University of Pennsylvania will lead a $10 million National Science Foundation (NSF) project to make computer programming faster, easier and more intuitive. Dubbed ExCAPE for Expeditions in Computer Augmented Program Engineering, the project is a highly collaborative effort that will involve multiple research institutions, partners in industry and educational outreach to the next generation of computer scientists.

The project was awarded a five-year, $10 million grant as part of the NSF’s Expeditions in Computing program, which funds teams with ambitious, fundamental-research agendas in computer science. The ExCAPE team will be led by Dr. Rajeev Alur, professor of computer and information science in Penn’s School of Engineering and Applied Science. Dr. Alur will collaborate with fellow Penn engineering professors Dr. Milo Martin, Dr. Boon Thau Loo, Dr. George Pappas and Dr. Steve Zdancewic.

The ExCAPE team also includes researchers from UC Berkeley, UCLA, Cornell University, University of Illinois at Urbana-Champaign, University of Maryland, MIT, University of Michigan and Rice University.

“Computers have evolved at a dramatic pace, but the technology that’s used to develop programs and software is evolving comparatively slowly,” Dr. Alur said. “What it means to ‘code’ hasn’t changed much in the last 20 to 30 years. It’s still done by expert programmers and is quite time-consuming, expensive and error-prone.”

In today’s programming languages, programmers must write out explicit instructions for what they want the program to do. For large projects, this kind of coding is so complicated that programmers need separate “verification” teams to weed out errors.

During the last two decades, this verification technology has matured, leading to powerful analysis tools that can find subtle mistakes in code.

Teaching Award Reception: April 17

All members of the University community are cordially invited to a reception honoring the recipients of the Christian R. and Mary F. Lindback Foundation Awards for Distinguished Teaching and the Provost’s Awards for Teaching Excellence by Non-Standing Faculty as well as the Provost’s Awards for Distinguished PhD Teaching and Mentoring.

Tuesday, April 17 at 5 p.m., Hall of Flags, Houston Hall

See pages 4-5 for the biographical sketches of the recipients of these awards.
Global Initiatives Regional Meetings

Dr. Ezekiel Emanuel, Vice Provost for Global Initiatives, invites all interested Penn faculty members to a series of Global Initiatives Regional Meetings.

These meetings, hosted by different schools, aim to bring together faculty members with research, teaching or service interests in the same global regions and thereby facilitate cross-School collaborations on global initiatives. Pilot funds will support the two best proposals for cross-School collaborations that emerge from these meetings.

Regional meetings will be organized for Africa, China, India and Latin America, four priority areas indicated by the faculty survey conducted earlier this year. Below are the details for each of these meetings. All faculty are invited, and we hope to see you there. If you have any questions, please contact global@exchange.upenn.edu

- China Regional Meeting: April 18, 2-4 p.m., Room 351, Steinberg Hall-Dietrich Hall
- Africa Regional Meeting: May 2, noon–2 p.m., Class of 1949 Auditorium, Houston Hall
- India Regional Meeting: May 3, 10 a.m.-noon., Room 360, Huntsman Hall
- Latin America Regional Meeting: May 11, 10:30 a.m.–12:30 p.m., Room 132, Hill Pavilion
University Club Annual Meeting: Thursday, April 26

University Club at Penn members are invited to attend the University Club’s Annual Meeting on Thursday, April 26. The meeting will be held in the Club’s Harrison Room beginning at 4 p.m. A reception will follow the meeting.

The University Club’s slate of nominees for election to the Board of Governors will be presented to the membership.

The slate of nominees are:

- Janet Ansret, Deputy Registrar, Student Registration & Financial Services
- Thomas Barber, Clinical Assistant Professor of Restorative Dentistry, School of Dental Medicine
- Nicholas Kefalides, Professor Emeritus, Infectious Disease, Perelman School of Medicine
- James J. Riley, Administrative & Financial Officer, Cancer-Biology, Perelman School of Medicine

I look forward to seeing you at the Annual Meeting.

—John N. Rudolph, Club President

Death

Dr. Earley, Medicine

Dr. Laurence E. Earley, professor emeritus and former chair of medicine in the Perelman School of Medicine, passed away March 13 at age 81.

Dr. Earley came to Penn from the University of Texas Health Science Center in San Antonio, where he had been professor and chairman of the department of medicine from 1973-77. He was appointed to Penn’s faculty in 1977 as the Frank Wister Thomas Professor of Medicine and then was designated the Francis C. Wood Professor in 1983. He also chaired the department from 1977-90. Dr. Earley became emeritus in 1995. In addition to teaching, Dr. Earley served as associate dean for international medical education from 1991-95, traveling to strengthen Penn’s connections with institutions in Asia, Latin America and Africa.

