Marija Drndic and Andrew Rappe to Endowed Chairs in SAS

The University of Pennsylvania School of Social Policy & Practice (SP2) and Penn Institute for Urban Research (Penn IUR) are pleased to announce that former Philadelphia Mayor Michael Nutter, W’79, will serve as Senior SP2 Executive Fellow at Penn IUR and will be active in ongoing discussions about poverty and prosperity in contemporary society.

Michael Nutter: Senior SP2 Executive Fellow at Penn IUR

A non-residential appointment, this post will allow Mayor Nutter to engage Penn students, faculty and alumni on a regular basis on issues related to analyzing and addressing deep poverty in Philadelphia and beyond. Starting this spring, Mayor Nutter will also assist the Penn community in considering ways to further its continuing institutional investment in research, teaching and policy around poverty.

“Mayor Nutter is someone who has devoted his career of public service to the idea of making sure that citizens have their needs addressed and their interests protected,” said SP2 Dean John L. Jackson, Jr. “He is also someone who has long been passionate about issues of poverty. Indeed, he couldn’t be an effective mayor of a city like Philadelphia, with one of the highest rates of deep poverty in the country, if he didn’t think about the lives and life chances of poor citizens. It’ll be valuable to have Mayor Nutter’s expertise, insights, and public service background at the table as we think about issues of poverty in the 21st century.”

Before becoming the 98th Mayor of Philadelphia in 2008, Michael Nutter served as a member of the Philadelphia City Council and as a Democratic Ward Leader. From 2012 to 2013, he also served as the President of the United States Conference of Mayors, the official non-partisan organization of almost 1,300 US cities with populations of more than 30,000 people. Mr. Nutter will continue to serve as the David N. Dinkins Professor of Professional Practice in Urban and Public Affairs at Columbia University’s School of International and Public Affairs.

“Mayor Nutter was a transformative leader for Philadelphia, and under this partnership, he will help inform decisions for a more sustainable, inclusive urban future in the US,” Dr. Wachter added.

IN THIS ISSUE

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3 Council: Call for Volunteers for Committee Service; Poetry of Painting and Stillness; Hurston Gallery; Expanding Earth: Travel; Encounter and Exchange
4 Penn Libraries
5 HR: Upcoming March Programs
6 Volunteer Opportunities; One Step Ahead; Security & Privacy Tip
7 Making the Penn Museum Accessible; CrimeStats
8 Talk About Teaching and Learning

Pullouts: March AT PENN; Senate: Executive Summary of the Report of the Committee on the Economic Status of the Faculty
Almanac

The Faculty Senate has established an Ad Hoc Committee on Government Engagement. The committee is charged with proposing to the Senate Executive Committee (SEC) ways that the Senate can advocate for faculty at Penn and nationwide to government representatives. The committee will be chaired by a SEC member and will be comprised of Standing Faculty members who have knowledge and interest in public policy and governmental affairs.

Please send nominations (including self-nominations) by email to the Senate office.

The following agenda is published in accordance with the Faculty Senate Rules. Any member of the standing faculty may attend SEC meetings and observe. Questions may be directed to Patrick Walsh, executive assistant to the Senate Office, either by telephone at (215) 898-6943 or by email at senate@pobox.upenn.edu

Faculty Senate Executive Committee Agenda

Wednesday, March 15 3-5 p.m.
Van Pelt Library, 2nd Floor Meyerson Conference Room

1. Approval of the Minutes from the SEC Meeting of February 15, 2017 (1 minute)
2. Chair’s Report (4 minutes)
3. Past-Chair’s Report on Academic Planning & Budget, Capital Council, and Campaign for Community (4 minutes)
4. C4C applications are being accepted at https://provost.upenn.edu/initiatives/campaign/grants
5. Provost’s 2017 “Inclusion Report” (45 minutes)
6. Discussion with Vice Provost for Faculty Anita Allen
7. 2017 Report on the Economic Status of the Faculty (45 minutes)
8. Discussion with Co-Chairs of the Senate Committee on the Economic Status of the Faculty, Susan Margulies (SEAS/Bioengineering) and Robert Stone (Wharton/Statistics)
9. Discussion on Upcoming Senate Activities (20 minutes)
10. New Business (1 minute)

February 22 Council Coverage

At the February 22 University Council meeting, Online Learning Initiatives at Penn were discussed. Provost Vincent Price introduced the topic, noting that there have been tremendous strides since the 2012 launch of Coursera; since then all 12 schools at Penn have gotten involved; Penn added the edx platform in 2015. All of this is transforming teaching on campus as well as online.

