2015 Lindback Awards for Distinguished Teaching
Non-Health Schools

Brian Bushee  Robert Ghrist  Masao Sako  Amy Wax

Health Schools
Cynthia Connelly  Olena Jacenko  James Lewis  Paul Offit

Provost’s Awards
For Teaching Excellence by Non-Standing Faculty
Melissa Hunt  Beth Quigley  Robert DeRubeis  Marybeth Gasman
For Distinguished PhD Teaching and Mentoring

GSE Excellence in Teaching Award
Rand Quinn, assistant professor in the Teaching, Learning and Leadership Division of the Graduate School of Education, has received GSE’s 2015 Excellence in Teaching Award.
This award, given annually to an “outstanding member of the teaching faculty,” is an honor bestowed by the GSE student body. The recipients have “a strong commitment to teaching and learning and are known to challenge their students intellectually and imaginatively.”

Dr. Quinn’s research interests include the origins and political consequences of private sector engagement in public education, the politics of race and ethnicity in urban school reform and the impact of community-based institutions, organizations and action in education. His current projects include studies of foundation entrepreneurialism in the California charter school movement, the development and racial politics of school desegregation in the urban West and the political impact of youth organizing for school reform.

Prior to joining the Penn GSE faculty in the fall of 2012, Dr. Quinn was a President’s Postdoctoral Fellow at the University of California, Berkeley’s Graduate School of Education. He received his PhD in education (policy analysis) in 2011 from Stanford University, where he was a graduate teaching fellow with the Center for Comparative Studies in Race and Ethnicity and a graduate research fellow with the Center for Philanthropy and Civil Society.

Dr. Quinn is a former community organizer, public policy advocate and nonprofit leader, having spent close to a decade in the social justice sector working to advance education, welfare, housing and immigrant rights. Among his positions, he was a community organizer for Building Opportunities for Self-Sufficiency, director of public policy at the Northern California Coalition for Immigrant Rights and executive director of Services, Immigrant Rights and Education Network. He was a member of the Immigrant Rights Working Group at the United Nations World Conference Against Racism. Over the years, he has consulted for and served on the board of directors of several immigrant rights, cultural arts and welfare rights organizations.

Teaching Award Reception: April 27
All members of the University community are invited to a reception honoring the 2014-2015 recipients of the Christian R. and Mary F. Lindback Foundation Awards for Distinguished Teaching, the Provost’s Awards for Teaching Excellence by Non-Standing Faculty and the Provost’s Awards for Distinguished PhD Teaching and Mentoring.
Monday, April 27 at 5 p.m.
Hall of Flags, Houston Hall, 3417 Spruce Street

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7 Update; CrimeStats; Bike Share; PHOS: Classified
8 Commemorating National Architecture Week at Penn
Penn China Research & Engagement Fund: April 28

In conjunction with the opening of the Penn Wharton China Center (Almanac March 17, 2015), the Provost’s Office is proud to announce the launch of the Penn China Research & Engagement Fund. The Penn China Research & Engagement Fund is a competitive grant program designed to stimulate and support activity in China and engagement with the Penn Wharton China Center.

The primary goals of the fund are:
• To develop new, or strengthen existing, institutional and faculty-to-faculty relationships with Chinese partners.
• To highlight the Penn Wharton China Center as a preeminent space in China for knowledge exchange and professional consultation.
• To support outstanding research projects from across the University that are poised to make significant contributions to their field.
• To increase the study and understanding of China at Penn and create opportunities for meaningful student engagement.

Up to $2 million will be awarded through the Fund this year to support research, conferences and other activities in conjunction with Chinese counterparts that utilize the facilities and support the Penn Wharton China Center. All Penn faculty and senior administrators are eligible to apply. Statements of interest are due by April 28, 2015.

For more information about the Penn China Research & Engagement Fund, please visit the website at: https://global.upenn.edu/global-impact/penn-china-research-engagement-fund
Please email global@exchange.upenn.edu with any questions.

Next Generation Student Systems’ Town Hall Meeting About Pennant: April 30

Executive sponsors Michelle Brown-Nevers, Andrew Binns and Thomas Murphy, as well as project owners and project managers for the Next Generation Student Systems (NGSS) project, which is building the new Pennant suite of systems, invite the entire Penn community to a second town hall meeting from 10:30 a.m. to noon on Thursday, April 30 in Bodek Lounge in Houston Hall.

Senior leaders will discuss the importance of the new Pennant systems to the University and the reasons for embarking on the project, followed by an update on the development effort for the first release (Pennant Accounts) and information about the planning effort for future releases (Pennaet Records and Pennant Aid).

The bulk of the meeting time will be devoted to questions from the audience. Whether you are just learning about Pennant and want to know how it will affect you, or you’ve attended a previous presentation or working group and want to hear about progress to date, please bring your questions so we can benefit from a wide-ranging discussion.