In 1995, Dr. Earley left Penn and served as professor of clinical medicine at the University of North Carolina until retiring in 2000.

Prior to coming to Penn, Dr. Earley held appointments at Harvard University and then the University of California, San Francisco, where he served as chief of the renal division in the department of medicine.

Dr. Earley was internationally known for his work in nephrology. He was co-editor of a textbook, Diseases of the Kidney, and authored many articles in research and clinical journals. During his career, he held editorial positions in several scholarly journals that explore renal physiology and kidney disease. He was the past president of the American Association of Physicians and past chair of the American Board of Internal Medicine.

Born in Ahoskie, North Carolina, Dr. Earley earned both degrees—his BS in 1953, and MD in 1956—from the University of North Carolina. Dr. Earley was married to his wife, Joan Earley, and they had two sons, Peter and Laurence Jr.; and seven grandchildren. He is predeceased by his son, Andrew.

Course Development Grants, Social Science and Public Policy Forum: April 23


Grants are to be used to design innovative courses for undergraduates or graduate students. We strongly encourage proposals for innovative courses that bridge disciplines or Schools, including courses that may be cross-listed. We also encourage, where appropriate, courses that connect scholarship and policy analysis. Funds, between $2,000 and $5,000, will be available to up to five successful applicants. These funds can be used for graduate and undergraduate assistants, course operations and faculty salary.

Standing faculty at Penn in any of the 12 Schools are eligible, and courses may be proposed for any future semester. 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.

Proposal Format

Proposals should be no longer than 500 words. They should outline the subject matter, the innovations planned and the reasoning why these particular initiatives are promising. In addition, proposals should include a cover page that includes the name and departmental affiliation of the applicant, contact information (including email) and the title of the proposal. Applicants should also include a short biographical sketch, not to exceed one page, and a budget specifying the proposed use of the requested funding. Please submit documents to the Penn Social Science and Policy Forum at penn-sspff@sas.upenn.edu no later than April 23, 2012.

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

—Thomas J. Sugrue, Director, Penn Social Science and Policy Forum

S$10 Million NSF Project on Computer-assisted Programming

(continued from page 1)

real-world problem areas. The ExCAPE approach will leverage these advances to help programmers avoid such mistakes in the first place.

The researchers are proposing an integrated toolkit for automated program synthesis. Such a toolkit would allow a programmer to essentially collaborate with a computer on writing a program, contributing the parts they are most suited to. With more powerful and integrated verification systems, the computer would be able to give feedback to the programmer about errors in the program and even propose corrections.

“Let’s say you want to program a robotic car for parallel parking,” Dr. Alur said. “Instead of asking the programmer to write complete code in one particular style, we want to offer the programmer flexibility. The programmer can start by specifying high-level goals, such as the final desired car position and the requirement that there should be no collisions along the way.”

Automatically translating such goals directly to code is not yet feasible, so the programmer would still have to do some amount of coding to providing basic solution strategies for the problem. For parallel parking, a strategy might correspond to a sequence of basic maneuvers: pull in front of the spot, back up straight, start turning and, finally, straighten out.

While this basic strategy for parallel parking is intuitive for humans, figuring out exactly when to start turning, and by how much, remains tricky. Humans, whether they are drivers or programmers, aren’t good at trying lots of combinations in search of the best one, but that’s exactly what computers are best suited to do.

“The synthesis tool can therefore start with the strategies provided by the coder, then explore different combinations for the tricky parts, automatically filling in the details with the best possible values to produce a complete program,” Dr. Alur said.

Programming for robotic behavior is one of four real-world problem areas the ExCAPE team will test their research on. The researchers will work with programmers at AT&T, Coverity, Honeywell, IBM, Intel and Willow Garage to see if the synthesis tool is effective in meeting their coding challenges.

Other challenge areas involve figuring out how to set up routing policies for flow of information across networks of computers, how software written to work on single processor computers can be correctly translated to improve performance while running on multiple cores that are now common even in mobile devices, and how to design efficient and correct algorithms for coordinating decisions among multiple computers.

The researchers hope that this toolkit will change the public perception of computer science and, potentially, how it and other sciences are taught.

“One goal in this regard is to get high school students excited about computer programming,” Dr. Alur said. “We want to convey to them that programming does not mean tedious coding according to strict rules but is more about being able to express a computational strategy for problems.”