Vice Provost for Education Beth Winkelstein then gave an overview of Online Learning Initiatives at Penn (OLI) starting with the launch of MOOCs on Coursera in 2012 with 10 courses to the current 117 offerings from Penn, involving some 130 Penn faculty and more than 5.8 million enrollments. She described the current landscape where there are partnerships between OLI, the Center for Learning Analytics, the Center for Teaching and the Library. The Learning with MOOCs Conference: Being and Learning in a Digital Age was held at Penn last fall and is available online at www.learning-withmoocs2016.org

New programs are being created such as the Master of Health Care Innovation (PSOM with Wharton, Law, Nursing and LDJ) and Robotics MicroMasters (SEAS) as well as a new “How to Apply to College,” just launched by Undergraduate Admissions. For more about Penn’s initiatives see www.onlinelearning.upenn.edu

Ryan Baker from Penn’s Center for Learning Analytics — which was established last fall — described his attempt to get a scientific understanding of how to enhance the educational practices through the use of state-of-the-art methods in learning analytics, educational data mining and quantitative field observation.

SEAS Dean Vijay Kumar discussed how online learning can complement classroom teaching or synchronous learning.

Susan Meyer from SAS discussed leveraging MOOC teaching in on-campus classes that become more interactive.

The Open Forum portion of the meeting began with a graduate student’s comments about mental health and wait times for appointments at Counseling and Psychological Services (CAPS); he asked what updates there are from the Task Force that was reconvened last year. The second speaker was a student from the MBA program who wanted a public discussion based on logic and facts about Penn’s endowment and climate change. The next student spoke about how Penn should be thinking of sustainability in the context of building new buildings.

Spring Break: There is no issue of Almanac next Tuesday, March 7, during Spring Break.

Deaths

Nina Auerbach, English

Nina J. Auerbach, professor emerita of English at the Univer-
sity of Pennsylvania, died on February 3 at age 73.

Dr. Auerbach earned a bachelor’s degree from University of Wisconsin-Madison and a doctorate in English literature from Columbia University. She taught at Hunter College and at California State University in Los Angeles before joining Penn’s department of English in 1972 as an assistant professor. She received Guggenheim and Ford Foundation fellowships and in 1983, she received a Lindback Award for Distinguished Teaching (Almanac April 19, 1983). Dr. Auerbach was named the John Welsh Centennial Professor of History and Literature in 1991, a position she held until her retirement (Almanac April 30, 1991). In 2000, she received the annual Distinguished Scholarship Award from the International Association of the Fantastic in the Arts.

She retired and was named professor emerita in English in 2010.

Dr. Auerbach published several books and articles and delivered lectures in the fields of Victorian literature, theater, cultural history, horror fiction and film. Dr. Auerbach’s book, Daphne du Maurier, Haunted Heiress inaugurated the University of Pennsylvania Press series, Personal Takes. She was also co-editor of the Norton Critical edition of Bram Stoker’s Dracula.

Prior to her death, Dr. Auerbach had been working on a study of ghosts titled Lost Lives. She had recently completed an essay on the 1940 film adaptation of The Picture of Dorian Gray, set for publication by Oxford University Press as part of a collection in 2018.

She is survived by her brother, Andrew; her cousins, Deborah Offner, David Elicis, James Rubin, Patricia Sacks and Jane Hoffman; and her beloved dog, Mickey.

A memorial at Penn is planned for April 18. Gifts can be made to the Nina J. Auerbach Scholarship Fund to provide fellowships for graduate students interested in studying Victorian Literature, theater, cultural history, horror fiction and film. Dr. Auerbach’s book, Daphne du Maurier, Haunted Heiress inaugurated the University of Pennsylvania Press series, Personal Takes. She was also co-editor of the Norton Critical edition of Bram Stoker’s Dracula.

