

# UNIVERSITY OF PENNSYLVANIA *Almanac*

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## Penn Medicine's Abramson Cancer Center Director: Chi Van Dang



Chi Van Dang

Chi Van Dang, a renowned cancer biologist and hematologist-oncologist, has been appointed director of the Abramson Cancer Center of the University of Pennsylvania, effective September 1. Dr. Dang was a professor at The Johns Hopkins University School of Medicine in the departments of medicine, cell biology, oncology, pathology, and molecular biology & genetics. He also served as vice dean for research and executive director of The Johns Hopkins Institute for Cell Engineering. He is a member of the Institute of Medicine of the National Academies and a fellow of the American Academy of Arts & Sciences.

"Dr. Dang brings to Penn Medicine a rich combination of experience as a physician-researcher, educator and innovator in the biomedical sciences," said outgoing dean and EVP for UPHS Dr. Arthur Rubenstein in late June when this appointment was initially announced. "A true interdisciplinary investigator, he is perfectly positioned to lead us into a new era of collaborative research that will cement our role as an international leader in novel therapies—and cures—for cancers of all kinds."

Dr. Dang points to Penn Medicine's efforts to harness academic rigor to improve the health and well-being of patients as a key factor in his

decision to join the Abramson Cancer Center.

"I feel very privileged and excited for the opportunity to lead the Abramson Cancer Center into an era of innovative personalized cancer care through the establishment of disease-specific translational centers of excellence in partnership with outstanding leadership and the biomedical community elsewhere at Penn," Dr. Dang said. "The culture of collaboration and the collegiality is palpable at Penn, making my goal of harnessing Penn's scientific power to bring new hope for cancer patients an invigorating challenge."

Dr. Dang's laboratory has contributed to the understanding of the function of the MYC cancer gene, which has emerged as a central transcription factor, or gene switch, in many different human cancers. His group documented the function of MYC in regulating microRNAs that have been implicated in tumorigenesis, and his laboratory established the first mechanistic link between the MYC cancer gene and cellular energy metabolism, contributing to the concept that genetic alterations re-program tumors to render them addicted to certain fuel sources. His laboratory was exploiting these concepts for therapeutic targeting of cancer cell metabolism as a new way to treat cancer. Most recently, he was the principal investigator for Johns Hopkins in a Stand Up to Cancer grant awarded to Penn Medicine from the American Association for Cancer Research to investigate how to "cut off the fuel supply" for pancreatic cancer. He also holds grants from the National Institutes of Health (NIH) and the Leukemia & Lymphoma Society to study MYC function, hypoxia, and

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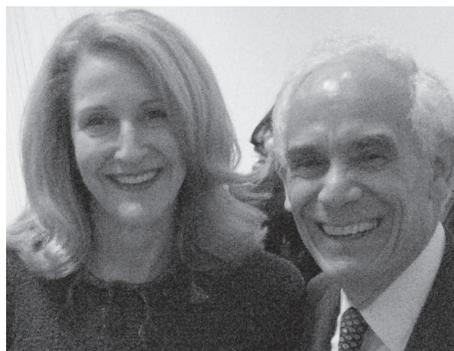
## \$2.5 Million for Faculty and Program Support in Fine Arts

The University of Pennsylvania announced a \$2.5 million gift for faculty and program support in the School of Design from alumni Keith L. Sachs and his wife, Katherine Stein Sachs. The gift will enable the School to increase the impact of the visual arts across the University and throughout the arts community, as well as encourage collaborative interaction among departments and centers at Penn.

"Keith and Kathy Sachs have chosen to support two of the highest priorities for Penn Design—faculty support and programming—in a critically important department, Fine Arts, and we are grateful for their generosity," Penn President Amy Gutmann said. "Their gift highlights the importance of integration across the University, strengthening ties across schools and raising the visibility of the visual arts. It is especially fitting that they have done so in a way that highlights the importance of interdisciplinary scholarship, which is one of Penn's unique strengths."

The Sachs gift will create a visiting professorship in the fine arts and will fund fine arts programming across the University.

The Keith L. and Katherine S. Sachs Endowed Visiting Professorship in the Fine Arts



Katherine and Keith Sachs

will strengthen ties between the School of Design, the department of the history of art in the School of Arts and Sciences, and the Institute of Contemporary Art. The rotating professorship will be held by well-respected practicing artists who will draw on the many fields of the University to facilitate collective study in the visual arts.

The Keith L. and Katherine S. Sachs Fine

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## \$12.5 Million from NIH to Speed Discovery to Patient Care

Three labs from the University of Pennsylvania have received a total of \$12.5 million from the National Institutes of Health (NIH) as part of its \$143.8 million national grant program to challenge the scientific status quo with innovative ideas that have the potential to speed the translation of medical research into improved health for the American public.

These awards are granted under three innovative research programs supported by the NIH Common Fund: the NIH Director's Pioneer, New Innovator, and Transformative Research Projects Awards. The Common Fund, enacted into law by Congress through the 2006 NIH Reform Act, supports trans-NIH programs with a particular emphasis on innovation and risk taking.

Penn has recipients in each of the three categories.

### Pioneer Award

The key investigators on the Pioneer Award are Jean Bennett, Principal Investigator of the study, Luk Vandenberghe, and Albert M. Maguire, all at the F.M. Kirby Center for Molecular Ophthalmology, Scheie Eye Institute, Perelman School of Medicine. They have been awarded \$4 million over the next five years to use gene therapy to treat inherited forms of blindness, which can be caused by mutations in any of hundreds of different genes. The researchers plan to develop a small number of therapeutics that could restore vision to millions of patients who are blind due to a diverse set of retinal disorders. They propose re-sensitizing the blind eye by delivering light-sensitive molecules to the remaining retinal cells. This "optogenetic therapy" approach takes advantage of circuitry between the retina and the brain that remains intact in many individuals long after they have become blind. Preclinical studies in blind animals have demonstrated that this strategy is effective. This study aims ultimately to test the safety and efficacy of this approach in blind patients in the clinic. The results from this project could lead to a significant improvement in the quality of life for millions of individuals, and could also pave the way for development of novel gene therapy approaches for the treatment of other devastating sensory diseases.

### New Innovator Award

Arjun Raj, assistant professor of bioengineering, School of Engineering and Applied Science, received the New Innovator Award for \$1.5 million over five years. His research involves the development and application of

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# Deaths

## Dr. Alterman, Psychiatry



Arthur Alterman

Dr. Arthur I. Alterman, faculty member in the department of psychiatry and the Center for Studies of Addiction in the Perelman School of Medicine since 1984, passed away October 5 at age 72.

A native of Philadelphia, Dr. Alterman earned a bachelor's degree in psychology from Temple University, a

master's in psychology from Brown University and a PhD in experimental psychology from George Washington University in 1970.

