings of the committee and makes recommendations for implementation.

## Specific Charges

The Committee reviewed and accepted the specific charges for this AY referred to it by the Senate Executive Committee. These were to:

1. Continue efforts in area of sexual harassment.
2. Promote continued development of faculty mentoring.
3. Examine issues concerning tenure clock extensions.
4. Monitor and support evolution of Women's Faculty Forum.
5. Continue to support accessible child care.
6. Continue joint efforts on minority recruitment and faculty diversity with University Council Diversity and Equity Subcommittee.
7. Discuss ways to assure training for search committees on bias in hiring.

The Senate Executive Committee, at its September 15 meeting, "strongly supported the SCFDDE's discussion on ways to promote training for all faculty search committees on bias in hiring and their continuing discussion on the sexual harassment policy" (*Almanac*, September 21, 2010). Thus, the Committee focused much of its attention on these two charges.

## Report of Activities

The Committee met nine times between September 27 and April 22. One meeting included the HR Director of Quality of Worklife Programs; one convened a panel comprising the General Counsel, the Ombudsman, and the Vice President for Institutional Affairs (VPIA); one meeting was held jointly with the University Council Committee on Diversity & Equity and the Subcommittee on Faculty Recruitment & Retention; and one with Vice Provost for Faculty and the VPIA. The Committee continued to collaborate with the University Council Committee on Diversity and Equity through ex officio appointment of its Chair Nancy Tkacs and exchange of minutes.

## With Respect to its Charges Regarding

1. *Sexual harassment*, the Committee:
  - a) Reviewed and discussed effectiveness of the University's current policy on sexual harassment.
  - b) Compared Penn's policy with the published policies of our peer schools and explored issues associated with changing Penn's policy from the perspective of the various constituencies.
  - c) Convened a panel comprising the General Counsel, the Ombudsman, and the Vice President for Institutional Affairs to discuss issues and solutions regarding a confidential resource for faculty in the case of sexual harassment concerns.
2. *Mentorship*, the Committee:
  - a) Monitored use of its mentoring best practices website which averaged 36 hits per month vs. 27 per month in the previous year.
  - b) Monitored the University's inclusion of the Committee's recommended mentoring items in the pilot version of the Climate Survey and gave feedback.
3. *Implementation of the tenure clock extension policy*, the Committee: reviewed and concurred with the new template letter requesting external review and revised language in the University *Faculty Handbook*
4. *The Penn Forum for Women Faculty*, the Committee:

Heard occasional reports from the Vice President of the Council
5. *Child care & other family friendly programs*, the committee:
  - a) Met with the HR Director of Quality of Worklife Programs to monitor dissemination and faculty use of newly adopted programs on backup child care.

- b) Recommended additional ways to disseminate availability of programs.

## 6. Diversity in faculty recruitment & retention, the committee:

- a) Reviewed and recommended changes to the University's draft Minority Equity Report, many of which were subsequently incorporated in its published version.

- b) Met with the Vice Provost for Faculty and the Vice President for Institutional Affairs and recommended strategies for the University's new Diversity Plan.

- c) Continued joint efforts with the Faculty Senate Executive Committee and the University Council Committee on Diversity & Equity-Subcommittee on Faculty Recruitment & Retention to advocate for broader and more effective outreach efforts to recruit minority faculty.

## 7. Bias in hiring, the Committee:

- Recommended updating the Bias in Hiring PowerPoint presentation on the Provost's website, which was subsequently done.

*Based on its work this year, the SCFDDE wishes to put forward the following motion and recommendation for consideration by the SEC:*

*Motion 1:* That the language describing the Office of the Ombudsman as a resource to faculty in regard to sexual harassment be updated to reflect current practice that is similar to that of our peer universities and that a set of written procedures be developed to provide for consistency in the work of the Office.

*Recommendation:* We are looking forward to the presentation of the Diversity Action Plan this summer. SCFDDE recommends that SEC review this plan and consider the promise of the specific components in the plan to achieve noteworthy improvement in Penn's faculty diversity. SCFDDE, which has considered these issues in depth over the past several years, would be open to including this task in its charge for the 2011-2012 year.

Among the components SCFDDE believes important to include in such a plan, given its extended conversations about this issue, are 1) the assurance of high quality bias-in-hiring training being made available to, and preferably mandatory for, all search committees, and 2) requiring schools to develop an individualized diversity plan with measurable incremental outcomes for which it will be held accountable by the Provost.

## Recommended SCFDDE Activities for AY2011-2012

- Monitor proposed changes in the sexual harassment policy and description of resources available to faculty.
- Evaluate the findings regarding mentoring from the Faculty Climate Survey and update the website descriptions of mentoring best practices.
- Continue to monitor and support the evolution of the Women's Faculty Forum.
- Continue to support accessible child care & other family-friendly policies.
- Monitor development and implementation of the University's diversity plan; promote training for all search committees on bias in hiring.
- Continue to monitor the effectiveness of the tenure clock extension policy by gender.