For more information about NGSS and Pennant, consult the project website at http://www.sfs.upenn.edu/ngss/

—Rob Tisot, NGSS Functional Project Manager
—Michael Kearney, NGSS Technical Project Manager

Center for Molecular Studies in Digestive & Liver Diseases:
Pilot & Feasibility Grant Program: May 29

Purpose and Research Focus:

The purpose of Penn’s Center for Molecular Studies in Digestive & Liver Diseases is to unite investigators with interests in digestive and liver physiology and disease and to stimulate others in the biomedical community to enter this area of research. One of the most important aspects of this effort is the funding of Pilot/Feasibility Projects.

The Pilot/Feasibility Project should be related to the focus of the Center, which encompasses molecular studies on the biology or disease of the alimentary tract, pancreas and liver. Relevant investigations include those in developmental biology, nutrition, regulation of gene expression, growth, differentiation and carcinogenesis, the biology of stem cells, molecular genetics, gene therapy and immunology, including growth factors and cytokines.

Eligibility:

All faculty members of the University scientific community who meet the eligibility requirements below are invited to submit proposals. Applicants must be a US citizen or have a permanent visa.

1. New investigators who have never held extramural support (R01 and P01).
2. Established investigators in other areas of biomedical research who wish to apply their expertise to a problem in digestive and liver disease.
3. Established digestive and liver investigators who wish to study an area that represents a significant departure from currently funded work.
4. Pilot project awardees are eligible for two years of funding; renewals are evaluated competitively.

Proposal Preparation:

1. Submit a PDF via email to kimmeyer@upenn.edu Complete proposals are due by Friday, May 29, 2015.
2. Format:
   • Cover page: includes abstract of up to 250 words and list of approved or pending IACUC/IRB protocols.
   • NIH biographical sketch
   • NIH other support
   • Budget and justification: one year, $20,000, one page only.
   • Background, preliminary results, estimated core usage, research plan and future directions, up to four pages total.
   • Senior investigators should indicate how this project represents a new direction in their research.

References: one page only.
Appendix: pertaining to preliminary data only, no reprints.

For additional information: Center for Molecular Studies in Digestive & Liver Diseases; (215) 573-4264, fax: (215) 898-0573, email: kimmeyer@upenn.edu

From the Office of the University Secretary

University Council Meeting Agenda

Wednesday, April 22, 4 p.m.
Bodek Lounge, Houston Hall

I. Approval of the minutes of March 25, 2015 meeting. (1 minute)
II. Follow up comments or questions on Status Reports. (5 minutes)
III. Summary reports by Council Committee Chairs. (40 minutes)
IV. Report of the University Council Committee on Committees. (10 minutes)
V. Discussion of possible Focus Issues for next year. (10 minutes)
VI. New Business. (5 minutes)
VII. Adjournment.

ASEF Spring Program: April 29

The Association of Senior and Emeritus Faculty of the Perelman School of Medicine (ASEF-PSOM) invites you to attend their Spring 2015 program, Ebola in Liberia: A Fragile Health System in Peril. The event will take place on Wednesday, April 29 at 4 p.m. in the Biomedical Research Building II/III Auditorium and will feature a presentation by Patricia C. Henwood, director of global health initiatives and assistant professor in the department of emergency medicine at PSOM. A reception in the lobby will follow. Those who wish to attend are asked to RSVP to Kayvon Nikoo at kayvon@upenn.edu

Deaths

Mary Esterheld, Provost’s Office

Mary E. Esterheld, a former assistant in the provost’s office, died as a result of a heart attack on March 5. She was 77 years old.

A Philadelphia native, Ms. Esterheld worked at Penn for 38 years. She first started in the Laboratory for Research on the Structure of Matter (LRSM) as a secretary in 1968.

In 1982, she became executive assistant to the Vice Provost for Graduate Education. She later assisted the Deputy Provost. She was a meticulous typist, editor and proofreader, according to a former colleague. Ms. Esterheld retired from Penn in 2006.

Ms. Esterheld is survived by her cousin, Ron Ayres.

Linda White, Physics & Astronomy

Linda K. White, a former staff member in the business office of the department of physics & astronomy, died at home in Landenberg, Pennsylvania on March 24. She was 67 years old.

Ms. White was the project budget assistant in Penn’s department of physics & astronomy for nearly a decade starting in 1975; the department is now known as the DRL business office.

She was the owner of Design Design, Inc., a family-owned graphic and product design company in Kennett Square, Pennsylvania.

Ms. White is survived by her three children, Ian and his wife, Brooke Honeyford; Erika Bove and her husband, M. Jason Bove; and Kurt and his wife, Brooke Honeyford; Erika Bove and her husband, M. Jason Bove; and Kurt and his wife, Brooke Honeyford.

Contributions in Ms. White’s memory may be made to St. Michael Lutheran Church Memorial Fund, P.O. Box 178, Unionville, PA 19375 or to the Kennett Food Cupboard (make checks payable to KACS), P.O Box 1025, Kennett Square, PA 19348.

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Principles of Responsible Conduct—A Reminder to the Penn Community

The Principles of Responsible Conduct promote the highest standards of integrity and ethics at Penn. To remind the Penn community of the basic expectations that should guide our work at Penn, the leadership message and the Principles of Responsible Conduct are published periodically and found below. Everyone at Penn is expected to be familiar with and adhere to the Principles of Responsible Conduct. The Principles of Responsible Conduct link is found on the Office of Audit, Compliance and Privacy website at www.upenn.edu/audit/oacp_principles.htm

Beneath each Principle is a web link containing useful references to specific supporting policies, statements and guidelines.