The verification systems in the ExCAPE team’s synthesis toolkit could be applied to students working on high school algebra problems, for example, identifying flaws in logic that lead to incorrect answers. The toolkit’s smart feedback could even generate similar problems to test whether a student has learned from a mistake.
Sketches of the 2012 Teaching Award Winners

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

2012 Lindback Awards for Distinguished Teaching

Non-Health Schools

Mirjam Cvetic, Fay R. and Eugene L. Langberg Professor of Physics in the School of Arts & Sciences, has taught at Penn since 1989. A distinguished string theorist, she has become legendary among her students for her commitment to—and reimagining of—the department’s freshman physics sequence. She “made it a mission in life to deliver the perfect course in introductory physics,” reports a colleague, “so she rethought everything from how to draw diagrams to enhance visual learning to how to generate discussion both inside and outside the classroom.” As a result, it is a “common sight to see her walking from class with a bevy of students talking down the hall talking about the subjects just discussed in the classroom.” Students repeatedly use the word “passion” to describe her as “the most passionate professor I have ever met” who is able to communicate the “unrelenting passion she exudes for physics,” from the “explosion of color and excitement” in her fabled use of colored chalk (“I still recall one session where she ended up with colored chalk all over her dress and suit because of the explosion of color and excitement, and she put one of her conceptual physics problems) to the personal emails with which she congratulates students on their achievements to her “dedication to making sure that each student receives all the attention necessary to succeed in her course.” As one student remembers, “she was so lively and animated at the board, at the end of each bullet point, she was usually out of breath, recovering from the excitement of the last bit of knowledge she presented.”

Andrew Rappe, professor of chemistry in the School of Arts & Sciences, has taught at Penn since 1994. Students and colleagues report that he “excell in communicating scientific concepts in a clear and understandable way, in stimulating his students to think critically about scientific concepts, and in inspiring his students to be passionate about science.” He has reconceived both the introductory Chemistry 101 course and the honors chemistry sequence, infusing them with his “ability to explain the most complicated concepts in an understandable fashion, without ‘dumbing down’ the material.” His “scientific zest is infectious,” and he is committed to challenging students with rigorous, contemporary material, engaging them with “his enthusiasm and dynamic teaching style” and stopping “to explain the concept further or answer any and all questions that we had.” He extends this commitment outside the classroom, holding class on Skype when he is at a conference in Asia, maintaining “office hours” online on Blackboard, and hosting an online discussion board on which students can both ask and answer questions. He “exemplifies the Penn educator-researcher,” writes a colleague, “as he devises ways to expose even his introductory-level students to state-of-the-art topics in science.” Recalling a student, “by the end of the semester, I felt like part of a community—a community where everyone was so willing to help others. Dr. Rappe added that new dimension to my life as a student.”

Larry Silver, James and Nan Wagner Farquhar Professor of the History of Art in the School of Arts & Sciences, has taught at Penn since 1997. “Teaching is always a learning experience for Larry,” writes a colleague, “and this learning is never only about art; it is always also about the people he’s teaching.” One of the world’s most eminent historians of Northern European Renaissance art and former president of the College Art Association, he nevertheless “demonstrates a genuine desire to learn from his students as much as he teaches them.” His “door is literally always open,” and he has mentored generations of students, long after graduation from Penn, who are sometimes doing research and writing distinct from his own. “Because he is so knowledgeable,” reports a student who worked with him on a topic far removed from his specialty, “there is rarely—if ever—a subject he will not be able to advise his students on.” He “believes in the power of education to transform an individual, a field and even the world,” writes an admiring colleague, “teaching not only the works of art that are his main subject but also what it means to be a human being engaged with the visual and with the worlds that it represents.” Along these lines, he became dean of the department’s introductory survey course “to investigate what the status of art was at different historical moments: how were those big pictures part of the visual experience of people?” As a student notes, “in every instance, Dr. Silver has triumphed not only as a wellspring of knowledge—one that extends well beyond the confines of art history—but also as a gifted mentor devoted to the cultivation of critical thinkers.”

Camillo José (CJ) Taylor, associate professor of computer and information science in the School of Engineering & Applied Science, has taught at Penn since 1997. A “role model for all of us who aspire to be superb teachers and mentors,” he “has managed in his teaching—to not only retain students, but to stay on in the major, without compromising on quality or content.” His “extraordinary contributions” to the department’s curriculum include developing the two-semester introductory course sequence in Scientific Computing and overhauling the computer science sequence. And yet “where he stands out is in his understanding of how students get drawn into and retained in the program, which is especially crucial for women and minority students.” Those students repeatedly testify to his ability to combine academic rigor with personal approachability, as he “sets an atmosphere for intellectually challenging but enjoyable learning in all his courses” and “strikes the perfect balance between being approachable and motivating his students to work independently.” They report that he “inspires students to work at becoming not only better programmers, but better thinkers,” especially because “he doesn’t just give you the answer, but instead works with you to dissect the problem so that the pieces are easier to digest.” Above all, “Professor Taylor wants his students to succeed, and to help us do so, he taught us all he could in a semester. He taught us about computer architecture to be sure, but he also taught us the value of starting early, and of working carefully, and of asking for help when we need it. He is the embodiment of that rare teacher who just cares.”