## Senate Committee on Faculty Development, Diversity & Equity Membership 2010-2011

Lois Evans, School of Nursing, *Chair*  
Clifford Deutschman, School of Medicine/Anesthesiology  
Olena Jacenko, School of Veterinary Medicine  
Kelly Jordan-Sciutto, School of Dental Medicine  
Mitch Marcus, School Engineering & Applied Science  
Susan Margulies, School of Engineering & Applied Science  
*Ex Officio Members:*

Robert Hornik, Annenberg School for Communication, *Senate Chair*  
Camille Z. Charles, School of Arts & Sciences/Sociology,

## *Senate Chair-Elect*

Nancy Tkacs, School of Nursing, *Council Committee on Diversity and Equity Chair*

## Report of the Faculty Senate Committee on the Faculty and the Administration (SCOA)

### General Committee Charge

SCOA oversees and advises the Executive Committee on matters relating to the faculty's interface with the University's administration, including policies and procedures relating to the University's structure, the conditions of faculty employment.

### Specific Charges

At the initial meeting of SCOA for the 2010-2011, the committee considered the official charges provided by Professor Robert Hornik, Chair of the Faculty Senate Executive Committee:

1. Collect data on the governance and oversight of the school-based Master's programs. Consider whether current faculty oversight is adequate or whether additional oversight processes should be recommended.
2. Continue to review practices across schools related to sabbatical and other leaves. Review and make recommendations for any needed policy changes related to sabbatical requirements and use in order to ensure fairness across schools.
3. Form and monitor the work of a SCOA Subcommittee on Research charged with examining how the University research infrastructure supports humanities and social science scholarship, and how information technology needs of the researchers are being met.
4. Monitor any cases in which the power of temporary exclusion is exercised under recently adopted provisions in order to assess their adequacy. Consider whether there is a need to develop policies around temporary exclusion (e.g. for illness reasons) that do not fall under current policy.

### Accomplishments

#### 1. Data on Governance and Oversight of the School-Based Master's Programs.

This charge was a continuation of work by the 2009-2010 SCOA Committee. That group had determined that individual schools oversee most Master's programs, as well as a variety of terminal degree certificate programs but that there was concern regarding their consistent oversight by appropriate faculty. In 2009-2010, a database was compiled on school-based Master's and certificate programs at Penn. The 2010-2011 SCOA developed a simple questionnaire inquiring about the amount and type of oversight provided by standing faculty, non-standing faculty or others to be sent to the directors of the identified programs. The specific goal was to identify the presence and extent of any oversight problems. This questionnaire was discussed with Dr. Andy Binns, Vice Provost for Education. His recommendation was that SCOA meet with the Deans and/or appropriate Vice Deans of each School to ascertain the status of these programs in their schools.

*SCOA recommends that the discussion regarding oversight of Master's and Professional programs in the individual Schools within the University be continued next year by interviewing the Deans and/or appropriate Vice Deans of each School.*

#### 2. Development and Proposal of an Alternate Sabbatical Program at Penn.

In 2009-2010, the SCOA Committee determined that there was reason for concern that many faculty members find it difficult to utilize sabbatical leaves as currently structured. In some instances faculty members have continued to do clinical work, research, and teach while being recorded as

on leave. This problem was found to be particularly prevalent in the medically related schools. To address this issue, a preliminary draft of an alternate sabbatical program was written. The 2010-2011 committee further developed and clarified this proposal and Dr. Hornik discussed it with several groups and individuals within the Penn community. SCOA findings were brought to the Faculty Senate Executive Committee (SEC) and they unanimously agreed that serious concerns have been raised and ought to be followed up. While the administration was unwilling to accept the preliminary proposal to supplement current sabbatical opportunities, it did agree to name a joint committee to consider this issue in greater depth.

*While this issue remains to be resolved, 2010-2011 SCOA's work instigated serious consultation with the President, Provost, Vice Provost for Faculty Affairs, and the Senate Executive Committee (SEC). SCOA recommends that there be continued development of an Alternative Sabbatical Program for Penn faculty. This continued exploration should be carried out either within SCOA or in a newly formed joint administration-faculty committee.*

3. *Form and Monitor a SCOA Subcommittee on Research.* The Subcommittee was formed in 2009-2010. Dr. Harvey Rubin assumed the Chairmanship of this subcommittee with SCOA member Professor Sydney Evans serving as SCOA's representative on it.

This subcommittee was formed to review support and infrastructure necessary for applications to the major funding agencies and support for business administrators to learn appropriate grant procedures. Suggestions included improving IRB training at all levels and re-evaluation of the grant submission process so that it will work more efficiently. The Committee discussed ways that the University could be more supportive to large grant submission and move toward Open Access at Penn. In addition, a conversation with the Director of Penn Praxis, Harris Steinberg was held. Penn Praxis is a "401C3" to help faculty in the School of Design match their interests and provide real world opportunities to place students with clients on design challenges.

*Specific recommendations were not made by the SCOA Subcommittee on Research.*

#### 4. Monitor Cases of Temporary Exclusion.

This charge related to a prior recommendation that the revised policy relating to temporary exclusion be reviewed. However, given that there have been no cases of such exclusion, there was no basis for review.