The mission of the University of Pennsylvania and its Health System is to offer a world class education to our students, train future leaders of our country, expand and advance research and knowledge, serve our community and society both at home and abroad and provide the very best in outstanding health care for our patients. To that end, we must adhere to, and be guided by, the highest standards of integrity and ethics. The principles of University and Health System policies, in all aspects of their work. They should be fair and principled in University and Health System business transactions and related professional activities, acting in good faith when dealing with both internal constituents and external entities. Their conduct should always reflect their positions of trust and loyalty with respect to the University, the Health System and members of these communities.

Penn faculty, administration and staff are expected to conduct themselves ethically, with the highest integrity, in compliance with all applicable laws, regulations and University policies, in all aspects of their work. They should be fair and principled in University and Health System business transactions and related professional activities, acting in good faith when dealing with both internal constituents and external entities. Their conduct should always reflect their positions of trust and loyalty with respect to the University, the Health System and members of these communities.

Penn recognizes that people are the most important resource for achieving eminence in accomplishing our mission in the areas of teaching, research, community service and patient care. Penn is an institution that values academic freedom, diversity and respect for one another. Penn is committed to the principle of non-discrimination and does not tolerate conduct that constitutes harassment on any basis, including sexual, racial, ethnic, religious or gender harassment.

Penn faculty, administration and staff are expected to inform themselves about applicable search sponsors, licensing partners, patients and others. Penn faculty, administration and staff are expected to be familiar with and adhere to the Principles of Responsible Conduct. The Principles of Responsible Conduct link is found on the Office of Audit, Compliance and Privacy website at www.upenn.edu/audit/oacp_principles.htm

Principles of Responsible Conduct

1. Ethical and Responsible Conduct. Penn’s faculty, administration and staff should conduct themselves ethically, with the highest integrity, in compliance with all applicable laws, regulations and University policies, in all aspects of their work. They should be fair and principled in University and Health System business transactions and related professional activities, acting in good faith when dealing with both internal constituents and external entities. Their conduct should always reflect their positions of trust and loyalty with respect to the University, the Health System and members of these communities.

2. Respect for Others in the Workplace. Penn recognizes that people are the most important resource for achieving eminence in accomplishing our mission in the areas of teaching, research, community service and patient care. Penn is an institution that values academic freedom, diversity and respect for one another. Penn is committed to the principle of non-discrimination and does not tolerate conduct that constitutes harassment on any basis, including sexual, racial, ethnic, religious or gender harassment.

3. Avoidance of Conflict of Interest. As more fully stated in Penn’s conflict of interest policies, Penn’s faculty, administration and staff should avoid conflicts of interest in work at Penn. As a non-profit institution, it is imperative, for both legal and ethical reasons, that University and Health System employees do not improperly benefit from their positions of trust at Penn. Financial conflicts must be appropriately disclosed in accordance with conflict of interest and conflict of commitment policies, so that they can be reviewed, and as appropriate, managed or eliminated. Faculty, administrators and staff are responsible for identifying potential conflicts and seeking appropriate guidance.

4. Responsible Conduct in Research. As members of a complex research university, Penn faculty, administrators and staff have significant responsibility to ensure that research is conducted with the highest integrity and in compliance with federal, state and local laws and regulations, as well as University and Health System policy.

5. Responsible Stewardship and Use of Penn Property, Funds and Technology. Penn faculty, administration and staff are expected to ensure that Penn property, funds and technology are used appropriately to benefit the institution, consistent with all legal requirements as well as University and Health System policies.

6. Environmental Health and Safety. Penn is committed to the protection of the health and safety of the University community and the creation of a safe working environment. To accomplish this end, Penn provides training in health and safety regulation and policy, and Penn faculty, administration and staff are expected to comply with sound practices and legal requirements.

7. Respect for Privacy and Confidentiality. In their various roles and positions at Penn, faculty, administration and staff become aware of confidential information of many different types. Such information may relate to students, employees, faculty, staff, alumni, donors, research sponsors, licensing partners, patients and others. Penn faculty, administration and staff are expected to inform themselves about applicable legal, contractual and policy obligations to maintain the confidentiality of such information, so as to protect it from improper disclosure and to protect the privacy interests of members of our community.

8. Appropriate Conduct with Respect to Gifts, Travel and Entertainment. Penn faculty, administration and staff are expected to conduct themselves so as to ensure that their positions are not misused for private gain, with respect to acceptance of gifts and the undertaking of University-related travel and entertainment.

9. Appropriate Use of the University Name and Logos. Penn regulates the use of its name, its shield and related trademarks and logos in order to protect the University’s reputation and to ensure that their use is related to the University’s educational, research, community service and patient care missions. Faculty, administration and staff are expected to protect the University name and logos from improper use.