Health Schools

Jeffrey Berns, professor of medicine in the Perelman School of Medicine, has taught at Penn since 1989. "Whether teaching one-on-one in the clinic or hospital ward, or working with a small group in an interactive seminar, or speaking in a large lecture format at Penn or at invited lectures around the world," reports a colleague, "Dr. Berns ... is a master physician who uses his command of the literature and the nuances of medicine and an innate understanding of how individuals learn to lead his students at every level to question and discover." Those students testify to his uncanny skills at leading them on "a walk along the netherworld in which "every word he devotes to the topic is carefully chosen" and yet he remains "long after lecture or section" and responds to "every single [question] with patience, and in a way that I could apply what he was teaching me to new situations." An "ideal" mentor, he "encouraged me to pursue my own interests while continually providing guidance and support. This commitment to fostering independent thought and autonomy is the hallmark of a great mentor—one who truly sets his mentees on a path towards future success." His devotion to educating his students is captured best by a student who reports: “Of the many qualities that make Dr. Berns a uniquely special teacher and professor, his passion for knowledge stands above everything else. A few months ago I was talking with Dr. Berns and asked him if he ever gets bored of his job. Without hesitation he remarked, ‘Never—I learn something new every day. I love my job!’”

Lesley King, professor-clinician educator of critical care in the School of Veterinary Medicine, has taught at Penn since 1987. The author of “grieving Bentley: a companion animal's perspective on death,” and of the definitive textbook on respiratory diseases in companion animals, she is also a renowned teacher with a “wonderful ability to bring out the best in the students,” especially in her commitment to daily student rounds, filled with “laughing and lively discussion,” in which “book learning is synthesized with real-time experiences, and new teachers are born.” In these settings, writes a colleague, “she has just the right balance of firmness and patience, having high expectations and standards, yet leading students/nurses logically to think out what they do know and how they can figure out answers.” Along these lines, one of her many admiring students reports, “she took the time to really let us figure it out ourselves (while standing by to make sure we didn’t make any rash decisions). If we said the anuric cat with low CVP’s needed more fluids, we were given the responsibility to choose the exact amount, set the pump, and watch what happened. It was scary, since it was the first time a clinician had really given us free reign to take charge of a case, but it was incredibly effective.” As another student reports, “Working alongside her, I have learned that no case is too difficult when approached with systematic care.” A leader in mentoring not only students but also junior colleagues, Dr. King has guided and inspired generations of new doctors; “I see many of them at meetings,” reports a colleague, and they say, “I finished veterinary school and wanted to be Lesley King.”

(continued on page 5)
Health Schools  

Mitchell Lewis, John Morgan Professor of Biomedical Research and Education in the Perelman School of Medicine, has taught at Penn since 1994. Director of the biochemistry course for first-year medical students that “has become one of the defining features of medical education at Penn,” he, in the words of one student, “transformed a seemingly dry topic into a challenging and stimulating adventure.” With “a rare knack for maintaining a relaxed and fun research environment, while at the same time churning out some of the most significant publications in the field of structural biology,” he “lectures to the students about complicated mechanisms in such a relaxed manner, that one feels like he is having a casual conversation with the students over lunch.” Despite this deceptive, laid-back atmosphere—which includes the annual singing of the song “Glucose Glucose,” his “vision, enthusiasm and creativity” have led to numerous enhancements to the course, including delivering every lecture himself, securing a highly competitive Howard Hughes Medical Institute grant to introduce BGS students to clinical settings, and attending classes in every PSOM course to better understand the students’ experiences (“He took every course!, “one student amazedly observed). “He arrived to lecture every morning bounding with energy,” remembers a student, “equipped with his unique smile reflecting both joy and excitement, anxious to impart the wonders of biochemistry onto us.” As another student writes, “It is teachers like Dr. Lewis who change your entire perspective, who transform the world into a learning and discovery, who transform the most mundane into the most exhilarating.”

Neal Rubinstein, associate professor of cell and developmental biology in the Perelman School of Medicine, has taught at Penn since 1997. Incredibly, writes a colleague, “he has made Anatomy (traditionally a despised and feared course in medical schools) the most popular pre-clinical course, year after year. Since taking over Histology only a few years ago, this once floundering course has become the second most popular! In the process of revamping the curricula in these classes, he has modernized and enlivened these dreaded courses ("He took every course!, "one student amazedly observed). "He arrived to lecture every morning bounding with energy," remembers a student, "equipped with his unique smile reflecting both joy and excitement, anxious to impart the wonders of biochemistry onto us." As another student writes, "It is teachers like Dr. Lewis who change your entire perspective, who transform the world into a learning and discovery, who transform the most mundane into the most exhilarating." 