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To Report a Death

Almanac appreciates being informed of the deaths of current and former faculty and staff members, students and other members of the University community. Call (215) 898-5274 or email almanac@upenn.edu

Reminder: Silfen Live Stream Today

Penn will stream the Silfen Forum live today, February 28 at 4 p.m. at http://www.upenn.edu/silfenforum/webcast.html

Calling all faculty members and students interested in attending the Silfen Forum on Tuesday, April 4. The Forum will be live streamed on Facebook Live and will also be available online at the Almanac. Join us live or watch the video at a later time.

Silfen Forum: Are College Campuses Safe?

The Silfen Forum will address questions about campus safety and security following the tragic shooting at Florida State University last month.

The event will feature experts from law enforcement, academia, and government who will discuss the issue of safety on college campuses.

Panelists include:

- Chief of Police at Florida State University, Joe Gamble
- Director of Public Safety at The Ohio State University, James C. Otter
- Professor of Criminal Justice at the University of North Carolina at Charlotte, Dr. Thomas C. Hagee
- Professor of Law at the University of North Carolina School of Law, Dr. Susan S. Willard
- Executive Director of the American Association of University Women, Dr. Diana folding

The forum will be moderated by Dr. Mary H. Corrigan, Dean of the School of Arts and Sciences at the University of Pennsylvania.

The event will begin at 4 p.m. on Tuesday, April 4th. To watch the live stream, visit the Almanac website or our Facebook page.

Additional information about the Silfen Forum can be found on the Almanac website or by contacting the Office of Student Affairs at 215-898-5274.
Call for Volunteers for 2017-2018 Committee Service: March 22

To: Members of the University Faculty, Penn Professional Staff Assembly, and Weekly-Paid Professional Staff Assembly

From: 2016-2017 University Council
Committee on Committees

RE: Volunteers Needed for Committee Service

The University Council’s 2016-2017 Committee on Committees invites you to nominate yourself or others for service on one of the University Council’s standing committees. Council committees serve as advisory bodies in shaping academic/administrative policy. Please consider this unique opportunity to have input into the University’s decision-making processes.

Membership on these committees is open to all faculty and staff, including those who have not previously served. We invite individuals who have previously served to volunteer again in order to achieve a mix of new ideas and committee experience. Most committees also are open to students; their participation is already being solicited through other channels.

Please submit your nominations by March 22 using the form below.

Council committees typically meet for one- to-two hours per month during the academic year. To support staff participation, offices are strongly encouraged to provide flexibility and release time to the greatest extent possible so that staff members may fully participate. We encourage staff and supervisors to work together to arrange release time in recognition of the operational needs of their school/center, and we encourage staff members to provide as much notice as possible in scheduling time for attendance at these meetings.

Please review committees’ recent annual reports for more information on the specific nature of their work. These reports are published in Almanac and can be accessed via the University Council website: http://www.upenn.edu/secretary/council/committees.html

2016-2017 University Council Committee on Committees
Chair: Santosh Venkatesh (SEAS, Faculty Senate Chair-Elect)
Faculty: Mitchell Berman (Law)
Eileen Lake (Nursing)
Michael McGarvey (PSOM)
Laura Perna (GSE, Faculty Senate Chair)
Reed Pyeritz (PSOM, Faculty Senate Past Chair)
Melissa Wilde (SAS)
Students: TBD (Graduate Student)
David Scollan (C’17)
PPSA: Heather Kelley-Thompson (Future of Penn Nursing Scholars Program)
WPPSA: Loretta Hauber (Weingarten Learning Resources Center)
Staff to the Council Committee on Committees: Joseph Gusiewski (Office of the University Secretary)
Patrick Walsh (Office of the Faculty Senate)

Academic and Related Affairs has cognizance over matters of undergraduate recruiting, admissions, and financial aid that concern the University as a whole or those that are not the specific responsibility of individual faculties; of all programs in recreation, intramural and club sports, and intercollegiate athletics; and of all matters of policy relating to research and the general environment for research at the University, including the assignment and distribution of indirect costs and the assignment of those research funds distributed by the University. The Committee considers the purposes of a university bookstore. It advises the administration on policies, developments and operations of the bookstores and libraries; in such areas as international student services, foreign fellowships and studies abroad, exchange programs, and cooperative undertakings with foreign universities; on athletic operations and recommends changes in policy when appropriate; and on those proposals for sponsored research referred to it because of potential conflict with University policy.