Dr. Alterman was a continuously funded VA scientist from 1971-1994 and a VA career scientist from 1992-1994. He was appointed professor of psychiatry in psychology in 1988. He served as the associate scientific director of the Center for Studies of Addiction from 1987-1992 and as the scientific director from 1992-2000 where he was most recently a senior scientist.

Prior to coming to Penn, he was on staff at the Coatesville VAMC and at Highland Drive VAMC.

His primary research interests included characterization of risk factors for substance abuse; delineation of antisociality in substance abusers and the relation of antisociality and other personality disorders to treatment response; and comparison of the effectiveness and cost effectiveness of treatments for cocaine dependence, alcohol dependence, and nicotine dependence.

He authored approximately 250 publications.

Dr. Alterman is survived by his wife, Joan; and son, David.

Donations may be made to Jewish Family and Children's Service of Greater Philadelphia, 2100 Arch St., Fifth Floor, Philadelphia, PA 19103.

## Dr. Birdsall, Presbyterian Medical Center

Dr. Thomas M. Birdsall, former chief of urology at the Presbyterian Medical Center, passed away September 27 at age 87.

Raised in Philadelphia, Dr. Birdsall earned his bachelor's degree from Haverford College and his medical degree from Penn in 1948.

After being discharged from the Korean War, Dr. Birdsall joined the staff at Presbyterian Hospital, now Penn Presbyterian Medical Center. He was appointed a clinical associate in urology in 1976. Dr. Birdsall was also on staff at Riddle Memorial Hospital in Media and Delaware County Memorial Hospital. He retired in 1989 but remained on staff at the Delaware County Memorial Hospital until the mid-1990s.

Dr. Birdsall had been a member of the American Urologic Association and past president of the Doctors Golf Association.

Dr. Birdsall is survived by his wife, Elizabeth; daughters, Mary Raiken, Elizabeth Johnson, Sandra Atteberry and Susan Dingle; sons, Thomas Jr. and Christopher; 12 grandchildren; and 10 great-grandchildren.

Contributions may be made to either the Memorial Fund of the First Presbyterian Church of Ardmore, 5 W. Montgomery Ave., Ardmore, PA 19003 or Main Line Meals on Wheels, 235 Lancaster Ave., Devon, PA 19333.

## Dr. Possehl, Anthropology



Gregory Possehl

Dr. Gregory L. Possehl, professor emeritus of anthropology in the School of Arts and Sciences and curator emeritus of the Asian collections at the University of Pennsylvania Museum of Archaeology and Anthropology, passed away on October 8 at age 70.

Dr. Possehl received his BA from the University of Washington in 1964, his MA from the Uni-

versity of Washington in 1967, and his PhD from the University of Chicago in 1974, all in anthropology.

He joined the South Asian regional studies department at Penn in 1973. He served as associate director of the University Museum from 1981 to 1992. In 1993, he transferred to the department of anthropology and served as chair from 1994 to 2001. He was an Overseas Fellow at Churchill College, University of Cambridge. In 2004, Dr. Possehl was named an Honorary Fellow of the Indian Archaeological Society in recognition of his life-long contribution to Indian archaeology. Since its inception, Dr. Possehl was a member of the Committee on Manufacturer Responsibility, serving as chair for several years. He retired in 2007 but continued to teach.

Dr. Possehl was a leading expert on the rise of the Indus civilization in India and Pakistan. His research projects included the exploration of the Ghelo and Kalubhar Valleys in the state of Gujarat and the excavations of the Sorath Harappan sites of Oriyo Timbo, Babar Kot and Rojdi. The excavations at Rojdi resulted in the definition of the Sorath Harappan as a distinct regional manifestation of the Harappan civilization and advanced understanding of its transformation at the beginning of the second millennium BC. In 2003 he received the Outstanding Academic Book Award from *Choice* magazine for *Indus Civilization: A Contemporary Perspective*.

Dr. Possehl and his collaborator Dr. Vasant Shinde of Deccan College conducted four seasons of excavations at Gilund in Rajasthan beginning in 1999. In the 2002-2003 field season, he discovered a bin filled with more than 100 seal impressions dating to 2,100-1,700 BC. The existence of these seals, and their particular styles, offered surprising new evidence for the apparent complexity of this non-literate, late and post-Indus culture.

In January 2007, Dr. Possehl initiated new excavations at the UNESCO World Heritage

site of Bat in the Sultanate of Oman. The site consists of the largest and best preserved Bronze Age cemetery in the region as well as a series of 3rd millennium habitation areas centered around large, circular structures or "towers." The project involves both the archaeological survey of Bronze Age settlement areas and focused excavations at Bronze Age sites to understand their relationships to the Bat urban center. This work is being carried on by the Deputy Director, Dr. Christopher Thornton, one of his recent doctoral students.

Dr. Possehl is survived by his son, Michael; his daughter, Christine; his grandchildren, Lisa, Grant and Quinton; his brother, Jim; and his sister, Barbara.

The department of anthropology is planning a memorial service. Details will be published in *Almanac*.



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

## Sachs Gift for Fine Arts

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Arts Program Fund will help attract excellent visiting faculty by enhancing the resources available to develop innovative programming which will be appealing to a wide audience. It will provide incentive to collaborate with Design, the department of the history of art and the ICA and to raise the profile of visual arts.

"We were happy to support the School of Design in expanding the impact of fine arts through world-class faculty and interdisciplinary collaboration so that students from many fields of study may benefit from exposure to the fine arts," Mr. Sachs said.

"Furthermore, we saw it as being important to assure that the School of Design can serve as an incubator for fine arts collaboration in the region and that they were able to continue to attract world-class faculty."

As avid supporters of the fine arts at the University, the Sachses previously established the Sachs Professorship in Contemporary Art in the department of the history of art and the Sachs Guest Curator Program at the ICA. This new gift to Penn Design of a visiting professorship in the fine arts and funding for fine arts programming supports their philanthropic vision to make arts more accessible across the University and throughout the region.

"This gift will greatly contribute to expanding the scope and impact of fine arts across the Penn campus, enhance the value of a Penn fine arts education, introduce a generation of students in other disciplines to the fine arts and strengthen interdisciplinary partnerships across University departments," said Dean of Penn Design Marilyn Jordan Taylor.

Mr. Sachs is CEO of Saxco International LLC, a principal distributor of packaging material to the producers of alcoholic beverages in North America. At Penn, he serves as chairman of the School of Design Board of Overseers.

Mrs. Sachs is a member of the University Board of Trustees and the ICA Board of Overseers.

## 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)

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

## University Council October Meeting Agenda

Wednesday, October 26, 2011  
4 p.m.  
Bodek Lounge, Houston Hall

Source:  
Office of the University Secretary

- I. Approval of the Minutes of September 21, 2011. 1 minute
- II. Follow Up Comments or Questions on Status Reports. 5 minutes
- III. Presentation by the President, Provost, and other Administrators on the State of the University. Presentation 40 minutes. Discussion 30 minutes
- IV. New Business. 5 minutes
- V. Adjournment by 5:20 p.m.