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

Health Schools  

Eric Goren, assistant professor of clinical medicine in the Perelman School of Medicine, has taught at Penn since 2008, when he completed his residency at HUP. In only a few years, he has become the “driving force” behind the student-run United Community Clinics in West Philadelphia and created a significant new sub-internship rotation and “boot camp” program for fourth-year students, while also becoming, in the words of senior colleagues, “a role model for countless students” and “one of the most talented teachers” in the School. In an informal style that is “lucid, direct and humble,” he “has a talent for boiling down academic knowledge to its clinically relevant essentials,” in the words of one student, “without losing richness of content.” In particular, students learn from his unwavering attention to improving the lives of both his patients and his students: “he is always willing, and indeed happy, to spend as much time as necessary to ensure that both students and patients learn or understand the subject at hand.” Moreover, he “turns every possible moment into a teaching moment, he is extraordinarily generous with his time, and watching him interact with patients is truly inspiring.” As one of the many students he has influenced reported, “After spending a year and a half volunteering at UCC I have learned how to be respectful and non-judgmental to all patients I encounter. He has not only inspired hundreds of people to opt-out of their opinions of what students who being a health care provider is all about. We all aspire to one day become as passionate and good a person as he is.”

Bruce Kothmann, senior lecturer in the department of mechanical engineering and applied mechanics in the School of Engineering & Applied Science, has taught at Penn since 2004. “The first thing that anyone will notice about Bruce,” writes a student, “is his contagious enthusiasm for engineering; it is nearly impossible to resist being swept up in his undying excitement for what he does. Bruce is genuinely invested in making himself and everyone around him the best engineer possible.” Through his experience as an industrial aerospace engineer, he specializes in “posing practical engineering problems and challenging students to think outside the box” and there-by “brings real-world engineering into rigorous instruction.” His students consistently praise the combination of rigorous standards, real-world applications, accessibility and enthusiasm that he brings to his teaching. “It’s a little surprising at first,” as one of them writes, “how excited one person can get about boundary layers and high pass filters! Bruce teaches concepts as if he just discovered them to be true, and in turn his students become excited about what they are learning.” He organizes field trips, video chats with students on Sunday mornings, and “recently got so excited by statics and strength of materials that, when he noticed truss structures on bridges around Philadelphia, he organized a ‘bridge bicycle ride’ for MEAM students.”

Non-Health Schools  

Mark Pauly, Bendheim Professor and professor of health care management in The Wharton School, has taught at Penn since 1983. “One of the leading health economists in the world,” he is also “a kind and supportive adviser” who “was available as often as I needed him” and “set a great example for achieving a healthy work/life balance.” In particular, according to the numerous former students who are now themselves distinguished professors, “his greatest strength in advising graduate students is his ability to steer, but not lead, student projects.” He “manages to provide enough direction that you progress and do not feel unduly discouraged, while offering enough space to allow you to feel the thrill of understanding or developing a new concept on your own.” In particular, “with virtually any research question you present to him, he will nearly always identify an interesting angle you had not previously considered, make the connection to a similar problem you had not yet made, or generally see your problem in a new way.” In addition, notes another former student, he “seemed to have a knack for always challenging me, but always in a manner in which I was in a position to succeed,” such as by joining his graduate students in presenting papers at national conferences. As a colleague reports, “he always combines academic rigor with optimism, good humor and an enthusiasm for research and for helping students. I have never heard him turn a student away. He is generous with his time, patience and effort. Without question, he is a great mentor and role model for his doctoral students, not only in guiding the specifics of their dissertations but also in their approach to academic life more generally.”

Provost’s Award for Distinguished PhD Teaching and Mentoring  

David Leatherbarrow, professor of architecture and associate dean for academic affairs in the School of Design, has taught at Penn since 1984. A “prodigious thinker, among the most widely cited theorists in our field,” in the words of a former graduate student, he is also “the most effective and powerful teacher I have ever known. Few educators in his generation have advanced the philosophy of architecture and landscape as far and as broadly as he has.” In particular, students admire “his ability to clearly communicate abstract concepts,” often “from the architect’s point of view” and with an “unwavering commitment to his students: understanding and intellectual development.” In the words of a current graduate student, he “teaches learning itself, the skills and attitudes needed to seek out and acquire knowledge on one’s own.” Or, in the words of another former student, he “has a unique ability to invite those who listen to his arguments and interpretations to a horizon in which they voluntarily participate and along which they move in their thinking.” As a result, generations of former students attest to his indelible influence on their thinking and careers, with “enough ideas to last a lifetime.” He “never ‘finishes’ advising students,” as one of them reports; “he continues to serve as a mentor and as a teacher well after they have established careers.” In the words of another former student, now himself a distinguished professor, “I owe the full 21-year-arc of my work to his guiding the specifics of their dissertations but also in their approach to academic life more generally.”