Campus and Community Life has cognizance over the University’s electronic and physical communications and public relations activities; advises on the relationship of the University to the surrounding community; has cognizance of the conditions and rules of undergraduate and graduate student life on campus; and considers and recommends the means to improve safety and security on campus.

Facilities keeps under review the planning and operation of the University’s physical plans and all services associated therewith, including transportation and parking.

Honorary Degrees is charged with soliciting recommendations for honorary degrees from faculty, staff and students and submits nominations to the Trustee Committee on Honorary Degrees.

Personnel Benefits has cognizance over the benefits programs for all University personnel. Special expertise in personnel, insurance, taxes or law is often helpful.

Diversity and Equity aids Penn in fostering and taking full advantage of its diversity as well as in strengthening ties across all boundaries to enrich and enliven the campus community. The Committee advises the offices of the president, provost, and the executive vice presidents on ways to develop and maintain a supportive atmosphere on campus for the inclusion and appreciation of diversity among all members of the University community. The Committee reviews and provides advice regarding the University’s equal opportunity and affirmative action programs and policies. The areas in which the Committee reports to the Council include diversity within the educational and work settings, integration of staff and faculty into the larger campus community, and ways to foster a campus environment that is inclusive and supportive of difference.

NOTE: Faculty who wish to serve on the Committee on Open Expression may also use the form below. Nominations will be forwarded to the appropriate Faculty Senate committee. Please forward names and contact information to Patrick Walsh, Faculty Senate Office, Box 12 College Hall/6303, tel. (215) 898-6943; fax (215) 898-0974 or email at senate@pobox.upenn.edu

Please respond by March 22, 2017.

For FACULTY volunteers, mail the form to: Patrick Walsh, Faculty Senate Office, Box 12 College Hall/6303, tel. (215) 898-6943; fax (215) 898-0974 or email at senate@pobox.upenn.edu

For PENN PROFESSIONAL STAFF ASSEMBLY volunteers, mail to Heather Kelley-Thompson, Future of Nursing Scholars Program, Suite 303, 418 Curie Blvd./4217, tel. (215) 898-9836; or email at hkelley@nursing.upenn.edu

For WEEKLY-PAID PROFESSIONAL STAFF ASSEMBLY volunteers, mail to Loretta Hauber, Weingarten Learning Resources Center, Ste 300, 3702 Spruce St./6027, tel. (215) 573-9235; or email at lhauber@upenn.edu

Committee(s) of interest:

Candidate(s) of interest:

Title or Position:

Department:

Campus Address (including mail code):

Campus Phone Email:

Please specify if you think that you or your nominee are especially qualified for or interested in serving on a particular committee.
Poetry of Painting and Stillness: Burrison Gallery

Poetry of Painting by Alice Oh and Stillness, by Gay Walling, C’94, are both on display for a joint show at Burrison Gallery from February 11-March 9, 2017.

Alice Oh’s painting is influenced by forms and colors from nature viewed at the microscopic level. These forms and colors are vivid and glowing with intense light when seen under the microscope. In her painting, color is one of the most important elements of expression and her palette is strongly influenced by her studies and observations. Color creates qualities of depth, both emotionally with movement and by providing a sense of symbolic importance in nature. Through her painting she hopes to convey the wisdom and beauty of nature.

Ms. Oh earned an MFA from Yale University and a BFA from Tyler School of Art at Temple. Her work is included in the collections of the Philadelphia Museum of Art and Temple University. A recipient of many fellowships and awards, she has had solo shows in many venues — from Philadelphia to Japan. A former visitor in Penn’s School of Design, she is currently on the faculty of the Moore College of Art and Design.