10. Responsible Reporting of Suspected Violations and Institutional Response. Penn faculty, administration and staff are expected to report suspected material violations of University and Health System policies, as well as violations of applicable laws and regulations, including laws requiring the reporting of sexual abuse involving minors, to appropriate offices, as set forth in the various policies. Penn faculty, administration and staff may be subject to discipline in accordance with the policies.

The Office of Institutional Compliance is available to present a training and awareness program on the Principles of Responsible Conduct to University and Health System employees. Along with the Principles website, additional information on University policies may be found on the University Policies site at http://www.upenn.edu/services/policies.php. If you are interested in scheduling a presentation or obtaining copies of the Principles of Responsible Conduct brochure, please contact Linda E. Yoder, Institutional Compliance Officer, at (215) 573-3347 or at lloyd@upenn.edu

Penn has many policies that govern the behavior of all Penn faculty, administration and staff. The ethical expectations contained in these policies are highlighted in the text of the ten principles that follow and supporting policies, statements and guidelines are available for each at the corresponding web link.

APRIL 14, 2015

Principles of Responsible Conduct
Non-Health Schools

Brian Bushee, Gilbert and Shelley Harrison Professor of Accounting in the Wharton School, has taught at Penn since 2000. “For each of his courses,” reports a colleague, “Brian makes a tremendous ongoing investment in developing classes that are not only intellectually challenging, but also state-of-the-art in terms of incorporating new research findings and current events.” His MBA and PhD students widely admire this relevance, as well as his rigorous preparation, which includes him making sure every single case used in his class “and personally doing all of the grading for his courses.” He has been a pioneer in developing a highly successful Introduction to Financial Accounting course on Coursera and then incorporating online open learning into his teaching at Penn, allowing him to concentrate more class time, in one student’s words, “on the material students are having trouble with and on more advanced problems and strategic issues.” This experiment has proven so valuable that it has been adopted not only across Wharton but also at peer universities. An MBA student with prior work experience as an accountant reports, “Dr. Bushee’s course turned out to be transformational by broadening my views about accounting...accounting was no longer the number-crunching and often unglamorous discipline I knew, but a combination of accounting, finance, ethics, strategy, management and business communication—critical business language.”

Robert Ghrist, Andrea Mitchell University Professor, has taught at Penn since 2000, with appointments in the department of electrical & systems engineering in the School of Engineering & Applied Science and the department of mathematics in the School of Arts & Sciences. “As fearless in his teaching as he is in his research,” he is, in the words of a colleague, “a driving task-master in the classroom whom the students also love...a restless inventor, constantly daydreaming about better ways to teach, about how to unlock ever deeper concepts for ever broader audiences, leveraging the hottest new technologies available.” Indeed, he “has dared to push students far beyond conventionally accepted boundaries by deploying new forms of active in-class learning and reinventing the curricula of ESE 210 (Dynamical Systems) and the engineering calculus core sequence in the math department. His pioneering online course, Calculus: Single Variable, reinvents the structure and delivery of a calculus curriculum and became one of the only online courses approved for college credit by the American Council on Education.” By far the most brilliant and caring professor I have ever had,” in the words of one student, “he managed to instill energy into derivatives, impart intrigue to integrals and bring life to differential equations. He made the imaginary seem real and the seventh dimension feel as natural as the third.”

Masao Sako, associate professor of physics & astronomy in the School of Arts & Sciences, has taught at Penn since 2006. “One of the most creative and inspiring teachers” at Penn, he has both transformed the introductory physics curriculum and led the department’s engagement with new methods of active classroom learning. With teaching evaluations that are, in the words of a colleague, “the most uniformly positive I have ever read (and this is an Introductory Physics course—typically not the kind of course students enjoy),” he is “extremely accessible” and “has the rare ability to get inside the heads of his students and understand what it is that they do not.” In his wide range of courses at all levels, he “focused on the meaning of the material,” writes one student, and “challenged the students with difficult problems, but his lectures were so clear, and his explanations so thorough, that...the students understood the physics and could reach the conclusions on their own.” Along these lines, with “an office literally overflowing with enthusiastic undergrads,” he has now helped pioneer the department’s approach to active studio learning, in which “students work in small teams to...develop an understanding of scientific concepts by actually doing science,” thereby “leading a revolution in the way undergraduate physics courses are taught at Penn.”

Amy Wax, Robert Mundheim Professor of Law in the Law School, has taught at Penn since 2001. “She is the personal trainer for the legal mind: no pain, no gain,” writes a colleague. Renowned for her use of cold-calling and the Socratic method, she shows her classes, in the words of a former student, “not just how to answer a question but how to ask a question.” In the process, she has taught generations of students not simply the intricacies of civil procedure and Supreme Court advocacy but above all how to think like lawyers. “Though she asks a lot,” writes one student, “she gives a lot in return,” helping students secure jobs and clerkships, hosting them at dinners at her home and visits to the Supreme Court and “office hours [that] frequently boast a line down the hall.” She “brings out the best in her students,” echoes a colleague, “because she consistently brings her own best performance to the classroom...begrudging students with the rigor of her questioning, probing until students discover rules and principles they could not have known before and keeping at it until she is satisfied that the light-switch of understanding has been turned on.” Indeed, generations of students note that, years later, they still refer to their class notes when faced with complex legal challenges at work, finding “not necessarily an answer but something even more useful: a clear expression of logical reasoning.”