### Senate Committee on the Faculty & the Administration Membership 2010-2011

Sydney M. Evans, School of Medicine/Radiation Oncology, *Chair*  
Hydar Ali, School of Dental Medicine  
Sigal Barsade, Wharton School  
Laura Perna, Graduate School of Education  
Bernard Shapiro, School of Veterinary Medicine  
Walter Wales, Emeritus Professor, School of Arts & Sciences/Physics & Astronomy  
*Ex Officio Members:*  
Robert Hornik, Annenberg School for Communication, *Senate Chair*  
Camille Z. Charles, School of Arts & Sciences/Sociology, *Senate Chair-Elect*

### Senate Committee on the Economic Status of the Faculty

The 2010-2011 Senate Committee on the Economic Status of the Faculty published its annual report in the February 22, 2011 *Almanac*; an executive summary as well as the full report are available online at [www.upenn.edu/almanac/volumes/v57/n23/contents.html](http://www.upenn.edu/almanac/volumes/v57/n23/contents.html)

### Senate Committee on Academic Freedom and Responsibility

The annual report of the 2010-2011 Senate Committee on Academic Freedom and Responsibility will be published in a future issue.



## Human Resources Upcoming Programs

### Professional 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 register for programs by visiting the online course catalog at [www.hr.upenn.edu/coursecatalog](http://www.hr.upenn.edu/coursecatalog) or by contacting Learning and Education at (215) 898-3400.

**Total Organization Webinar;** June 1; 12:30–2 p.m.; \$40. Staying organized in the work place can be challenging, especially when you have an abundance of emails, paper and computer files to manage. So how do you stay on top of your work with so much information overload? Well now you can learn how! This webinar will teach you practical approaches to organizing your work space, all of which is done right at your desk. By the end of this webinar, you'll have a newly organized desk and computer desktop that is conducive to your specific needs.

**The Penn Perspective;** June 8–9; 9 a.m.–4:30 p.m.; \$75. Do you ever wonder what it takes to keep the University running so well for so long? Well now you can find out. This two-day event will give you a behind-the-scenes look at how Penn operates. You'll hear from senior leadership about the University's future plans, challenges and finances. You'll also learn about sustainability, art and athletics at Penn; what student life is like on our campus; and how the Division of Safety enhances the quality of life and security in our community. You'll even get an insider's look at the University archives—a repository for documents and artifacts dating back to Penn's founding in 1749. It's also an excellent opportunity to network with fellow members of the University and get a better understanding of your role at Penn.

**FOCUS: Achieving Your Highest Priorities;** June 15; 9 a.m.–5 p.m.; \$75. Learn how to complete your most important tasks of the day so you accomplish not just some things, but the right things. This program will show you how to manage all of the information that comes your way—from emails and phone calls to multiple projects, meetings and deadlines. You'll develop a planning system that's tailored to your individual needs so you can lead a happier, more productive life. We'll even show you how to overcome the challenges of procrastination and frequent interruptions so you can easily manage your day and minimize your stress.

**Unlocking the Secrets of the Penn Library;** June 15; noon–1:30 p.m.; free. Discover the ways the library can work for you. Learn how to access over 10,000 electronic journals and reference sources, get personalized research assistance, or simply take out the latest *New York Times* best-seller. This session includes a 30-minute walking tour of Van Pelt Library. Participants are welcome

to attend just the informational session.

**Career Focus Brown Bag—Career Check-Up Workshop;** June 17; noon–1 p.m.; free. When was the last time you evaluated your current job situation? It's easy to get caught up in the day-to-day tasks required of you, but it's also important to assess your professional role on an annual basis. This workshop will give you the opportunity to evaluate your current responsibilities and determine whether you're challenged, satisfied, or in need of acquiring some new skills. You'll also have the chance to develop a plan for moving forward in your career.

**Brown Bag Matinee—Focus Your Vision;** June 22; noon–1 p.m.; free. Take a virtual vacation from your desk as you travel with former *National Geographic* photographer Dewitt Jones in this video presentation. *Focus Your Vision* creatively uses the striking photographic work of Jones to teach us the importance of direction and purpose as we set goals to accomplish in our personal and professional lives. You'll learn seven concepts that are key to focusing successfully through this innovative and unusual training film.

**Tuition Benefit Information Session;** June 23; noon–1 p.m.; free. Tuition benefits are an important advantage of being a faculty or staff member at Penn. This program will show you how to request and make the most of these benefits. A Q&A session will address any questions you have about using the tuition benefit for yourself, your family or your dependents.

**Brown Bag Matinee—The Abilene Paradox;** July 13; noon–1 p.m.; free. Have you ever said “yes” to a proposed group decision when you really wanted to say “no”? This video will show you how common—and costly—it is to support group plans that you really don't believe in. You'll also learn how to create a work environment where people are free to disagree and encouraged to voice their true opinions.

### Penn's Quit Smoking Program

The School of Medicine's Center for Interdisciplinary Research on Nicotine Addiction (CIRNA) is running monthly information sessions about their new smoking cessation research study: MAPS for Quitting Smoking. Visit the HR online course catalog at [www.hr.upenn.edu/coursecatalog](http://www.hr.upenn.edu/coursecatalog) and choose “Health Promotions” from the Browse by Category section.