### Abramson Cancer Center Seed Money Grants: December 5

The Abramson Cancer Center of the University of Pennsylvania announces the availability of two types of seed money grants for faculty to conduct cancer-related research projects:

In addition, investigators may submit applications for consideration by the PENN TREC Survivor Center and the Center for Molecular Studies in Liver and Digestive Disease (if applicable).

- American Cancer Society Institutional Research Grant (ACS IRG)

- Cancer Center Pilot Projects Program

Application materials are available at [www.penncancer.org/grants](http://www.penncancer.org/grants). The deadline is December 5.

Questions concerning application submission can be directed to: Aprille McCoy, scientific coordinator, Abramson Cancer Center of the University of Pennsylvania, (215) 662-3912, [admccoy@exchange.upenn.edu](mailto:admccoy@exchange.upenn.edu)

### American Cancer Society Institutional Research Grants

Through an Institutional Research Grant from the American Cancer Society (ACS IRG), the Abramson Cancer Center of the University of Pennsylvania will provide seed money grants to junior faculty members (e.g., Assistant Professors within six years of their appointment) to initiate promising new cancer research projects with the objective to obtain preliminary data enabling them to compete successfully for national peer-reviewed research grants. Hence, investigators who have a peer-reviewed national research grant are not eligible for this award.

Investigators who have previously received support from the Cancer Center ACS IRG are now eligible to apply for a second year of funding. Seed money grants from \$5,000 to \$30,000 will be awarded for the exploration of new developments in basic, translational clinical and cancer control research. Behavioral sciences or health services research related to cancer are eligible for these awards. Covered costs include laboratory personnel costs (non-faculty), data manager or research nursing support, laboratory supplies, animals, and small equipment; no travel or patient costs are allowed.

Applicants must identify a mentor at the time the application is submitted along with the mentor's NIH Biosketch and brief statement describing mentors' supervisory experience. Projects must have all necessary human subject and

### Abramson Cancer Center Director

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the development of novel cancer therapeutics that target metabolism. He is the author of more than 200 scientific publications.

Born in Saigon, Vietnam, Dr. Dang arrived in the United States in 1967 and earned a BS in chemistry from the University of Michigan in 1975. In 1978, he earned his PhD in chemistry from Georgetown University. Four years later, he received his MD degree from The Johns Hopkins University. Following his internship and residency in medicine at Johns Hopkins Hospital, Dr. Dang completed a fellowship in hematology-oncology at the Cancer Research Institute of the University of California at San Francisco. In 1987, he was appointed assistant professor of medicine at Johns Hopkins, where he remained until joining Penn Medicine. During his tenure there, he has served as chief of the division of hematology, deputy director of research for the department of medicine. Since 2000, he served as vice dean for research for the entire school, overseeing research administration, policy coordination, and technology transfer.

animal certifications to be eligible.

The award period for the ACS IRG grant is from February 1, 2012 to December 31, 2012.

### Cancer Center Pilot Project Grants

The Abramson Cancer Center of the University of Pennsylvania will provide seed money grants up to \$30,000 to University faculty members at any faculty level for innovative cancer research projects that have the potential for national peer-reviewed grant funding. Investigators who have already received peer-reviewed funding for their proposed projects will not be eligible for this award. However, investigators with new grants submitted to the NCI requiring a second submission (A1) are encouraged to apply for a pilot award. Investigators whose projects use Abramson Cancer Center Cores, involve significant new collaborations, and/or relate to the strategic priorities of the ACC are also encouraged to apply.

The Scientific Strategic Priorities are:

- Identification of factors in the tumor microenvironment that promote carcinogenesis and tumor growth

- Identification and characterization of cancer stem cells in solid tumors, and/or of understanding their interactions with the tumor microenvironment

- Evaluation of novel compounds that target pathways required for tumor maintenance in investigator-initiated human trials that validate target effects

- Identification of host genetic signatures and gene-environment interactions that predict cancer susceptibility and cancer outcomes

- Elucidation of the mechanisms underlying key behavioral cancer risk factors (e.g. obesity, tobacco use, and physical inactivity) and/or development of novel interventions to modify these factors and prevent cancer

- Translation of evidence-based strategies for personalized risk assessment, prevention, and early detection into improved population health

Covered costs include faculty salaries, laboratory personnel costs, data management or research nursing support, laboratory supplies, animals, and small equipment; no travel or patient costs are allowed. Projects must have all necessary human subject or animal certifications to be eligible.

The award period for the Pilot Projects grant is from February 1, 2012 to November 30, 2012.

### NIH Grants to Speed Discovery to Patient Care

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new microscopic imaging tools to reveal how the physical organization of the genetic code determines the manner in which the cell reads the code itself. The development of these methods will establish a "nuclear GPS," allowing researchers to directly visualize genetic organization in single cells. An understanding of this organization will be important for elucidating how defects in translating the genetic code contribute to such diseases as cancer.

### Transformative Research Projects Awards

A \$7 million, five-year Transformative Research Project Award was given to a team of researchers from the Perelman School of Medicine, Emory University, and Georgia Tech, including Sunil Singhal, director of the Thoracic Surgery Research Laboratory at Penn. If a tumor is more visible and easier to distinguish from surrounding tissues, surgeons will be more likely to be able to remove it completely. To that end, the team has developed fluorescent nanoparticle probes that home in on cancer cells. At present, a significant group of patients who undergo surgery leave the operating room without complete removal of the tumor. The researchers' main goals are to help surgeons distinguish tumor edges; identify diseased lymph nodes and determine if the tumor has been completely removed. Having these capabilities can be expected to make a major impact in reducing recurrence rates of lung cancer after surgery. The grant includes plans for tests of the nanoparticles in animal models and a first-in-human clinical trial for patients with lung cancer. The proposed technologies could be broadly applicable to many types of solid tumors.

"The NIH Director's Award programs reinvigorate the biomedical work force by providing unique opportunities to conduct research that is neither incremental nor conventional," said James M. Anderson, director of the Division of Program Coordination, Planning and Strategic Initiatives, who guides the Common Fund's High-Risk Research program. "The awards are intended to catalyze giant leaps forward for any area of biomedical research, allowing investigators to go in entirely new directions."

Since inception, the NIH Director's Award Program has funded a total of 406 High-Risk Research awards: 111 Pioneer Awards since 2004, 216 New Innovator Awards since 2007, and 79 Transformative Research Projects Awards since 2009. This tally includes this year's 13 Pioneer Awards, 49 New Innovator Awards, and 17 Transformative Research Projects Awards.

The NIH expects to make competing awards of approximately \$10.4 million to Pioneer awardees, \$117.5 million to New Innovators, and \$15.9 million to Transformative Research Projects awardees in Fiscal Year 2011. The total funding provided to this competing cohort over a five-year period is estimated to be \$245.6 million.