Health Schools

Cynthia A. Connelly, associate professor of nursing in the School of Nursing, has taught at Penn since 2008. “I could describe her quite aptly with one word,” says an admiring former student: “care.” Colleagues agree she cares deeply “about her pediatric patients, about her students and about the thematic structure of her courses.” Other students mention another word: “inspiring.” One said, “she is one of the most brilliant and compassionate teachers I have ever had, somehow managing not only to take her class, but to pursue honors work that would allow me to unpack the role of nursing in addressing child abuse issues.” Colleagues note that her work has shaped children’s health care and family policy in the United States, as “she is among the nation’s foremost experts in child welfare, and she leads the University in policy-driven initiatives for a pediatric population.” One current student was amazed by her efforts to learn about her students: “she quickly learned all of our names and our back stories!” Says another student, “I visited her office to share my ideas on a writing assignment and was taken aback by how seriously she listened to me. She even took notes on what I said!” Adds another student: “She is an impeccable listener, a brilliant teacher in both small and large settings and a lifelong scholar.”

Olena Jacenko, professor of biochemistry and associate dean of faculty affairs and diversity in the School of Veterinary Medicine, has taught at Penn since 2001. “She is the personal trainer for the legal mind: no pain, no gain,” writes a colleague. Renowned for her use of cold-calling and the Socratic method, she shows her classes, in the words of a former student, “not just how to answer a question but how to ask a question.” In the process, she has taught generations of students not simply the intricacies of civil procedure and Supreme Court advocacy but above all how to think like lawyers. “Though she asks a lot,” writes one student, “she gives a lot in return,” helping students secure jobs and clerkships, hosting them at dinners at her home and visits to the Supreme Court and “office hours [that] frequently boast a line down the hall.” She “brings out the best in her students,” echoes a colleague, “because she consistently brings her own best performance to the classroom...begrudging students with the rigor of her questioning, probing until students discover rules and principles they could not have known before and keeping at it until she is satisfied that the light-switch of understanding has been turned on.” Indeed, generations of students note that, years later, they still refer to their class notes when faced with complex legal challenges at work, finding “not necessarily an answer but something even more useful: a clear expression of logical reasoning.”

2015 Lindback Awards for Distinguished Teaching

Sketches of the 2015 Teaching Award Winners

(continued on page 5)
2015 Lindback Awards

Health Schools
(continued from page 4)

James D. Lewis, associate professor of medicine in the Perelman School of Medicine, has taught at Penn since 1998. Described as a “wonderful mentor,” an “accessible teacher,” and “the reason I came to Penn,” Dr. Lewis is known internationally as a “virtuoso of public health advocate” and co-inventor of the rotavirus vaccine recommended by the CDC for universal use in infants. Indeed, an admirer describes him as “the foremost champion of vaccination in the world.” Students note that he is a “treasured clinician, a ‘phenomenal teacher,” a “clear thinker” and a “real gem.” Both colleagues and students describe him as an approachable teacher who is “affable and easy to talk to.” One impressed student added that “there need to be levels above ‘Excellent’ to describe working with Dr. Olliff. He is the complete package.” A former student, now a colleague, notes that “though I have been a physician five years before meeting him, I feel I only truly became a doctor during my infectious diseases fellowship training under Dr. Olliff.” Another former student adds that “he has taught through his actions that it is not enough to be a world-class scientist; one must fight day in and day out for the protection of children through vaccines.”

2015 Provost’s Award for Teaching Excellence by Non-Standing Faculty

Non-Health Schools

Melissa Hunt, associate director of clinical training in the department of psychology of the School of Arts & Sciences, has taught at Penn since 1999. As the instructor of the two-semester undergraduate course, Research Experience in Abnormal Psychology, she has inspired dozens of students to go on to advanced study and careers in psychology. “From day one,” writes one of those students, “we are encouraged to be independent and autonomous thinkers and researchers.” In this effort, writes another student, she “made it clear that she expected excellence, that she believed I was capable of achieving excellence and that she was passionate about teaching me the skills to enable me to do so…” She taught me the value of research and how intellectually exciting the process could be.”

Robert DeRubeis, Samuel H. Preston Term Professor in the Social Sciences and professor of psychology in the School of Arts & Sciences, has taught at Penn since 1983. An “innate mentor who takes any appropriate opportunity to turn a discussion into a teaching moment in a manner that is engaging and warm,” he “manages to find an almost perfect balance between actively fostering independence...and providing mentorship and guidance.” As a result, he has become “one of the premier mentors, if not the premier mentor in the United States,” in part because, as one student explains, he is “remarkably selfless in promoting his students’ careers. He goes out of his way to give his students credit for their work and ideas, with little concern about recognition for his own contribution,” helping them achieve major conference presentations and first-authored publications. He “works to guide capabilities rather than control them,” as one student puts it, “and can engage himself into many ideas and projects. He encourages and guides us to become experts in the field and…often learns from his students after he has cultivated them.” Indeed, his current and former students widely report that he “is like a father figure” who “treats his graduate students—past and present—akin to an extended family,” including a memorable post-graduation trip around the coast of Iceland in an RV. As a student writes, he “is the most ethical scientist in the pursuit of truth I have ever met. He never obfuscates, always shining the light onto the true answer.”