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Benefits Open Enrollment is Here!

Now’s your chance to make changes to your healthcare elections. The 2012–2013 Benefits Open Enrollment period has begun.

From now through April 20, make changes to your benefits coverage 24 hours a day, 7 days a week. You can:

• change your medical, dental, or vision coverage plan;
• increase or decrease your life insurance coverage;
• change how much you contribute to your Flexible Spending Account (FSA), or
• add and drop dependents from your benefits coverage.

Just visit www.pennbenefits.upenn.edu, and the online system will walk you through the enrollment process. For complete details on this year’s Open Enrollment period, visit www.hr.upenn.edu/Benefits/openenrollment.aspx

Medical Plan Cost Estimator

Want help choosing a health care plan that’s right for you and your family? The Medical Plan Cost Estimator is designed to help you make an informed choice about your medical coverage. Even if you are satisfied with your current coverage, you can use this tool to review your options for 2012-2013:

• PennCare/Personal Choice PPO
• Aetna Choice POS II,
• Keystone/AmeriHealth HMO
• Aetna High Deductible Health Plan with Health Savings Account (HSA)

The medical plan cost estimator tool is now available online at www.hr.upenn.edu/Benefits/openenrollment.aspx

Food-Policy Lectures:

American Pie: The Politics of Food in the 21st Century

The University of Pennsylvania Libraries is co-hosting a series of events addressing a wide range of food-policy issues in the United States and around the world. The Bodek Lecture Series, American Pie: The Politics of Food in the 21st Century, tackles issues such as global food security, sustainable agriculture and food waste in America.

• On April 11, in a lecture on The Food Not Eaten, journalist Jonathan Bloom will discuss the amount of food that Americans waste every year, as well as the ethical, environmental and economic impact of such waste.

Mr. Bloom, the author of American Wasteland: How America Throws Away Nearly Half of Its Food (and What We Can Do About It), will also talk about how to minimize food waste. The talk begins at 6 p.m. in the G17 Auditorium in Claudia Cohen Hall.

• The April 19 talk, Global Food Security: A 21st Century Challenge, features Dr. Alan Kelly, University of Pennsylvania Veterinary Medicine’s dean emeritus and professor. He will address the challenges faced by agriculture to meet society’s growing needs and also conserving the environment and will also talk about controlling the spread of infectious diseases on farms and the effects of climate change. The 6 p.m. talk will be held in Room 130 in Penn Vet’s Hill Pavilion.

• On April 24, the topic will be The Future of Food: Sustainable Agriculture Is Not Optional. John E. Ikerd, author of Sustainable Capitalism: A Matter of Common Sense and Small Farms Are Real Farms; Sustaining People Through Agriculture, will speak about sustainable agriculture. The talk begins at 6 p.m. in the G17 Auditorium in Claudia Cohen Hall.

The series is co-sponsored by the School of Veterinary Medicine, School of Nursing/School of Arts & Sciences Nutrition Minor, Department of History and Sociology of Science, Agatston Urban Nutrition Initiative/Netter Center for Community Partnership Education, Environmental Education Kitchen at Penn Women’s Center, Penn Vegan Society and Penn Appétit.

The lectures are free and open to the public. Additional information is available at www.library.upenn.edu/exhibits Attendees can also RSVP at that website.

Inspiring Your Child with a Day of Fun & Learning at Penn

Bring your child to Penn for a day of education and exploration! Take Our Daughters and Sons to Work Day will be held on Thursday, April 26. Registration begins on April 16.

We’ll inspire your kids with over a dozen learning activities, like how to make your own book, what it takes to be a millionaire, and an insider’s look at law enforcement careers. You can also plan activities on your own to celebrate this special day with your child. Visit www.daughtersandsonstowork.org for a list of ideas.

Pre-registration is required for this event. Visit the Human Resources website for complete details, including a schedule of activities and important guidelines for the day: www.hr.upenn.edu/quality/takeourkidstowork.aspx

One Step Ahead

Security & Privacy

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

The Virtue of Transparency

Ninety-nine years ago, Louis Brandeis published one of his most famous quotes: “Sunlight is the best disinfectant.” How does this relate to privacy today?