The NIH Common Fund encourages collaboration and supports a series of exceptionally high impact, trans-NIH programs. The NIH Director's Awards Program is funded through the Common Fund and managed by the NIH Office of the Director in partnership with the various NIH Institutes, Centers and Offices. Common Fund programs are designed to pursue major opportunities and gaps in biomedical research that no single NIH Institute could tackle alone, but that the agency as a whole can address to make the biggest impact possible on the progress of medical research.

At the University of Pennsylvania, we are committed to maintaining a diverse, respectful and safe campus environment for all members of our community. The Principles of Responsible Conduct are an important reference that outlines the expectations articulated in a variety of University policies. The reference document is available at [www.upenn.edu/audit/oacp\\_principles.htm](http://www.upenn.edu/audit/oacp_principles.htm) or by contacting the Office of Audit, Compliance and Privacy at (215) 898-7260 or (215) 662-6232.

Penn's responsibility to these expectations are further outlined in the University's Sexual Harassment Policy which is reprinted below or can be accessed at [www.upenn.edu/almanac/volumes/v58/n08/policy.html](http://www.upenn.edu/almanac/volumes/v58/n08/policy.html). In addition to reminding us of our rights and responsibilities, the policy describes the resources available for information, support and addressing concerns and complaints. The Offices of Affirmative Action and Equal Opportunity Programs, the Ombudsman, Staff and Labor Relations and Student Conduct are among those available to respond to questions or provide additional information.

—Amy Gutmann  
President

—Vincent Price  
Provost

—Craig Carnaroli  
Executive Vice President

—J. Larry Jameson  
Executive Vice President of the  
University of Pennsylvania  
Health System and  
Dean of the Perelman School of Medicine

## Sexual Harassment Policy

### I. Conduct

Our community depends on trust and civility. A willingness to recognize the dignity and worth of each person at the University is essential to our mission.

It is the responsibility of each person on campus to respect the personal dignity of others. We expect members of our University community to demonstrate a basic generosity of spirit that precludes expressions of bigotry.

Penn properly celebrates the diversity of its community. We come to Penn from many different backgrounds and include different races, religions, sexual orientations, and ethnic ancestries. Learning to understand the differences among us, as well as the similarities, is an important dimension of education, one that continues for a lifetime. Tolerance alone, however, is not enough. Respect and understanding also are needed. We should delight in our differences, and should seek to appreciate the richness and personal growth which our diversity provides to us as members of this community.

The University is committed to freedom of thought, discourse and speech, and the attainment of the highest quality of academic and educational pursuits and daily work. Policies and regulations implementing this commitment include the Statement on Academic Freedom and Responsibility, the Guidelines on Open Expression, and the Code of Academic Integrity.

The University also has established policies on behaviors that interfere with these freedoms. Foremost among these policies is the University's Statement on Non-Discrimination, which prohibits discrimination on the basis of race, color, sex, sexual preference, religion, national or ethnic origin, handicap or disability.

The University also has adopted the following policy concerning sexual harassment. The terms "harassment" and "sexual harassment" as used throughout are defined as a matter of University policy, and are not necessarily identical or limited to the uses of that term in external sources, including governmental guidelines or regulations.

### II. Purposes and Definitions

#### A. Purposes

For many years the University has stressed that sexual harassment is not tolerated at Penn. As an employer and as an educational institution, the University is committed to eradicating sexual harassment.

Sexual harassment in any context is reprehensible and is a matter of particular concern to an academic community in which students, faculty, and staff must rely on strong bonds of intellectual trust and dependence.

#### B. Definitions

For the purposes of University policy, the term "sexual harassment" refers to any unwanted sexual attention that:

1. Involves a stated or implicit threat to the victim's academic or employment status;
2. Has the purpose or effect of interfering with an individual's academic or work performance; and/or;
3. Creates an intimidating or offensive academic, living or work environment.

The University regards such behavior, whether verbal or physical, as a violation of the standards of conduct required of all persons associated with the institution. Accordingly, those inflicting such behavior on others are subject to the full range of internal institutional disciplinary actions, including separation from the University. Likewise, acts of retaliation will be subject to the same range of disciplinary actions.

As noted in the *Handbook for Faculty and Academic Administrators, Policies and Procedures*, the *Academic Bulletin*, and other University publications, persons engaged in such harassment within the University setting are subject to the full range of internal institutional disciplinary actions, including separation from the institution.

Not every act that might be offensive to an individual or a group necessarily will be considered as harassment and/or a violation of the University's standard of conduct. In determining whether an act constitutes harassment, the totality of the circumstances that pertain to any given incident in its context must be carefully reviewed and due consideration must be given to the protection of individual rights, freedom of speech, academic freedom and advocacy.

### III. Resources

School and administrative units should make known to all of their members the available resources and the informal and formal procedures for resolving complaints of sexual harassment within the unit or at the University level. These resources include the following:

#### A. Information, Counseling and Support

The following University resources are available to members of the University community who seek information and counseling about University policies on sexual harassment, standards of behavior, informal and formal mechanisms for resolving complaints and resources for complainants and respondents.

Deans and directors may also make referrals to these resource offices:

- Office of Affirmative Action and Equal Opportunity Programs
- African-American Resource Center
- Penn Behavioral Health Employee Assistance Program
- Lesbian Gay Bisexual Transgender Center
- Division of Human Resources, Office of Labor Relations
- Office of the Ombudsman
- Division of Human Resources, Office of Staff Relations
- Division of Public Safety, Special Services
- Penn Women's Center
- Student Health Services
- Counseling and Psychological Services
- Office of the Vice Provost for University Life

#### B. Informal Mechanisms for Mediation and Resolution

The Ombudsman, the Office of Affirmative Action, the Penn Women's Center, all other offices named as resource offices in this policy, the Office of Student Conduct, the Office of Residential Living, department chairs, deans and administrative directors, the provost, and the vice presidents are available to assist in the informal resolution of complaints.

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### C. Formal Mechanisms for Resolution and Adjudication

When informal resolution is not chosen or is unsatisfactory, complainants are urged to use appropriate formal mechanisms described below:

1. Complaints of sexual harassment against a faculty member, instructor, or teaching assistant may be brought by a student, staff or faculty member to the department chair or dean of the faculty member. The department chair or dean who receives a complaint is then charged with pursuing the matter. While the process depends on the particulars of the complaint, normally the department chair or dean interviews the faculty member. If the matter is not resolved informally, the department chair or dean either conducts an investigation or requests that the Ombudsman, the Office of Affirmative Action, the Office of Staff Relations or the Office of Labor Relations do so. If the results of the investigation persuade the dean or department chair that sanctions are warranted, he or she consults with faculty members—without disclosing the identity of the individuals involved—to aid in determining an appropriate sanction, including whether there is substantial reason to believe that just cause exists for suspension or termination. If it is determined that action should be taken to suspend or terminate, the dean should follow the procedures set out in Section II. E.16 of the *Handbook for Faculty and Academic Administrators* (see [www.upenn.edu/assoc-provost/handbook/ii\\_e\\_16.html](http://www.upenn.edu/assoc-provost/handbook/ii_e_16.html)).