Gay Walling is a representational painter whose work is influenced by 19th century still life paintings of the French Post-Impressionists and earlier 16th and 17th century Spanish painters. She works in oil and gravitates toward rendering commonplace objects with a quiet emotional mood. With her still life paintings, technique and composition take precedence over the significance of the objects. Often the arrangement of the items asks the viewer to consider the importance of order and solitude. Her interior scenes and landscapes reflect an appreciation of beauty and sense of calmness associated with nature.

Ms. Walling attended the Pennsylvania Academy of the Fine Arts (PAFA) from 1990-1994 where she majored in painting. During that time, she participated in a collaborative program between PAFA and the University of Pennsylvania and received a Bachelor of Fine Arts in 1994, with an emphasis in Art History, from Penn. In 1996, she received a Master of Arts in Museum Education from the University of the Arts in Philadelphia.

After teaching art history and studio art courses at the community college level, Ms. Walling served as the director of education for the Noyes Museum of Art until she moved to Philadelphia and became the executive director of the Philadelphia Art Alliance. More recently, she worked at the University of Pennsylvania Law School as the corporate and foundation director while remaining active in the nonprofit arts community teaching art to children.

The Burrison Gallery is located in the University Club at Penn on the second floor of The Inn at Penn, 3611 Walnut Street, and is open Monday through Friday from 7:30 a.m. to 5 p.m.
Human Resources: Upcoming Programs

Professional & Personal Development Programs

Improve your skills and get ahead in your career by taking advantage of the many development opportunities provided by Human Resources. You can register for programs by visiting knowledgelink@hr.upenn.edu or contacting Learning and Education at (215) 898-3400.

Coaching Skills for Managers; 3/2; 9 a.m.-noon; $75. An organization’s success relies on the performance of every employee and it is important to foster an atmosphere that allows for employees to grow with the organization. The key to this is guidance. Coaching Skills for Managers recognizes the need for employees to feel committed to their work and is designed to help managers encourage individual performance, increased engagement and ultimately productivity rather than to use the traditional “command and control” method. In this workshop, participants learn the key elements of building a successful coaching relationship and how to process easier, more comfortable and more effective in coaching process; in addition, how to help an employee implement a development plan to individually improve their success as well as how to apply effective strategies for overcoming common coaching challenges.

Participate in Performance Appraisals for Staff; 3/7; 12:30-1:30 p.m.; free. Join this workshop to understand the performance appraisal process and learn how you can prepare to have a productive review session.

Communicating More Effectively Using LIFO; 3/8; 9 a.m.-noon; $90. LIFO is an assessment tool that can help individuals gain a better understanding of their own work styles and the work styles of those around them.

Career Focus Brown Bag—Resume Writing Secrets; 3/8; 12:30-1:30 p.m.; free. Resumes and cover letters are your tools to market yourself for your next position. Do you wonder how to create an effective resume? Workshops include effective resume styles and format. We’ll discuss how to focus on the employer’s needs versus your own; how to use powerful assertions; how to inspire and excite the employer; and buzz words to include to catch the employer’s attention.

TED Talk Tuesday: Adam Grant, “Surprising Habits of Original Thinkers”; 3/21; 12:30-1:30 p.m.; free. Organizational psychologist and Wharton professor Adam Grant believes that “originals,” the unconventional thinkers who drive radical change, are not the “exception to the rule” or the “wannabes” we commonly lump into that category. In this talk, Grant reveals the four habits of unconventional thinkers and demonstrates how they can help you and your organization.

Quality of Worklife Workshops

Dealing with the demands of work and your personal life can be challenging. These free workshops, sponsored by Human Resources and led by experts from Pennsylvania’s WorkLife (PWL), will give you an overview of how you can help your employee performance. Workshops will include Q&A with an FMLA specialist and participants will also have the opportunity to network with other expectant and new parents.

Guided Meditation: Take a Breath and Relax; 3/10; 12:30-1:30 p.m.; free. Practice mindful breathing that focuses your attention on the present moment with kindness, compassion and awareness. Self-massage and gentle mindful movements that focuses your attention on the present moment with kindness, compassion, awareness. Self-massage and gentle mindful movements that promote relaxation and reduce stress may also be included in this workshop.