Many activities at Penn involve personal data and are regulated by federal or state law, but abiding by regulations is only part of protecting privacy. New technologies (like smartphones and cloud computing) and new services (like some coursework platforms), present new privacy issues that may not be covered by existing law. In such cases, consider the power and virtue of transparency.

For example, if recording class lectures or discussion groups, let attendees know in advance, and inform them what the recording will be used for and how publicly (or not) it will be shared. If the material is very sensitive, or the sharing is very public, attendees may voice their concern, which is good to know about and react to early on.

If social media or other information sharing platforms are used in teaching or other Penn functions, be transparent about how you may get more enthusiasm, more candid participation and an overall better outcome.

Providing clear information in advance about matters that affect privacy can help both identify concerns early and garner more support. Being transparent may not be the only means of protecting privacy, but it is usually a great start.

For additional tips, see the One Step Ahead link on the Information Security website: www.upenn.edu/computing/security/
Shed Pounds with a 5K Walk
Walking is a great way to manage your weight and stay fit—not to mention lower your blood pressure, cholesterol and risk of diabetes. So throw on your sneakers and join us for a 5K walk (3.1 miles) through University City on April 27.

We’ll meet on College Green in front of the Ben Franklin statue at noon. The course will run from Locust Walk to 40th Street, through the paths of Woodlands Cemetery, and back to the starting point. All faculty and staff are welcome to participate, no matter what your fitness level. We’ll have volunteers placed throughout the group to help keep a steady pace and make sure no one is left behind.

You’ll also have the chance to learn more about the Penn Walking Program and become a member. If you’re already a member, you’re encouraged to wear your “I’m a Penn Walker” t-shirt and bring your pedestrian counter.

Ready to walk your way to wellness? To register, visit the Human Resources online course catalog at www.hr.upenn.edu/coursecatalog (Browse by Category > Health Promotions).

—Division of Human Resources

Update
April AT PENN

CONFERENCE

16 Developing International Programs of Research on Women’s Health: Carol Boyd, Institute for Women and Gender; Jody Lori, University of Michigan; 1:30 p.m.; rm. 213, Fagin Hall (Nursing).

ON STAGE

12 Quadramics Theatre Co. presents The Wild Party; 8 p.m.; Iron Gate Theater; $8; $10/midnight show. Also April 13, 14, 8 p.m., April 13, midnight.

READING/SIGNING

18 The Third Lie: Why Government Programs Don’t Work; Richard Gelles, Social Policy & Practice; David Thronburgh, Fels; Laura Wolf-Powers, Design; 5:30 p.m.; Golkin Room, Houston Hall; register at www.eventbrite.com/event/3160524213 (Penn IUR).

SPECIAL EVENT

11 Gadget Day; a day of technological explorations; 10 a.m.-3 p.m.; Weigle Information Commons, Van Pelt-Dietrich Library; register at http://wic.library.upenn.edu (Libraries).

TALKS

10 Winding Down in Afghanistan; Robert P. Finn, former US Ambassador to Afghanistan & Princeton University; rm. B21, Stittler Hall; 5 p.m. (South Asia Center).

11 Central Asia and Nationalism in Comparative Perspective; Andrew Watchel, Northwestern University & American University of Central Asia.

18th District Report

Below are all Crimes Against Persons from the 18th District: 5 incidents with 1 arrest (3 robberies and 2 aggravated assaults) were reported between March 26-April 1, 2012 by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

03/26/12 7:45 PM 4729 Baltimore Ave Robbery
03/28/12 11:36 AM 4627 Woodland Ave Aggravated Assault/Arrest
03/30/12 12:00 AM 4804 Woodland Ave Robbery
04/01/12 12:00 AM 237 S 48th St Aggravated Assault
04/01/12 6:46 PM 4200 Chester Ave Robbery

Kygystan; rm. B21, Stittler Hall; 5 p.m. (South Asia Center).

12 Sustainability: The Triple Bottom Line; John Elkington, Volans; 4:30 p.m.; rm. G06, Jon M. Huntsman Hall (Wharton).

AT PENN Deadlines

The April AT PENN calendar is online at www.upenn.edu/almanac. The deadline for the weekly Update is each Monday for the following week’s issue. The deadline for the May AT PENN calendar is today, Tuesday, April 10.

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

Special Volunteer Opportunities
Dear Penn Community

Thank you so very much for all of your contributions and support of our surrounding community. Many benefit from your partnerships and willingness to give. Thank you also for your donation of $497.24 to the Annual Penn VIPS Change Drive to benefit the I’m Free Program, a nonprofit that works with recently released women to lower their recidivism rate. See list below of current volunteer activities.

We welcome your participation. Please email me at sammapr@pobox.upenn.edu to volunteer.