2. Complaints of sexual harassment against a staff member may be brought by a student, staff member or faculty member to the supervisor of the person complained against. The supervisor who receives the complaint is then charged with pursuing the matter. While the process will depend on the particulars of the complaint, normally the supervisor interviews the staff member. If the matter is not resolved informally, the supervisor either conducts an investigation or requests that the Ombudsman, the Office of Affirmative Action, the Office of Staff Relations, or the Office of Labor Relations do so. If the result of the investigation persuades the supervisor that sanctions are warranted, he or she consults with his or her colleagues or supervisor—without disclosing the identity of the individual(s) involved—to aid in determining an appropriate sanction. A staff member who believes that his or her rights have been violated directly by another staff member or administrator may file a grievance by contacting the Office of Staff Relations within the Division of Human Resources under the University of Pennsylvania Staff Grievance Procedure.

3. Complaints by students of sexual harassment may be made to the Office of the Vice Provost for University Life. Grievances associated with sexual harassment in student employment may also fall within the purview of the Vice Provost for University Life.

4. A complaint of sexual harassment may be brought against a student by filing a complaint under the Charter of the University Student Judicial System, or, if the respondent is a graduate or professional student enrolled in a school which has established a hearing board or other decision-making body, with that body.

5. A tenured or untenured faculty member, whether full or part time, who believes she or he has been subjected to sexual harassment by a faculty member or by an academic administrator may file a grievance under the Faculty Grievance Procedure, *Handbook for Faculty and Academic Administrators*, part II E. 12, (see [www.upenn.edu/assoc-provost/handbook/ii\\_e\\_12.html](http://www.upenn.edu/assoc-provost/handbook/ii_e_12.html)) provided the complaint constitutes a grievance as defined in Section I of the Procedure. This procedure is administered by the Faculty Grievance Commission. The panel makes its recommendations to the provost. In cases that involve reappointment, promotion or tenure, and in which the provost has declined or failed to implement the recommendations of the panel to the satisfaction of the grievant, the grievant may obtain a hearing before the Senate Committee on Academic Freedom and Responsibility on the actions of the provost.

### D. Central Reporting of Sexual Harassment

1. The University's decentralized system of resources is designed to encourage the reporting and resolution of complaints of sexual harassment. However, in order to enable the Administration to identify patterns

of sexual harassment in a particular location and the increased frequency of such incidents in a given area of the University, the Executive Director of the Office of Affirmative Action and Equal Opportunity Programs shall, on a semi-annual basis, convene a meeting of representatives from the offices and centers listed in paragraph (A) of this section to review and report on sexual harassment across the University based upon the reports or complaints of sexual harassment that they have handled formally or informally within their area. Such information can then be transmitted to the appropriate deans or administrative supervisors as appropriate. Any reports will protect the privacy of the complainants and responsible parties involved in each reported case of sexual harassment.

2. Based on the information shared at the semi-annual meetings discussed above, and any reports to deans or other administrative supervisors during the previous year, the Executive Director shall annually submit to the President, by September 15 of the academic year, a summary report describing the incidence of sexual harassment. This report may include recommendations based on the information as warranted. At the discretion of the President, the report may be shared with the University community early in the semester.

### E. Education and Prevention

The prevention of sexual harassment and the establishment of effective procedures with due concern for all parties require a thoughtful educational program.

1. University resource offices will provide to the community information on: (a) available mediation and resolution resources; and (b) sources of support and information for victims and respondents.

2. Deans and heads of major administrative units are encouraged to discuss this policy and issues of sexual harassment at meetings of faculty and staff.

3. Training programs for residential advisors, senior administrative fellows, those who meet students in crisis situations and others serving in an advisory capacity to students will include training about referrals, resources and methods for handling instances of sexual harassment.

4. An overall educational program for students that addresses issues of peer sexual harassment and also provides information, definition, support and the identification of sexual harassment resources has been developed by the Office of the Vice Provost for University Life, the Office of Affirmative Action, and the Penn Women's Center in conjunction with the Office of Residential Living, the Council of College House Masters, and the Council of Senior Faculty Residents involved with the Freshman Year Program. Such an educational program is directed toward new undergraduate and graduate and professional students.

5. The University will publish annually the operative portions of this policy statement, including information about the resources available to advise, counsel and assist in the mediation of sexual harassment allegations. Information will explain how and where to contact University-wide and school-specific resources and will be posted in conspicuous locations. All members of the University should feel a responsibility to try to prevent sexual harassment whenever they observe it. Community members should report sexual harassment to appropriate University resources promptly for appropriate action.

### F. Exit Interviews

Deans and administrative directors will periodically survey departing students, faculty and staff to measure the existence and frequency of reports of sexual harassment. Based on the data yielded by these surveys and the annual reports of the Executive Director of Affirmative Action and Equal Opportunity Programs, the University administration will determine, in consultation with the University Council, whether there is a need for further efforts to be taken on the issue of sexual harassment.

### G. Implementation

Deans and administrative directors will be responsible for the implementation of this policy. The Provost and President will oversee the performance of deans and directors in the implementation of this policy.

## 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.

*Essentials of Management*; begins November 1; multiple dates with multiple times; \$250. If you're a Penn manager, this program is for you. Learn the most effective management skills as well as the Penn policies necessary for a successful and productive workplace. You'll be part of a cohort of fellow managers and have the opportunity to complete a 360-degree assessment instrument (and interpret those results with an executive coach).

*Emerging Collaboration Technologies: Blogs, Wikis, SharePoint*; November 1; 2:30–4:30 p.m.; \$40. Want to share information and communicate more easily with your colleagues? See how emerging technologies like wikis, blogs, Microsoft SharePoint and podcasts can help streamline your work.

*Writing Efficient Email*; November 8; 9 a.m.–noon; \$75. Email is a fast and easy way to communicate on the job. But how do you ensure your message gets the attention it deserves? This webinar will show you how to write effective emails that get the job done.

*Brown Bag Matinee—Corporate Legends and Lore*; November 9; noon–1 p.m.; free. Every organization has unique legends and lore that become part of the very fabric of its identity. These corporate stories have tremendous power to increase productivity, implement change, and motivate employees. Corporate Legends and Lore demonstrates how you can tell stories about heroes, survivors, letting off steam, and more to motivate others and build personal influence.

*Unlocking the Secrets of the Penn Library*; November 9; noon–1:30 p.m.; free. Discover the ways the library can work for you. Learn how to access reference sources, get personalized research assistance, or simply take out the latest *New York Times* bestseller. This session includes a 30-minute walking tour of Van Pelt Library. You're welcome to attend just the informational session.