**MAPS for Quit Smoking Program Orientation Session;** June 6, July 7; noon–1 p.m.; free. The University of Pennsylvania's Center for Interdisciplinary Research on Nicotine Addiction (CIRNA) will teach you about biological factors that can help you quit smoking. Eligible participants will be reimbursed for their time and efforts and receive nicotine replacement therapy, online training support and smoking cessation counseling at no cost.

### Technical Tips...at Your Fingertips

Improve your technical skills with these on-line workshops. Human Resources is offering a series of webinars that'll teach you tips and shortcuts for programs like Microsoft Word, Excel and PowerPoint. Learn the latest tools and techniques right from your own desktop. You can register for programs by visiting the Human Resources online course catalog at [www.hr.upenn.edu/coursecatalog](http://www.hr.upenn.edu/coursecatalog) and selecting “webinars” from the Browse by Category menu. Or contact Learning and Education at (215) 898-3400 for more details.

**Managing and Organizing Your Email Inbox Using Microsoft Outlook;** June 7; 12:30–2 p.m.; \$40. If you're looking for ways to manage your email inbox and avoid email overload, this webinar is for you. You'll learn techniques and shortcuts that'll save you time and help you get maximum results from your email. Topics include customizing and setting flags, creating categories to organize your inbox, using tasks and the calendar, organizing and archiving your messages and more.

**Microsoft Excel 2007 Techniques;** June 14; 12:30–2 p.m.; \$40. Microsoft Excel is chock full of features that can help support your work objectives—and this webinar will show you how to use them. You'll learn advanced features such as data entry, manipulation and presentation; enabling multiple users to share workbooks and track and edit changes; and creating templates. This webinar is ideal for individuals who are familiar with Excel and want to enhance current skills and understanding of the application.

### Can You Ask Job Candidates About Their Criminal Records?

Hiring officers, be aware: under a new Philadelphia law, you need to be very careful when it comes to asking job candidates about their criminal records.

The Fair Criminal Record Screening Standards Act, signed into law on April 13, prohibits Penn from asking criminal record questions during the employment application process and before the first interview. The new law goes into effect on July 12, 2011.

We've already modified Penn's employment application to reflect this new law. It no longer asks applicants whether they've been convicted or pled guilty to a crime. Visit the Human Resources website at [www.hr.upenn.edu/recruitment/recruitmentforms/upennapp.pdf](http://www.hr.upenn.edu/recruitment/recruitmentforms/upennapp.pdf) to download the updated application.

It's very important to remember that you must wait until after the first interview if you plan to ask candidates if they've ever been convicted of a crime.

Keep in mind this new law in no way eliminates background checks. Penn will continue to conduct background checks on the final, preferred candidates—a step that should be completed prior to you making the job offer. If the background check reveals that an applicant was convicted of a crime and may not be suitable for a particular job, Human Resources will notify and advise the hiring officer as necessary.

If you have questions about the new law or Penn's hiring process, please contact your designated recruitment specialist or Human Resources at (215) 898-1307 or [showell@upenn.edu](mailto:showell@upenn.edu). You can also visit the Human Resources website at [www.hr.upenn.edu/recruitment/hiring-officer](http://www.hr.upenn.edu/recruitment/hiring-officer) for more information.

—Division of Human Resources

### Concerning Faculty Hiring

To Deans, Department Chairs and Faculty Affairs Coordinators:

I write to notify you of a recent change in law, which might affect the process of hiring faculty and other instructional personnel. The new law, entitled “Fair Criminal Record Screening Standards,” applies to the hiring of all employees at Penn and will be effective on July 12, 2011. You can view the new law at: <http://legislation.phila.gov/attachments/11195.pdf>

Under the new legislation, an employer cannot ask a potential employee about criminal arrests or convictions until after a first interview. While criminal background checks are permitted once the interviewing stage has passed, it is not Penn's current policy to require such background checks for those who teach at Penn. Given the requirements of the new law and our current practices we urge search committees and department chairs to avoid inquiries into prior criminal history.

If you have questions about the new legislation, please contact Lubna Mian in the Office of the Provost ([mian@upenn.edu](mailto:mian@upenn.edu)) or Pierce Buller ([Pierce.Buller@ogc.upenn.edu](mailto:Pierce.Buller@ogc.upenn.edu)) in the Office of General Counsel.