Health Schools

Beth Hogan Quigley, senior lecturer in the School of Nursing, has taught at Penn since 1991. Described by nursing students as “a dynamic and powerful communicator,” she is “a dedicated and gifted teacher, constantly looking to innovate and improve the academic experience at the School of Nursing.” In a letter signed by every member of her course, students noted that “because of her determination and emphasis on patient care and safety, we are inspired to be nurses like her.” Colleagues and students alike mention her tenure as one of her signature courses, Integrated Anatomy, Physiology and Physical Assessment, “both the hardest and most fulfilling class I’ve ever taken in my entire life.” They also admire her outreach initiatives, in particular her work at the West Philadelphia Community Center, “Beth became involved in the West Philadelphia community as clinical site coordinator for the School of Nursing,” relates one colleague. “However, the relationship she built with community partners and community-based organizations went well beyond this role. She has also taught these relationships as an equal partner, asking what Penn Nursing could do for the community.” This “consummate community partner” whose “contributions are legendary” was chosen to serve as 2015 Grand Marshal, leading the senior class into the Kimmel Center for graduation. Says one graduating senior: “I can walk confidently into the beginning of my nursing career with a foundation that Beth Quigley helped to build.”

Robert DeRubeis, Samuel H. Preston Term Professor in the Social Sciences and professor of psychology in the School of Arts & Sciences, has taught at Penn since 1983. An “innate mentor who takes any appropriate opportunity to turn a discussion into a teaching moment in a manner that is engaging and warm,” he “manages to find an almost perfect balance between actively fostering independence...and providing mentorship and guidance.” As a result, he has become “one of the premier mentors, if not the premier mentor in the United States,” in part because, as one student explains, he is “remarkably selfless in promoting his students’ careers. He goes out of his way to give his students credit for their work and ideas, with little concern about recognition for his own contribution,” helping them achieve major conference presentations and first-authored publications. He “works to guide capabilities rather than control them,” as one student puts it, “and can engage himself into many ideas and projects. He encourages and guides us to become experts in the field and…often learns from his students after he has cultivated them.” Indeed, his current and former students widely report that he “is like a father figure” who “treats his graduate students—past and present—akin to an extended family,” including a memorable post-graduation trip around the coast of Iceland in an RV. As a student writes, he “is the most ethical scientist in the pursuit of truth I have ever met. He never obfuscates, always shining the light onto the true answer.”

Marybeth Gasman, professor of higher education in the Graduate School of Education, has taught at Penn since 2003. A legendary mentor who “has advised a staggering number of doctoral students and chaired an outrageous number of dissertation committees,” she “treats the mentorship of future scholars and practitioners, writes one of her many advisees, “with the same fervor and commitment that she brings to her scholarship.” Indeed, her students note that even as she “continues to succeed and climb in our field, she always makes sure to pull her students up with her.” In particular, she includes them as co-authors or co-editors in scholarly publications, including a recent volume in which all sixteen chapters were written by GSE students. In the classroom, students admire her “attention to connecting research and practice,” her “uncanny ability to connect broader social issues to students’ everyday lives,” and her “palpable efforts to encourage diverse perspectives.” She advises students before, during and after their graduate studies, “furthering our community of scholars” as her students assume positions around the country, as she “is dedicated to students well beyond Penn” and to mentoring junior faculty members in her wider scholarly community. Her mission, as one student writes, “is to inspire future practitioners and researchers to live for ‘something bigger than themselves.’ Indeed, she lives her life with this philosophy and I confidently believe the students who learn with her and from her benefit from her generosity of spirit.”
From Human Resources

Benefits Open Enrollment: April 20-May 1

Benefits Open Enrollment begins next Monday, April 20 and ends Friday, May 1. Read on so you have all the information you need to make changes to your healthcare benefits for the new plan year beginning on July 1.

How to Enroll

From Monday, April 20 through Friday, May 1, make changes to your benefits coverage online at www.pennbenefits.upenn.edu using your PennKey and password.

If you don’t have internet access, go to one of the following locations on campus to enroll online, or contact the Penn Benefits Center at 1-888-PENN-BEN (1-888-736-6236), Monday through Friday, between 8 a.m. and 6 p.m. EST and complete your enrollment over the phone.