*Critical Thinking Essentials: Applying Critical Thinking Skills*; November 9; 1:30–4:30 p.m.; \$50. Good decision-making starts with critical thinking, and we'll show you how to do it! This workshop will teach you to think critically and how to be more successful when it comes to handling workplace issues.

*Career Focus Brown Bag—Interview Skills*; November 16; noon–1 p.m.; free. Wondering how to set yourself apart from other job applicants? Discover the elements of effective interviews and how to successfully market yourself and your skills in order to ace your next interview.

*Diversity Brown Bag—Americans with Disabilities Act (ADA)*; November 17; noon–1 p.m.; free. The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination on the basis of disability. This workshop will give you an overview of the ADA and how to apply it to Penn. You'll learn about relevant Penn policies, the best ways to identify reasonable accommodations, how to incorporate people with disabilities into the workplace, and more.

*Meeting Madness*; November 21; 9 a.m.–noon; \$50. Are your meetings dull and uninspiring? Do you want to make meetings more valuable for your department? If so, this workshop is for you. Learn how to plan meetings that'll engage your team and meet your business goals. You'll also discover strategies to help turn bad meetings into more productive and useful sessions.

### Technical Tips...at Your Fingertips

Improve your technical skills with these online 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.

*Overcoming Email Overload*; November 3; 2:10–2:50 p.m.; \$40. Is your email inbox bursting at the seams? Get fast and easy tips that'll cut down on your email volume and help you organize your messages in a more effective way.

*Microsoft Office Excel 2007 Techniques*; November 8; 12:30–2 p.m.; \$40. Microsoft Excel is chock full of features that can help support your work objectives—and this webinar will highlight them. Learn advanced features such as data entry, manipulation and presentation; enabling multiple users to share workbooks and track and edit changes; and creating templates.

*Advanced Microsoft Office Excel Pivot Table and Macros Crash Course*; November 22; 2:30–4:30 p.m.; \$40. You already know how to enter data using Microsoft Excel. But what about using pivot tables and macros to present your data in new and creative ways? We'll show you how to leverage the power of these two important features in Excel.

### Healthy Living

Get the tools you need to live well year-round. From expert nutrition and weight loss advice to exercise and disease prevention strategies, we can help you kick-start your body and embrace a healthy lifestyle. These free workshops are sponsored by Human Resources. For complete details and to register, visit [www.hr.upenn.edu/quality/wellness/workshops.aspx](http://www.hr.upenn.edu/quality/wellness/workshops.aspx) or contact Human Resources at (215) 898-5116 or [suzsmith@upenn.edu](mailto:suzsmith@upenn.edu).

*Weight Loss: What's the Best Approach for Me?*; November 9; noon–1 p.m.; free. You've decided you want to win your battle with the bulge. So what's the next step? Come to this workshop to learn about various weight loss possibilities, including bariatric surgery and other non-surgical options. This workshop will be led by Amy Cha, assistant professor of surgery, Penn Presbyterian Medical Center.

*Q&A with a Nutrition Expert*; November 30; noon–1 p.m.; free. Discover how nutrition and exercise promote healthful aging, fitness, performance and weight management. You'll also learn what a nutritious diet entails and how to recognize and change poor eating habits. This workshop will be led by Stella Volpe, associate professor of nutrition, School of Nursing.

### Quality of Worklife Workshops

Dealing with the demands of work and your personal life can be challenging. These free workshops, sponsored by Human Resources and led by experts from Penn's Employee Assistance Program and Quality of Worklife Department, offer information and support for your personal and professional life challenges. For details and to register, visit [www.hr.upenn.edu/coursecatalog](http://www.hr.upenn.edu/coursecatalog) or contact HR at (215) 573-2471 or [gstull@upenn.edu](mailto:gstull@upenn.edu).

*Making Your Emotions Work for You in Your Professional and Personal Life*; November 10; noon–1 p.m.; free. Emotions can play a powerful role in your life, and we'll show you how to take advantage of them. Find out how to use your emotions to generate positive results in your personal and professional life. You'll discover how they affect your perspective and contribute to your decision-making process in and out of the workplace.

*Relaxation Techniques for a Stressful World*; November 29; noon–1 p.m.; free. Want to shut the door on stress? We can help! Come learn about different relaxation techniques that can help minimize your stress at work and at home. We'll show you how muscle relaxation, breathing techniques, and mind imagery can rejuvenate you and get you on the road to a healthy, happy and stress-free lifestyle.

## Manage Your Life Better with Penn's Flexible Work Options

*This is the last in a series of articles this October to honor National Work and Family Month—a campaign to raise awareness of the importance of worklife benefits.*

Juggling the needs of your personal and professional life can be challenging. From family obligations to workplace responsibilities to personal goals, managing all facets of your life is demanding at times. That's why we offer guidance on setting up flexible work arrangements that can help you balance your needs at work and at home.

Flexible work options offer creative approaches to managing your own needs as well as the needs of your department. Whether it's non-traditional work hours, a compressed job schedule or an off-campus worksite, flexibility in your work schedule can help you meet your goals in and out of the workplace while still meeting the business demands of the University.

If you're considering flexible work options for yourself or your department, join us for a Flexible Work Options workshop on October 25. You'll learn about a variety of options, how they work, and how to create a plan that's right for you as well as the business needs of your department. Visit [www.hr.upenn.edu/coursecatalog](http://www.hr.upenn.edu/coursecatalog) to register. Or visit [www.hr.upenn.edu/quality/worklife/flexoptions](http://www.hr.upenn.edu/quality/worklife/flexoptions) to learn more about flexible work options at Penn.

—Division of Human Resources



### At The Burrison Gallery: Kathleen Shaver's Abstractions

The Burrison Gallery presents *Abstractions*, an exhibition of painted works by Philadelphia-based artist Kathleen Shaver, N'76, from October 22 through December 2.

*Abstractions* features nine of Ms. Shaver's recent large-scale abstract paintings, including *Pocket*, oil on canvas, 46 x 54 (above), all of which explore various facets of human interrelation, from typology and gesture to sexuality.

Ms. Shaver studied at Moore College of Art and Design, and the Pennsylvania Academy of Fine Arts. She produces large-scale oil paintings on canvas and mixed media works on paper.

The work varies from abstraction to gestural realism and is characterized by an exploration of concept formation relating to language, symbols, and sexuality.

She has exhibited extensively throughout Philadelphia, and earlier this semester, she completed a permanent installation of 27 paintings commissioned by the HUP Alumni Association for Penn's School of Nursing: *The History of Nursing as Seen Through the Lens of Art* (Almanac September 27, 2011).