—Lynn Hollen Lees, Vice Provost for Faculty



## CCTV Locations

The Division of Public Safety is committed to enhancing the quality of life to 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 the *Almanac*. The locations and descriptions of these cameras can

also be found at the Division of Public Safety website [www.publicsafety.upenn.edu](http://www.publicsafety.upenn.edu)

The following existing cameras meet those criteria:

1. 4040 Chestnut Street (Front)
2. 4040 Sansom Street (Rear)
3. 41st & Chestnut Sts.
4. 40th & Locust Walk
5. 40th & Spruce Sts.
6. 41st & Spruce Sts.
7. 39th & Spruce Sts.
8. 39th & Walnut Sts.
9. 38th & Walnut Sts.
10. 38th & Spruce Sts.
11. Fels Center for Government
12. 36th & Walnut Sts.
13. 37th & Spruce Sts.
14. 36th & Spruce Sts.
15. 33rd & Smith Walk
16. 34th & Walnut Sts.
17. 100 Block of South 37th Street
18. Steve Murray Way & Sansom St.
19. 37th & Walnut Sts.
20. Towne Loading Dock
21. Steve Murray Way & Chestnut Sts.
22. 40th & Walnut Sts.
23. 33rd & Chestnut Sts.
24. 36th & Sansom Sts. (Franklin Bldg.)
25. Bennett Hall (Overseeing Levine Bldg.)
26. 1920 Commons (Garage 14 Rooftop)
27. 33rd & Walnut Sts.
28. 42nd & Locust Sts.
29. 36th & Locust Walk
30. 38th & Hamilton Walk
31. 31st & Chestnut Sts. (Left Bank)
32. 31st & Walnut Sts. (Left Bank)
33. 43rd & Locust Sts.
34. Schattner Coffee Shop Area
35. Rave Cinema
36. 4119 Walnut St.
37. Franklin Field
38. 40th & Market Sts.
39. Levy Dental Loading Dock
40. Left Bank Loading Dock
41. 34th & Chestnut Sts. (Garage # 37)
42. 39th & Locust Walk
43. 38th & Locust Walk
44. 37th & Locust Walk
45. 38th & Sansom Sts.
46. Penn Tower Hotel (Rooftop)
47. Jon M. Huntsman Hall N/E Corner
48. 34th & Spruce Sts.
49. WXP/WORLD Cafe SW Side Lower Level
50. WXP/WORLD Cafe, 31st & Walnut Sts.
51. Transitional Res. Labs 31st Street
52. Transitional Res. Labs 31st St.(Upper L)
53. Transitional Res. Labs 30th St.(LL S)
54. Transitional Res. Labs 30th St.(LL N)
55. Levy Tennis Pavilion
56. Mod 7 West
57. Mod 7 North
58. Mod 7 Southeast
59. Hollenback (Lower Level Rear Parking)
60. Hollenback (Rooftop)
61. 40th & Pine Sts.
62. 41st & Pine Sts
63. 42nd & Pine Sts.
64. 38th & Chestnut Sts.
65. 38th & Market Sts.
66. 34th & Market Sts.
67. 36th & Market Sts.
68. 39th St. & Baltimore Ave.: Hill Pavilion
69. Stellar Chance Roof (Rear)
70. Stellar Chance Roof (Front)
71. Stellar Chance Loading Dock
72. Blockley Hall Roof
73. BRB II Loading Dock (Exterior)
74. Osler Circle Courtyard
75. BRB II Roof (Rear)
76. BRB II Roof (Front)
77. CRB Roof
78. CRB Bridge (Main Entrance Hall)
79. CRB Stemmler Hall (Main Entrance)
80. Loading Dock Exterior
81. 33rd Street Exterior
82. Kress Entrance Exterior
83. Kress Entrance Interior
84. Upper Loading Dock Exterior
85. Warden Garden
86. Stoner Courtyard
87. 40th St. & Baltimore Ave.
88. 41st & Baltimore
89. 42nd & Baltimore
90. 43rd & Baltimore
91. College Green
92. SteinbergHall-Dietrich Hall: Joe's Café
93. Tandem
94. 40th and Chestnut Sts.
95. 40th and Ludlow Sts.
96. 39th and Ludlow Sts.
97. 36th and Chestnut Sts.
98. Weave Bridge Hollenback
99. Weave Bridge Bower
100. 46th and Chestnut Sts.
101. Irving and Preston Sts.
102. Van Pelt Library, Button
103. Van Pelt Library, Ben Franklin Statue
104. Ringe Squash Parking
105. Caster Rear Entrance
106. Caster Bike Cam 1
107. Caster Bike Cam 2
108. GSE on Plaza 62
109. GSE Plaza Cam 1
110. Palestra 1
111. Palestra 2
112. College Hall Exterior Basement
113. Harnwell 1
114. Harrison 1
115. Harrison 2
116. Psychology 1
117. Psychology 2
118. Psychology 3
119. Psychology 4
120. Steinberg Conference Center

For a list of the list of the 36 proposed new CCTV cameras that will be installed in Penn Park area and elsewhere, see the May 3 issue, available online at [www.upenn.edu/almanac](http://www.upenn.edu/almanac)

## One Step Ahead

Security & Privacy  
Made Simple

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

### Working From Off Campus

As the summer approaches, many faculty and staff find themselves working away from campus more often than during the academic year. When you take your work on the road, consider the following tips to protect your privacy and safeguard Penn's data.

- Shred all unneeded papers with grades, student data, or other sensitive information on them—the regular recycling bin is not OK.

- Make sure you are working on a computer that has software with up-to-date security patches, the firewall setting turned on, and antivirus software installed. If you don't keep your computer's software up to date, you run a high risk of having your computer compromised.

- Protect University data by using a dedicated computer that no one else uses. If that's not possible, use remote desktop to reach your campus computer, or create a separate user account and data storage area on the hard drive which will be reserved for your Penn work.