<table>
<thead>
<tr>
<th>Location</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Goldstein Undergraduate Study Center</td>
<td>Monday-Thursdtday: 24 hours daily Monday-Friday: closes at midnight Saturday: 10 a.m.-2 a.m. Sunday: opens 10 a.m.</td>
</tr>
<tr>
<td>Human Resources</td>
<td>Monday-Friday: 8:30 a.m.-5 p.m.</td>
</tr>
<tr>
<td>Unique Advantage 3624 Market Street Suite 1SD</td>
<td>Monday-Friday: 8 a.m.-5 p.m.</td>
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</tbody>
</table>

Making Changes During Open Enrollment

During Open Enrollment, it is necessary to determine if your current benefits still meet your needs or if you need to make a change, such as:

- Enrolling in a health care plan for the first time or dropping an existing plan
- Switching to a different medical, dental or vision plan
- Increasing or decreasing your life insurance coverage
- Changing how much you contribute to a flexible spending account
- Adding or dropping a dependent from your benefits coverage

*If you add a new dependent, you will receive a letter requesting that you provide verification of that dependent’s eligibility under Penn’s plan rules. You will also need to provide verification if you re-enroll a spouse/partner who had previously been covered.

If You Don’t Enroll

If you don’t make changes during Open Enrollment, you’ll receive the same coverage you had last year.

It is important to remember that under the Affordable Care Act, if you waive your University coverage, you are still responsible for obtaining coverage through some other source. For example, you can obtain coverage through a spouse’s or domestic partner’s plan, your parent’s plan (if you are under age 26) or via the Health Insurance Marketplace.

Making Changes After Enrollment

The choices you make during Benefits Open Enrollment will remain in effect through June 30, 2016, unless you experience a qualifying event. Qualifying events include the birth or adoption of a child, marriage or domestic partnership, divorce or separation, death of a dependent or change in your dependent’s eligibility for benefits. Keep in mind that the IRS limits the types of changes you can make for qualifying events. If you experience a qualifying event, please contact the Penn Benefits Center within 30 days at 1-888-PENN-BEN (1-888-736-6236), Monday through Friday, between 8 a.m. and 6 p.m. EST.

When Are Changes Effective?

Changes made during Open Enrollment will be effective as of July 1, 2015. New rates for all plans will be reflected in your July 2015 paycheck. Your pay must support your contributions for the benefits elected. If that is not the case, then your enrollment cannot be processed.

More Information

Learn more about the 2015-2016 Open Enrollment period from the following resources:

- Review the Open Enrollment materials delivered to your home address.
- Visit www.hr.upenn.edu/openenrollment to access 2015-2016 rates, benefit comparison charts, contribution charts and online provider directories. You’ll also find information about upcoming presentations and fairs.
- Contact the Penn Benefits Center at 1-888-PENN-BEN (1-888-736-6236), Monday through Friday, between 8 a.m. and 6 p.m. EST.
- Contact Human Resources at benefits@hr.upenn.edu

Health Care Rates for 2015-2016

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<tr>
<td>MEDICAL</td>
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<tr>
<td>PENNCare</td>
<td>$43.38</td>
<td>$107.08</td>
<td>$73.62</td>
<td>$134.08</td>
<td>$188.00</td>
<td>$464.00</td>
<td>$319.00</td>
<td>$581.00</td>
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<tr>
<td>Aetna Choice POS II</td>
<td>$29.77</td>
<td>$74.77</td>
<td>$50.77</td>
<td>$93.46</td>
<td>$129.00</td>
<td>$324.00</td>
<td>$220.00</td>
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<tr>
<td>Aetna HDHP</td>
<td>$16.62</td>
<td>$42.69</td>
<td>$28.15</td>
<td>$53.54</td>
<td>$72.00</td>
<td>$185.00</td>
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<td>Keystone HMO</td>
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<td>$32.08</td>
<td>$60.46</td>
<td>$82.00</td>
<td>$224.00</td>
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<td>DENTAL</td>
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<td>PFPP</td>
<td>$7.95</td>
<td>$15.61</td>
<td>$17.60</td>
<td>$24.82</td>
<td>$34.47</td>
<td>$67.63</td>
<td>$76.25</td>
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<td>METLIFE</td>
<td>$5.98</td>
<td>$11.95</td>
<td>$13.16</td>
<td>$17.94</td>
<td>$25.91</td>
<td>$51.80</td>
<td>$57.02</td>
<td>$77.74</td>
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<tr>
<td>VISION</td>
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<tr>
<td>Davis Vision</td>
<td>$1.02</td>
<td>$2.19</td>
<td>$1.64</td>
<td>$2.79</td>
<td>$4.40</td>
<td>$9.50</td>
<td>$7.11</td>
<td>$12.10</td>
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<td>VSP</td>
<td>$1.39</td>
<td>$3.00</td>
<td>$2.26</td>
<td>$3.83</td>
<td>$6.02</td>
<td>$13.00</td>
<td>$9.78</td>
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</table>
Soon there will be a new way to travel around campus and throughout the City of Philadelphia. On April 23, the City will officially launch the Indego Bike Share program, an integrated system featuring over 600 self-service bicycles and 70 bike share stations throughout Philadelphia. Three stations are located on campus: at 40th and Spruce, 36th and Sansom, and near the University City Station Regional Rail Station. Member plans are now available at www.RideIndego.com and riders are encouraged to sign up before the launch. Several plans and payment options are designed to meet the needs of all types of potential users, including frequent riders and occasional cyclists. Accommodations are also available for cyclists who opt for spontaneity—credit or debit card payment is accepted at any station kiosk. Riders need not make reservations to use the system; simply head to the nearest station and pedal away. The three-speed bikes are smooth, durable and designed for comfort and safety, with an easily adjustable seat and front and rear lights. When cyclists reach their destination, bikes may be returned to the nearest station. All Indego members receive an additional benefit: 10% off bicycle helmets at select bike shops and athletic stores around Philadelphia.