# Update

October AT PENN

## CONFERENCE

**24** *Networks in Telecommunications: Economics and Law*; 4:30 p.m.; rm. 144, Silverman Hall (Law).

## FILMS

**20** *Opening Night Screening, Like Crazy*, 8 p.m., Zellerbach Theatre, Annenberg Center; *Opening Night Party*, 10 p.m., Annenberg Public Policy Center, tickets: [www.filmadelphia.org](http://www.filmadelphia.org) (20th Philadelphia Film Festival).

## ON STAGE

**19** *Mario Brothers, Where Art Thou?*; 8 p.m.; Iron Gate Theatre. Also *October 20*, 8 p.m., *October 21 & 22*, 7 and 9:30 p.m.; tickets: Locust Walk and [www.maskandwig.com](http://www.maskandwig.com) (Mask and Wig).

**20** *ROPE* by Patrick Hamilton; 8 p.m.; Class of '49 Auditorium, Houston Hall; Also *October 21*, 8 p.m. and *October 22*, 7 p.m.; \$10, \$8/PennCard (Front Row Theatre Co.).

## TALKS

**18** *Bloomberg's New York: Class and Governance in the Luxury City*; Julian Brash, author; 5:30 p.m.; rm. 205, College Hall (IUR).

*Architecture and Urbanism*; Kees Christiaanse; Swiss Federal Institute of Technology, Zurich; 6 p.m.; Lower Gallery, Meyerson Hall (Design; IUR).

**20** *Animate Art!*; Jennifer Levonian, filmmaker; 6:30 p.m.; ICA; with live performance by artist and singer Rachel Mason (ICA).

**25** *Put On Your Red Dress and Let Your Weave Down: Must 'Rashida' = 'Becky' In Order to be Loved?*; Erik Grimes, educator; noon; Fireside Lounge, ARCH Building (WOCAP; AARC).

*The Tragedy of Risk-Perception Commons: Culture Conflict, Rationality Conflict & Climate Change*; Dan Kahan, Yale Law; 4:30 p.m.; G50, Jon M. Huntsman Hall (Penn Program on Regulation).

## AT PENN Deadlines

The October AT PENN calendar is online at [www.upenn.edu/almanac](http://www.upenn.edu/almanac). The deadline for the December AT PENN calendar is *Tuesday, November 8*.

During the academic year, 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)

## Engaging Students through Technology: October 28

Engaging Students through Technology 2011, a symposium for faculty and instructors will be held on Friday, October 28, from 10 a.m. to 2:30 p.m. It is hosted by the Penn Libraries' David B. Weigle Information Commons in conjunction with the School of Arts and Sciences. The 2011 symposium tackles two broad questions:

• *How should I use technology, in my classroom and outside my classroom, to engage my students?*  
• *How should I manage the technology (laptops, smart phones, tablets, etc.) that my students bring to my classroom?*

The symposium includes a faculty panel, a student panel, lunch, discussion and hands-on sessions. 10 to 11 a.m.—Cohen Hall Room 402  
A panel of Penn faculty, including Paul Heiney, Lisa Mitchell and Tamara Nopper (SAS) and Carolyn Cannuscio (Medicine), will describe how they engage students through strategic use of new technologies such as clickers, voiceover PowerPoint, photo documentary and virtual guest presenters.

11 a.m. to noon—Cohen Hall Room 402  
Peter Decherney (SAS) will facilitate a panel of several undergraduate students who will share their perspectives on the two questions.

Noon-2:30 p.m.—Van Pelt-Dietrich Library Center  
Lunch with symposium presenters in the Weigle Information Commons followed by four concurrent sessions. Hands-on and discussion sessions will focus on assessment of technology projects, moving from ideas to reality, Prezi for presentations and iPads in the classroom (see the symposium website for details).

For more information and to register, visit [wic.library.upenn.edu](http://wic.library.upenn.edu).  
Registration is open for Penn faculty and instructors. Interested graduate students can email [wic1@pobox.upenn.edu](mailto:wic1@pobox.upenn.edu) to be included on a space-available basis.

For more information and to register, visit [wic.library.upenn.edu](http://wic.library.upenn.edu).

Registration is open for Penn faculty and instructors. Interested graduate students can email [wic1@pobox.upenn.edu](mailto:wic1@pobox.upenn.edu) to be included on a space-available basis.

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See [www.upenn.edu/pennsway](http://www.upenn.edu/pennsway)

## Penn's Way 2012 Raffle Drawings

### Week Three: October 24 Drawing (for week of October 17-21)

Business Services/Hilton Inn at Penn: \$100 Gift Certificate to Penne Restaurant & Wine Bar  
D'Angelo's Restaurant: \$35 gift certificate  
Lamberti Restaurants: \$25 gift certificate  
A.T. Chadwick & Co: \$25 Starbucks Gift Card  
Eastern State Penitentiary: Two (2) tickets for historic prison tour

Business Services: Penn Photography Book  
Business Services/Penn Ice Rink: Coupon book for 10 free admissions

Business Services/Bon Appétit: Lunch (up to \$20) for two (2) at Houston Market

Business Services/Bon Appétit: Lunch (up to \$20) for two (2) at Houston Market

### Week One Winners (for week of October 3-7)

Arden Theatre Company: Two tickets for 2011-2012 Season—Gloriadean Matthis, HUP

Helium Comedy Club: Admission for six—Marc Tregear, HUP

A.T. Chadwick & Co: \$25 Starbucks Gift Card—Noreen Caden, Perelman School of Medicine

Business Services/Bon Appétit: Lunch (up to \$20) for two at Houston Market—Veronica Holloway, School of Nursing

Business Services/Bon Appétit: Lunch (up to \$20) for two at Houston Market—Kevin McBride, Ryan Veterinary Hospital

Business Services/Morris Arboretum: Four one-time use guest passes—John J. Leddy, Division of Public Safety

Business Services: Penn Photography Book—Michelle O'Toole, HUP

Business Services/Penn Ice Rink: Coupon book for 10 free admissions—Adam Bagg, Perelman School of Medicine

## Almanac

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The University of Pennsylvania's journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessible through the Penn web) include HTML, Acrobat and mobile versions of the print edition, and interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request and online.

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## The University of Pennsylvania Police Department Community Crime Report

**About the Crime Report:** Below are all Crimes Against Persons and Crimes Against Society from the campus report for **October 3-9, 2011**. Also reported were 15 crimes against property (including 14 thefts and 1 burglary). Full reports are available at: [www.upenn.edu/almanac/volumes/v58/n08/crreport.html](http://www.upenn.edu/almanac/volumes/v58/n08/crreport.html). Prior weeks' reports are also online. —Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **October 3-9, 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.