- Guard against physical theft by keeping your belongings in sight and never leaving your laptop unattended—this includes visible on the seat of your vehicle. Consider purchasing Computrace software, which installs a tracking feature on your laptop that can be activated in the case of loss or theft. If your laptop contains sensitive data, be sure to encrypt your hard drive.

- Have a backup strategy for work you complete away from the office. Either save individual files to a USB drive or CD, or automate the process by using the backup features built into operating systems, coupled with an external hard drive.

- Part of the art of working remotely is having your data accessible wherever you are. Remember, emailing sensitive data to yourself or others is not safe. Instead, use Penn's free Secure Share service to temporarily upload and download documents, securely sharing them with designated Penn colleagues.

For more tips and information about working from off campus please see [www.upenn.edu/computing/help/doc/homeguide/](http://www.upenn.edu/computing/help/doc/homeguide/)

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/)

### Subscribe to Express Almanac

Sign up to receive email notification when we post breaking news between issues. Send an email to [listserv@lists.upenn.edu](mailto:listserv@lists.upenn.edu) with "subscribe e-almanac <your full-name>" in the body of the message. —Ed.



FREE ONLINE NEWS SERVICE



# Update

May AT PENN

## EXHIBIT

**Now** *Individual Trend* by Emma Katzka at the Burrisson Gallery. Through June 24.

## TALK

**11** *Two New Stories: An IgH V(D)J Recombination Master Regulatory Region and The B Lymphocyte Translocatome*; Frederick Alt, Harvard University; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).

## AT PENN Deadlines

The May AT PENN calendar is online at [www.upenn.edu/almanac](http://www.upenn.edu/almanac)

The deadline for the Summer AT PENN calendar, which includes events in June, July and August, is *Tuesday, May 10*. The deadline for the weekly Update is each Monday for the following week's issue. Events are subject to change.

Information is on the sponsoring department's website. Sponsors are in parentheses. For locations, call (215) 898-5000 or see [www.facilities.upenn.edu](http://www.facilities.upenn.edu)

## Almanac Schedule: No Issue May 17

There will be no issue May 17 due to Commencement. The final issue of the semester comes out May 24 and includes the Summer AT Penn calendar as well as Commencement coverage. The schedule for the remainder of the academic year is online at [www.upenn.edu/almanac/issues/vol57.html](http://www.upenn.edu/almanac/issues/vol57.html). Submissions are due every Tuesday for the following Tuesday's issue.



Above: *The Cripple of Inishmaan* will play the Zellerbach Theatre, Annenberg Center, from May 19-22. The dark comedy set in 1934 rural Ireland is part of the Annenberg Center's Irish Roots Series. Visit [www.annenbergcenter.org](http://www.annenbergcenter.org) for information and tickets.

## Academic Calendar

The academic calendar for 2013-2014 will be available after a campus-wide review of the current Penn calendar, which will occur in the fall of 2011. At that time, the Three-Year Academic Calendar will be published in *Almanac*.

The most recently published Three-Year Academic Calendar, covering 2010-2011 through 2012-2013 is available online at [www.upenn.edu/almanac](http://www.upenn.edu/almanac) both in HTML and PDF versions as well as a Google calendar format and the new Mobile version at [m.upenn.edu](http://m.upenn.edu)

## Almanac on Penn Mobile Website

*Almanac* is now available on Penn's mobile website, in addition to *Almanac's* other familiar paper-free options such as the website, RSS Feed and weekly *Express Almanac* email. Users can access the complete issue of *Almanac*—the University's official journal of record, opinion and news—from their mobile devices by choosing "*Almanac*" under the category of "News" from the mobile site's homepage, <http://m.upenn.edu>

## 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 25-May 1, 2011**. Also reported were 14 crimes against property (including 13 thefts, and 1 act of vandalism). Full reports are available at: [www.upenn.edu/almanac/volumes/v57/n333/crereport.html](http://www.upenn.edu/almanac/volumes/v57/n333/crereport.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 25-May 1, 2011**. 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.

04/26/2011	2:29 AM	3800 Spruce St	Intoxicated driver/Arrest
04/26/2011	10:14 AM	4000 Market St	Male in possession of narcotics/Arrest
04/27/2011	9:48 AM	4200 Chester Ave	Male was intoxicated in public/Arrest
04/27/2011	11:05 AM	3400 Spruce St	Confidential
04/27/2011	4:55 PM	3900 Chestnut St	Male urinating in public/Arrest
04/27/2011	8:30 PM	3900 Locust Walk	Complainant robbed by male/Arrest
04/28/2011	8:35 AM	3400 Spruce St	EMT assaulted/Arrest
04/28/2011	11:49 PM	200 S 34th St	Male struck officer/Arrest
04/29/2011	11:43 AM	3025 Walnut St	Unwanted message received
04/29/2011	9:22 PM	4033 Locust St	Male in possession of drugs/Arrest
04/30/2011	2:18 AM	3801 Chestnut St	Male cited for disorderly conduct
05/01/2011	9:05 PM	4000 Walnut St	Male assaulted female/Arrest