—Isabel Map, Associate Director Network Center for Community Partnerships

Suit and Jacket Drive—Through April 25

To benefit Hire Attire Boutique & Men’s Store, an organization that works with public school students to teach the art of managing a store and working in retail. Your donations would benefit this worthwhile program while allowing you to get some spring cleaning done. Please bring your donations of suits (men and women) and jack-ets to a locallisted site.

Instrument Drive for the Lea Orchestra

Do you have any instruments you would like to donate to a worthy cause? Lea Community School, West Philadelphia Coalition for Neighborhood Schools and Penn Band are kicking off an Instrument Drive for the Lea Orchestra. Your donations of no-longer needed instruments would be greatly appreciated!

Penn Libraries: Celebrating National Poetry Month and Poem in Your Pocket Day

It’s April and the Penn Libraries are celebrating National Poetry Month. Browse the display of poetry books in the Van Pelt circulation area and check out a few to take home with you; the library will be adding more poetry books throughout the month. April 26 is “Poem in Your Pocket Day,” and in celebration, participants will receive a coupon for a free cup of coffee at Mark’s Café when they check out one or more books of poetry on April 26.


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 March 26-April 1, 2012. Also reported were 15 Crimes Against Property (9 thefts, 1 case of fraud, 1 act of vandalism, 1 burglary and 3 other offenses). Full reports are available at www.upenn.edu/almanac/volumes/v58/n29/creport.html. Prior weeks’ reports are also online. —Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of March 26-April 1, 2012. 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 contact the Division of Public Safety at (215) 898-4482.

03/27/12 12:01 PM 3700 Hamilton Walk Complainant harassed by ex-husband
03/28/12 2:55 AM 3900 Baltimore Ave Intoxicated male causing disturbance/Arrest
03/30/12 6:21 PM 4300 Chestnut St Offender arrested on outstanding warrant
03/31/12 11:26 AM 3800 Locust Walk Complainant assaulted by ex-boyfriend

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the adminis- tration of admissions, financial aid, educational and athletic pro- grams, or any other University-administered programs or in its em- ployment practices. Questions or complaints regarding this policy should be directed to Sam Starks, Executive Director of the Office of Affirmative Action and Equal Opportunity Programs, Sansom Place East, 3900 Chest- nut Street, Suite 228, Philadelphia, PA 19104-6108; or (215) 898-6993 (Voice) or (215) 898-7803 (TDI).

Mixed Sources

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www.upenn.edu/almanac 7

ALMANAC April 10, 2012
Penn Law: A Dramatic New Building

The University of Pennsylvania Law School’s newest building, Golkin Hall, creates a dramatic new entry to the Penn Law campus and provides a place where students can gather, exchange ideas and cross disciplines in a variety of spaces ranging from intimate ones to a 344-seat auditorium (see below). The 40,000-square-foot building was designed by the Boston-based firm Kennedy & Violich Architecture. The $33.5 million building features flexible, state-of-the-art seminar and collaboration spaces, and enhances interactions and facilitates new ones between and among faculty, students and staff. The design represents the identity of a contemporary, interdisciplinary Law School and its collaborative academic programs. It promotes the collegial and collaborative environment that is central to Penn Law’s educational mission.

“Golkin Hall completes a 10-year transformation of the Penn Law campus (Almanac November 16, 2010). This major expansion in our academic facilities will ensure our continued role as a leader and innovator in legal education,” said Dean Michael Fitts. “It will be the perfect environment in which to study law and engage the mind.”

The Goat, (at left) by Hsieh-chai, which has been at the Law School since 1963, now stands in the Haaga Lounge, beneath a dramatic skylight which reveals Silverman Hall.

On its multi-tiered roofscape there are nearly 10,000 square feet of terraces and gardens that expand the school’s connection to the outdoors and retain rainwater, reducing the burden on Philadelphia’s stormwater infrastructure and rivers.

A view of the old from the new building.

(Above) Michael A. Fitts Auditorium (Golkin 100) in honor of the dean; a gift of Paul, L’74, WG’74 and Heather Haaga and Richard Schifter, L’78.

(Above) Kline and Specter Courtroom, a gift of law partners Thomas R. Kline and Shanin Specter, L’84.

(Above, left to right) Penn President Amy Gutmann, with Donna Golkin, WG’77, Associate Justice of the Supreme Court the Hon. Sonia Sotomayor, Perry Golkin, W’74, WG’74, L’78, and Law Dean Michael Fitts, after the Golkin Hall Dedication Convocation at Irvine and the ribbon-cutting ceremony at Golkin Hall on April 5.

The Imasogie Gateway to Golkin Hall (above), along Sansom Street, a gift of Osagie O. Imasogie, GL’85 and Losenge M. Imasogie.

Photographs by Marguerite F. Miller