Mindfulness Monday; 3/20; 12:30-1:30 p.m.; free. Mindfulness is “paying attention, on purpose, in the present moment, non-judgmentally,” according to Jon Kabat-Zinn. Mindfulness practice develops awareness, attention and responsiveness to the environment. Participants will learn about the steps and advice to help you manage different situations. In this one-month experiential workshop, you’ll see how mindfulness can help you become more engaged and effective both at home and in the workplace. No prior meditation experience necessary.

Guided Meditation: Take a Breath and Relax; 3/28; noon-1 p.m.; free. Practice mindful breathing that will help you become more engaged and effective both at home and in the workplace. No prior meditation experience necessary.

Relax with Free Yoga; 3/9; 9 a.m.-10 a.m.; free. Bring your yoga mat or a towel. Desktops and chairs will be provided.

AREUFIT health educator.

March Wellness Walk (Indoors); 3/3; noon-1 p.m.; free. March Wellness Walk is “fuel for your body” and are familiar with the idea that you can help your colleagues and feel its best by feeding it the most nutritious fuel. However, did you also know that how, when, and where we eat are just as important as what we eat? March is National Nutrition Month, and the theme for 2017 is "The Flavor of Eating Right: Making the Change.”

Gentle Yoga; 3/21; noon-1 p.m.; free. Let your body and mind relax and bring on the benefits of yoga to your body and mind.

Healthy Living Workshops

Get the tools you need to live well year-round. From expert nutrition and weight loss advice to exercise and disease prevention strategies, we can help you kick-start your body and embrace a healthy lifestyle. These free workshops are sponsored by Human Resources. For complete details and to register, visit www.hr.upenn.edu/myhr/registration or contact Human Resources at (215) 573-2471 or gpw@hr.upenn.edu.

March Wellness Walk (Indoors); 3/3; noon-1 p.m.; free. Perhaps you’ve heard the phrase “food is fuel for your body” and are familiar with the idea that you can help your colleagues and feel its best by feeding it the most nutritious food. However, did you also know that how, when, and where you eat are just as important as what we eat? March is National Nutrition Month, and the theme for 2017 is "The Flavor of Eating Right: Making the Change.”

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Volunteer Opportunities

Thanks: The following pantries benefitted from the University’s Annual Food Drive: People’s Emergency Center, West Philadelphia High School, Comegys Elementary School, Project HOME, Philadelphia Dr. Martin Luther King Association for Nonviolence and Enon Tabernacle Food Pantry.

Thank you to all the special persons for their kindness that made a remarkable difference in the lives of our neighbors.

— Isabel Sampson-Mapp, Associate Director, Netter Center for Community Partnerships

Upcoming Change Drive: March 1–March 17

Change Drive will benefit a graduating high school student accepted at an accredited college or university. This is a non-tuition scholarship donation given to graduating high school students accepted at an accredited college or university. The program has been in existence for over 20 years and has made a difference in many students’ lives. They were able to use the funds to buy books and the many other items needed to make a home away from home.

The following sites are available for your convenience to make your donation:

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<thead>
<tr>
<th>Office</th>
<th>Location</th>
<th>Contact</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>President’s Office</td>
<td>100 College Hall</td>
<td>Brenda Gonzalez</td>
<td>898-0447</td>
</tr>
<tr>
<td>Provost Office</td>
<td>353B 3401 Walnut Street</td>
<td>Susan Curran</td>
<td>898-6841</td>
</tr>
<tr>
<td>Museum Reception Desk</td>
<td>Near Kress Gallery</td>
<td>Bonnie C. Ricefield</td>
<td>898-4001</td>
</tr>
<tr>
<td>Human Resources</td>
<td>538A 3401 Walnut Street</td>
<td>Syreeta Gary</td>
<td>898-6018</td>
</tr>
<tr>
<td>Netter Center</td>
<td>111 S. 38th Street - 2nd Floor</td>
<td>Isabel Sampson-Mapp</td>
<td>898-2020</td>
</tr>
<tr>
<td>Wharton</td>
<td>1001 Steinberg Hall-Dietrich Hall</td>
<td>Jennifer O’Keefe</td>
<td>898-1092</td>
</tr>
<tr>
<td>ISC</td>
<td>203A Sansom West</td>
<td>Kathie Ritchie</td>
<td>573-3561</td>
</tr>
<tr>
<td>Research Services</td>
<td>P-221 Franklin Bldg.</td>
<td>Lauren Oshana</td>
<td>573-6710</td>
</tr>
<tr>
<td>Comptroller’s Office</td>
<td>312 Franklin Bldg.</td>
<td>Celestine Silverman</td>
<td>898-7593</td>
</tr>
<tr>
<td>FRES</td>
<td>3101 Walnut Street</td>
<td>Carole Mercaldo</td>
<td>573-8795</td>
</tr>
<tr>
<td>Abramson Family Cancer Inst</td>
<td>508 Biology Research Bldg II-III</td>
<td>Joanne Gorman</td>
<td>746-5550</td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>David Rittenhouse Laboratory 2E5</td>
<td>Michelle Last</td>
<td>898-9594</td>
</tr>
<tr>
<td>Nursing</td>
<td>3rd &amp; 4th Flr. Mailroom Fagin Hall</td>
<td>Pat Adams</td>
<td>573-1630</td>
</tr>
<tr>
<td>African American Res. Crt.</td>
<td>3643 Locust Walk</td>
<td>Colleen Winn</td>
<td>898-0104</td>
</tr>
</tbody>
</table>

Contact Isabel Sampson-Mapp at sammapp@pobox.upenn.edu for additional info.

Reorganizing? Do you have furniture no longer needed by your department? Local nonprofits are in need of your items! Had a conference? Do you have leftover shirts, T-shirts, or any other items? Please email the days of the week (Tuesday, Wednesday, or Thursday) and times of day that you have availability. Contact Rachel George, library and literacy program manager, West Philadelphia Alliance for Children (WePAC) rachel@wepac.org for additional info.

The West Philadelphia Alliance for Children is systematically reopening school libraries in Philadelphia. They have a volunteer program to encourage students to use the library and pick a book to borrow.

The volunteers see classes on a regular basis, coordinated with each school’s schedule and hold library programs in the school libraries that they maintain. They are responsible for the appearance and organization of the libraries. They decorate the library, catalogue donated books, check books in and out and reshelve them. They draw on the diverse skills of their team to nurture literacy in the children.

WePAC asks volunteers to commit to coming in weekly on a set day and time, for at least two hours per week. Please email the days of the week (Tuesday, Wednesday, or Thursday) and times of day that you have availability. Contact: Rachel George, library and literacy program manager, West Philadelphia Alliance for Children (WePAC) rachel@wepac.org office: (215) 452-0333, cell: (267) 622-0047.

Join Penn VIPS Drives Committee: Penn volunteers provide a drop off location to collect the many donated items we receive during our annual drives.

A variety of drives are conducted during the course of the year to partner with and help support local schools, families and agencies. Dropsite volunteers are located throughout campus. Volunteers post the events, set up collection sites and help select the recipients for the donations. They also participate in an annual thank you luncheon.

Drives are held during the following times:

- School Supplies Drive | August
- Food Drive | November
- Gift/Toy Drive | December
- Coat Drive | December
- Change Drive | March

Contact Isabel Sampson-Mapp at sammapp@pobox.upenn.edu for additional info.

Donate to the Fairytale Prom-Ject Event: This organization is hoping to provide new and gently used prom clothing for students in the Fishtown area. Items are being collected through April 1. Please contact: Aikia Gilliard at (267) 444-6851 or Renew Clothing at (215) 739-1969 for additional information.

— Isabel Sampson-Mapp, Associate Director, Netter Center for Community Partnerships

One Step Ahead

Security & Privacy
Made Simple

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

Take Control of your Directory Listing

Using your ability to edit your own listing as it appears in the University’s Online Directory can make it easier for your Penn colleagues to quickly recognize and reach you, while also protecting your privacy with a global audience.

Your Online Directory presence contains two types of listings:

- Your public profile, or information that can be seen by anyone visiting the Online Directory
- Your Penn profile, or information that can only be seen after a valid PennKey authentication (by logging in) with an active PennKey username and password.