## 18th District Report

Below are all Crimes Against Persons from the 18th District: 9 incidents with 4 arrests (including 3 robberies, 4 aggravated assaults, 1 rape and 1 homicide) were reported between **April 25-May 1, 2011** by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

04/25/2011	10:20 AM	4306 Market St	Aggravated Assault/Arrest
04/25/2011	9:15 PM	5107 Irving St	Homicide
04/25/2011	11:22 PM	4936 Chancellor St	Robbery
04/27/2011	8:01 PM	3900 Locust St	Robbery/Arrest
04/29/2011	12:00 AM	6001 Cedar Ave	Aggravated Assault/Arrest
04/29/2011	3:30 AM	5118 Ludlow St	Rape
04/29/2011	3:30 AM	5118 Ludlow St	Robbery
04/30/2011	7:53 AM	4800 Chestnut St	Aggravated Assault/Arrest
05/01/2011	4:46 AM	1018 S 48th St	Aggravated Assault

## CLASSIFIED—PERSONAL

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## CLASSIFIED—UNIVERSITY

### RESEARCH

**NIH funded research study needs right-handed menopausal woman** who are willing to try estrogen for 8-10 weeks in order to help us examine the effect of estrogen on brain functioning and memory in menopausal women. If you are a healthy, menopausal woman between the ages of 48-60, you may qualify to participate in this brain imaging research study at the Penn Center for Women's Behavioral Wellness. Participants are compensated for study visits. Study visits include brain imaging and blood draws. For more information please contact Claudia at (215) 573-8878 or [sclaud@mail.med.upenn.edu](mailto:sclaud@mail.med.upenn.edu).

**Is your blood pressure borderline high?** Would You Like To Try Controlling It Naturally With Lifestyle Changes? Penn researchers are conducting a study examining the effects of yoga, walking and nutrition on lowering blood pressure. If you are not currently on a blood pressure medication or taking regular yoga classes and over 18 years of age, call the LIMBS Study Coordinator at (215) 615-6570 or visit the website: <http://limbs.cohenhtrn.com>.

**Are you a menopausal woman?** Are you having trouble remembering things, focusing, or concentrating? If so, you may find relief by participating in a clinical research study. The Penn Center for Women's Behavioral Wellness is conducting a research study to see if a medication is helpful in reducing cognitive complaints in menopausal women. If you are a healthy, menopausal woman between the ages of 45-55 who is not currently on hormone replacement therapy, you may qualify for participation. Please call Jeanette @ 215-573-8884 or email [pcwbw@med.upenn.edu](mailto:pcwbw@med.upenn.edu) for more details!

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For information call (215) 898-5274 or visit [www.upenn.edu/almanac/faqs.html#ad](http://www.upenn.edu/almanac/faqs.html#ad).

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## Mobile Polling Breaks Voting Barriers for Seniors in Long Term Care Facilities

For seniors, voting can be difficult: standing frailly with a walker or cane in the voting booth, struggling to read the tiny print on the ballot or stopping a Parkinson's-like tremor to punch the intended candidate's spot. Despite mental lucidity and desire, the typical voting process leaves many seniors disenfranchised, particularly for residents of long term care facilities.

A Penn Medicine study of a process called mobile polling—where election officials register voters onsite, then bring voting ballots to long term care residents and provide voter assistance as needed—found that nursing home residents, staff and election officials all agreed that mobile polling is better than current voting methods. Not only did the mobile polling efforts guarantee residents their right to vote, but according to the nursing home staff, it also brought dignity to residents. The study appears in the *Election Law Journal*.

"Mobile polling effectively provides nursing home residents with assistance but without bias," said Dr. Jason Karlawish, associate professor of medicine and medical ethics.

Study co-investigator Charlie Sabatino, director of the American Bar Association's Commission on Law and Aging explained that "Mobile polling is standard in other countries that have been studied, but has not been widely adopted in the United States, despite close elections where every vote counts as well as recent recommendations from the American Bar Association to improve voting practices in long-term care settings."

The study was conducted in the state of Vermont during the 2008 general election.

According to survey results, nursing home staffers reported being uncomfortable when tasked with the role of helping residents vote using traditional voting methods, especially given concerns for assisting voters too much. The mobile polling system, however, "took a lot of pressure off," according to staff member reports.

To help election officials determine whether individual residents needed assistance, the research team developed a procedure to provide appropriate and effective assistance. For instance, election officials could read the ballot to residents, and if the resident asked questions, the election official only responded with answers written on the ballot.

According to researchers, mobile polling should be considered on a state-by-state, county-by-county basis. Election officials need to be willing to perform mobile voting and provide staff to go to nursing homes.

## University-supported Housing Outperforms Philadelphia Housing

Recent research by scholars at the Penn Institute for Urban Research (Penn IUR) have found that homes in the University City neighborhood have increased in value by significantly more than the average Philadelphia home during the past 13 years of volatile house price movements. The researchers found that in the Penn Alexander catchment area housing prices did not fall in this period of national decline. Using data updated through 2011, Q1 housing prices in this area increased annually at a 24% rate. For the same period, in the City of Philadelphia home prices increased by 7.5% per year. In the Penn Alexander area, home prices are 6% above their levels in 2007 while home prices in Philadelphia are now 16% down from their 2007 peak.