The University’s Bike Committee is pleased to be at the start of this exciting venture. With three stations located and several more within a few blocks from our boundaries, this program aligns with Penn’s commitment to its Climate Action Plan and sustainability,” said Matthew Brown, chair of Penn’s Bike Committee and associate director of Penn Transit Services.

The program’s title sponsor, Independence Blue Cross, is also supporting cyclists by offering 12 Independence Dollar Days throughout the year where everyone can earn Indego for just $1 for the first half hour. The first event, scheduled for May 15, will be held in conjunction with National Bike to Work Day, a day celebrated each year on campus and organized by the Division of Public Safety.

The Philly Bike Share initiative has been supported through a collaboration between the Division of Business Services, Facilities and Real Estate Services, the Division of Public Safety, Student Health Service, Penn Cycles and Penn Bike Commuters.

For information about Indego, station locations, membership registration and a city-wide map of docking stations, visit www.RideIndego.com. For information about biking at Penn, visit www.upenn.edu/biking

**Penn Bookstore Survey**

The Penn Bookstore is requesting a few minutes of time from the Penn community to complete a short survey about how the community engages with the Bookstore. The survey is available at www.upenn.edu/survey/bookstore2015 Complete the survey for a chance to win one of five $100 gift cards to the Penn Bookstore. The Penn Bookstore appreciates the feedback.

**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 30-April 5, 2015. Also reported were 12 Crimes Against Property (5 thefts, 3 other offenses, 2 liquor laws, 1 fraud and 1 traffic violation). Full reports are available at: www.upenn.edu/alpha

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 30-April 5, 2015. 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.

**18th District Report**

Below are the Crimes Against Persons from the 18th District: 6 incidents with 1 arrest (3 assaults, 1 aggravated assault, 1 rape and 1 robbery) were reported between March 30-April 5, 2015 by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue:

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Offense</th>
<th>Suspect</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/30/15</td>
<td>11:30</td>
<td>215 S 45th St</td>
<td>Assault</td>
<td></td>
</tr>
<tr>
<td>03/31/15</td>
<td>8:48</td>
<td>3400 Spruce St</td>
<td>Aggravated Assault</td>
<td></td>
</tr>
<tr>
<td>04/01/15</td>
<td>8:54</td>
<td>3600 Chestnut St</td>
<td>Assault</td>
<td></td>
</tr>
<tr>
<td>04/03/15</td>
<td>9:52</td>
<td>4200 Baltimore Ave</td>
<td>Robbery</td>
<td></td>
</tr>
<tr>
<td>04/04/15</td>
<td>4:58</td>
<td>4821 Springfield Ave</td>
<td>Assault/Arrest</td>
<td></td>
</tr>
<tr>
<td>04/05/15</td>
<td>3:55</td>
<td>40th &amp; Walnut Sts</td>
<td>Assault</td>
<td></td>
</tr>
</tbody>
</table>

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 administration of its admissions policies, financial aid, educational or athletic programs, or other University-administered programs or in its employment 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, Samsom Place East, 3600 Chestnut Street, Suite 228, Philadelphia, PA 19104-6106; or (215) 898-6593 (Voice).
Commemorating National Architecture Week (April 12-18) at Penn

The American Institute of Architects has designated the second week in April as National Architecture Week to involve members of the public in engaging experiences that draw attention to architects and their accomplishments. This week was selected because it is near the birthday of Thomas Jefferson (April 12), the nation’s only architect-president.

To commemorate National Architecture Week, the University of Pennsylvania’s architect, David Hollenberg, has shed light on some of Penn’s hundreds of buildings.

• The newest currently functioning building is the renovated ARCH (upper right), re-opened in Spring 2014 (Almanac February 11, 2014), originally built in 1928.

• The next two to be completed, fairly around the same time (May/June 2016) will be the New College House (Almanac July 16, 2013) and the Neural-Behavioral Sciences Building (Almanac January 13, 2015).

• The oldest building constructed by Penn for its West Philadelphia campus is College Hall (Almanac January 11, 2000) (upper left), built in 1872.

• The largest Penn building is the Quadrangle Dormitories (Almanac October 16, 2001) (at left), built 1895-1930; major renovations were done in 1980 and 1999.

• The Penn building that has won the most awards is the Singh Center for Nanotechnology (Almanac October 8, 2013) (below left). Most of its awards are listed at http://www.facilities.upenn.edu/about/news/recent-awards-recognition

• A campus building that was designed by a Penn faculty member/architect and is a National Historic Landmark is the Richards Building by Louis Kahn (Almanac February 18, 1997) (below right).

• Which building has the highest LEED certification? Which one is the smallest?

Visit www.upenn.edu/edu/almanac/v61/n30/buildingsplus for these and other facts.