10/04/11	2:20 AM	4000 Walnut St	Intoxicated driver arrested
10/06/11	11:59 PM	3900 Chestnut St	Male acting in disorderly manner/Arrest
10/07/11	12:30 AM	3900 Chestnut St	Complainant struck by known offender

### 18th District Report

Below are all Crimes Against Persons from the 18th District: 7 incidents with 1 arrest (including 4 robberies and 3 aggravated assaults) were reported between **October 3-9, 2011** by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

10/06/11	10:45 PM	3900 Chestnut St	Aggravated Assault
10/07/11	3:55 PM	3700 Spruce St	Aggravated Assault/Arrest
10/07/11	8:45 PM	4800 Warrington Ave	Robbery
10/08/11	6:30 PM	Farragut/Walnut Sts	Robbery
10/08/11	9:25 PM	4800 Chester Ave	Aggravated Assault
10/08/11	9:50 PM	4900 Baltimore Ave	Robbery
10/08/11	10:00 PM	5000 Larchwood Ave	Robbery

## The Final Research Paper: Practical Steps for Students as They Generate Ideas, Conduct Research, and Produce Publishable Work

by Heather J. Sharkey

“When you submit your final research paper at the end of the semester,” I tell students in my seminars, “I’ll give you a grade, but you won’t be finished unless you want to be. You can continue to work on your project independently, apply for a research grant to extend what you’ve already done, or submit a revised version for publication.” With this, I hold up copies of journals (Penn campus journals for undergraduates, professional journals for graduate students) that feature revised versions of essays that students submitted in previous semesters. Students look surprised to hear these words. By the end of the semester, however, many are expressing enthusiasm about the prospect of not only producing knowledge, but possibly disseminating it, too.

I start to talk students through the research-and-writing process from the first week of the semester, stressing similar points for freshmen as for PhD students. My goal is to impart skills and to help them feel the sense of exhilaration that comes from pursuing a substantial and engrossing investigation – ideally one that raises as many questions as it answers.

In the third week of class I assign a recent book—something cutting-edge, accessible, and sure to stimulate classroom debate—and ask students to review it in about 700 words. I show examples of book reviews in professional journals that are of comparable length. This assignment is a test run for the final research paper: it gives students practice in distilling ideas and developing clarity in writing. The word limit forces them to be pithy. I cite the remark (often misattributed to Mark Twain) that the French mathematician and philosopher, Blaise Pascal (1623-62), once made to a friend: “I would have written a shorter letter, but I did not have the time.” The message here is that essays benefit from drafting followed by revision and pruning.

Halfway through the semester, I distribute guidelines for choosing a final paper topic and initiating research. There are three starting rules. First, “Choose a topic that you will enjoy pursuing.” Life is too short to waste on boring stuff. Second, understand that any topic is valid—even, say, the cultural history of toenail decoration—as long as the research is rigorous. Third, determine feasibility. “You may have what seems like a great idea,” my guidelines advise, “but can you find suitable sources? Be prepared to revise or change your topic in light of practical source-related constraints.” With this, I toss out ideas and encourage students to brainstorm. Then comes their turn to develop a topic and submit a research proposal consisting of a one-page abstract (describing the topic and advancing a preliminary argument), and a one-page bibliography.

The next step is troubleshooting. One week after students submit proposals, I give feedback to help them avoid three common pitfalls. The first pitfall is choosing a topic that is too big or vague to sustain innovative research within a limited timeframe and page-length (e.g., “The Six-Day Arab-Israeli War of 1967”). The task is then to winnow the topic down to something manageable and interesting, while perhaps devising a provocative preliminary title (e.g., “The United Nations Relief and Works Agency [UNRWA]: An Organization of Palestinian Advocacy?”). The second, more common, pitfall is that students fail to advance an argument or have trouble articulating one. The third is that students are unable to muster enthusiasm for a topic, either because it sounds important but fails to fire their imagination (in which case they should seek a new topic), or because

they need help to talk through ideas. Short (15- or 20-minute) face-to-face meetings, during office hours, are critical at this juncture.

Then the serious research begins. Emphasizing to students that their final grade on the research papers will evaluate not only the quality of their writing and analysis, but also the caliber of their sources, I try to help them hone their library skills. In class, we discuss how to frame more effective searches in Penn’s main library catalogue (Franklin), how to navigate important databases (e.g., WorldCat, EBSCO Megafire), and how to seek out and use sources creatively (e.g., conducting interviews for oral history; using films; perhaps consulting archives.) We discuss modes of proper citation in footnotes and bibliographies. Sometimes we meet for a collective training session with librarians; sometimes students schedule one-on-one meetings with one of Penn’s subject-specialist librarians.

Many students find the prospect of writing a research paper intimidating, and express the fear that they will not have enough to say. Here I bring out Eviatar Zerubavel’s *The Clockwork Muse* (1999) and Paul J. Sylvia’s *How to Write a Lot* (2007). Both works encourage writers to establish a routine, doing a bit each day (no binge-writing!), and to eliminate distractions (e.g., by turning off telephone and internet). I add some advice of my own: Keep an “idea file” while reading, and try the strategy of stream-of-consciousness “free-writing” if writing stalls. Give the paper a main title, and plot out sub-titled sections. From there, write one section at a time (since thinking about the whole paper can be scary). A typical research paper, I tell them, contains five sections: the first introduces; the second provides necessary background information; the third and fourth develop the content and argumentation; and the fifth concludes.

Two weeks before classes end, students submit draft introductions. These must present the topic, advance an argument, and provide a roadmap explaining what the paper will cover. Within a week, I send each student feedback and schedule meetings with those who are struggling. I encourage students to push forward with writing and to revise as they proceed.

We devote the last two weeks of class to oral presentations. Each student has ten to fifteen minutes to present his or her research project, and five to field questions or to solicit suggestions. These are informal (no Power Point!); I want students to look their peers in the eye and speak as colleagues. These oral presentations build *esprit de corps* in the classroom and provide a group learning experience. Crucially, too, they help students to talk through their ideas as their papers near completion.

Students who put considerable effort into their papers are always eager to receive feedback. Therefore, after reading each paper, and once grades are submitted, I send each a message noting the parts that I found most compelling, and suggesting ways to develop or clarify further. I encourage authors of the strongest papers to submit their work to particular journals or conference venues, or to apply for grants or fellowships. Since writing a research paper becomes, for many students, an act of self-discovery, in which they identify interests or talents that they never knew they had, I often find myself at this stage also suggesting classes, graduate programs, or even careers that they might want to consider in the future.

Guiding students in this way requires considerable time and effort, but the results are worth it. Students emerge from the semester energized, fulfilled, and wanting to do more, and their zest for learning is infectious.

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*Heather J. Sharkey is Associate Professor in the Department of Near Eastern Languages and Civilizations. In 2011 she won the Charles Ludwig Distinguished Teaching Award from the School of Arts and Sciences for demonstrating an extraordinary commitment to the engagement of students as active and interactive participants in the learning process.*

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

*See [www.upenn.edu/almanac/teach/teachall.html](http://www.upenn.edu/almanac/teach/teachall.html) for the previous essays.*