In a briefing paper by Kevin Gillen and Susan Wachter titled "Neighborhood Value Updated: West Philadelphia Price Indexes," the authors find that the typical home in the University City area has appreciated in value by as much as three times the average Philadelphia home during the 1998-2011 period.

Rents, however, have remained remarkably stable, an important outcome for affordability. The rent-to-income ratio for University City actually declined between 2000 and 2010, which likely came from an expanded housing supply that alleviated pressure on overall rent levels. But, the fact that house prices and housing supply have outpaced rent increases during this period is consistent with the notion that the neighborhood's overall desirability also increased during this period, as well as optimistic expectations on behalf of households for this desirability to continue in the future.

The full study with graphics can be found at: [www.slideshare.net/PennUrbanResearch/neighborhood-value-updated-west-philadelphia-price-indexes](http://www.slideshare.net/PennUrbanResearch/neighborhood-value-updated-west-philadelphia-price-indexes)

Dr. Susan Wachter is the Richard B. Worley Professor of Financial Management and professor of real estate and finance at the Wharton School. Dr. Wachter is also professor of city and regional planning at the School of Penn Design and co-director of the Penn Institute for Urban Research. Kevin C. Gillen is a vice president of Econsult Corporation.

## Preventing Chronic Diseases in People Living with HIV/AIDS

A new study in the *Archives of Internal Medicine* shows that interventions to promote healthy behaviors, including eating more fruits and vegetables, increasing physical activity, and participating in cancer screenings appear beneficial for African-American couples who are at high risk for chronic diseases, especially if one of the individuals is living with HIV (human immunodeficiency virus).

Since medications being used to treat HIV, particularly highly active antiretroviral therapy (HAART), have been successful, they are now living longer and are at risk for developing other chronic diseases, such as cardiovascular disease and diabetes.

"This study is important, demonstrating that a theory-based contextually appropriate intervention which teaches skills caused positive changes on multiple behaviors linked to chronic diseases in African American members of HIV-serodiscordant couples," said study co-author John B. Jemmott III, professor of communication in psychiatry and of communication at the University of Pennsylvania's School of Medicine and Annenberg School for Communication, who led the Philadelphia trial site for the trial.

## Cardiovascular Patients' Perspectives On Guilt as a Motivational Tool

Current research supports the notion that lifestyle choices influence cardiovascular health, but to what extent specific emotions play is undefined. Now, new research from the University of Pennsylvania School of Medicine has revealed the role that guilt may play as a motivational tool for cardiovascular patients.

Penn researchers interviewed 100 adult cardiology outpatients about the role that guilt plays in their adherence to instructions given by their physicians and as part of their views of their own health. The majority of the patients reported that guilt provides motivation to make lifestyle changes; this finding was associated with having children but no other demographics. When asked whether providers should routinely address guilt with their patients, over half of the patients said yes. Patients with a religious affiliation were more likely to answer that health practitioners should routinely address guilt.

Of the entire sample, 66 percent of patients had experienced a major cardiovascular event, such as a heart attack. Just over 20 percent of these patients reported feelings of guilt related to their health. However, half of these patients wished they had taken better care of themselves, but had no feelings of guilt relating to their health. The study results were reported at the 2011 American College of Cardiology meeting in New Orleans.

"When counseling cardiovascular patients about lifestyle, practitioners should consider addressing guilt as both a motivation for, and a barrier to, lifestyle change, particularly in patients with religious backgrounds," concluded senior author James Kirkpatrick, assistant professor of medicine, cardiovascular medicine division at Penn. "Further research is needed to explore the impact of guilt motivation on patient outcomes."

## Male High School Athletes: Higher Risk of Gambling

Although athletics are a healthy and popular extracurricular activity in American high schools, it also has its risks. The recent poker craze among adolescents in the U.S. was driven largely by interest in poker play among high school male athletes, a just-released analysis of adolescent gambling in the National Annenberg Surveys of Youth (NASY) indicates. The analysis conducted by the Adolescent Communication Institute at the Annenberg Public Policy Center examined the responses of over 2,000 high school males over the period of 2002 to 2008. It found that the rise in gambling on cards among high school age youth that occurred from 2003 to 2006 was attributable primarily to male youth who participated frequently in sports, about 55% of high school males. At its peak in 2005 over 19% of male athletes reported playing cards at least once a week. This was compared to less than 4% of males who did not participate in athletics on a frequent basis. The survey indicated that female youth were much less likely to engage in poker play at all and were therefore not a focus of the study.

The findings suggest that high-status male youth, a group that includes athletes, were at the center of the poker craze that occurred during the last decade. High-status students tend to have close-knit peer networks that enable them to organize poker and other parties at their homes. Other youth, who were likely left out of these networks, were less likely to gamble, and when they did tend to engage in more formal gambling activities (e.g., state lotteries and slot machine parlors) that do not require the cooperation of peers. Moreover, in most states these gambling activities are restricted to persons at least 18 years of age and would therefore be off limits to most high school age youth.