Reviewing and updating your Directory listing permits you to take advantage of many customization options, including:

- Displaying a more familiar version of your name, rather than a formal legal name
- Remaining searchable by a previous surname
- Providing alternate contact information (e.g., mobile phone number)
- Sharing a link to a departmental or personal website
- Minimizing information seen outside the Penn community

Guidelines on minimum information requirements for your respective profiles are detailed at http://www.upenn.edu/oacp/privacy/yourdata/online-directory.html

Your Online Directory account is also where you can enroll in and manage your preferences for the UPennAlert service, which enables the University to quickly notify you of critical information during a major emergency. You can remain enrolled in UPennAlert while opting out of receiving nighttime and weekend alerts, a useful setting for those only on campus during standard business hours.

To customize your information and notification options, visit the Online Directory at https://directory.applications.upenn.edu/directory/jsp/fast2.do, then click the “My Profile” link in the upper right portion of the screen. After agreeing to the Usage Statement, click the tabs directly beneath the Penn Directory logo to manage your Public profile, your Penn profile, and your UPennAlert contact information.

Accessing Almanac Online

Subscribe now to Express Almanac (http://www.upenn.edu/almanac/express.html) to receive each Tuesday’s issue in your inbox before it reaches your desk. Breaking news will be posted in the Almanac Between Issues section of the Almanac website and sent out to Express Almanac subscribers.
Making the Museum Accessible: Penn Museum Finds New Ways to Serve Diverse Audiences

In 2016, the Penn Museum, home to a renowned collection of art and artifacts from around the world, completed construction on a long-awaited accessible addition leading up from the sidewalk to the elevated Warden Garden and main Annenberg Educator. The Museum’s first Special Education-certified staff member, Ms. Schott, who has been a member of the Education Programs department, engaged in the Touch Tour program, is spearheading newly-designed programming for people who are blind or have low vision and their families. She can be reached at schott@upenn.edu.

New public programs designed with families in mind: Eventing Expeditions, a new Family Day: Special Focus on Emotions and Autism Face-to-Face with World Cultures. Special Archaeological Adventure.

Families are invited to visit the Penn Museum for an exploration of emotions across cultures, inspired by this year’s One Book, One Philadelphia’s reading of The Art of Close Looking. The Museum invites visitors to explore the Museum’s Egypt Gallery and the Quilin in the China Gallery.

Ellen Owens, Merle-Smith Director of the Museum, notes, “With our Digital Penn Museum, we are opening our doors virtually and providing access. We offer our Museums for All and ACCESS card programs, we are working to eliminate financial barriers to visiting. Increasingly, we are developing diverse programs to welcome guests with special needs.

Inside the doors of the Museum, the concept of “accessibility” is expanding, as new programs for adults with disabilities and now families with special needs—those with dementia and developed school programs for children with diverse special needs, including students with developmental and intellectual disabilities. Several new programs for families with special needs kick off this winter and spring.

According to the US Census Bureau’s 2015 American Community Survey, 16% of people in Philadelphia County have some form of a disability. The University of Pennsylvania is working to eliminate financial barriers to visiting. We are reaching out to museum visitors with vastly different interests and needs—one approach does not fit all. A program could be educational, social, inspiring, and fun, but most of all, it needs to be friendly and considerate of our audiences.

With this new program, the Penn Museum invites visitors who are blind or visually impaired and their companions to explore the Museum’s galleries through touch and verbal description. The program will feature touch experiences in eight of the Museum’s galleries, including the Sphinx in the Egypt Gallery and the Quilin in the China Gallery. When visitors have found their way through each location to guide those with low vision or blindness through the tactile experiences, give verbal descriptions, and offer assistance with wayfinding. The program is drop-in, with visitors welcome to explore the Museum at their own pace. Visitors with vision loss who require or prefer sighted guides are encouraged to bring an assistant or companion. The program is included with regular Museum admission (one sighted companion per visitor receives free admission).

The Artifact Loan Box program, allowing schools and centers to rent sets of teaching objects, will release tactile Egypt and Rome options that include raised-relief miniatures. The Penn Museum Center will return for another special touring opportunity; and Museum educators will travel to Philadelphia School District classrooms to teach in the extended school year for special needs students. Living Touch Tour(s) will be offered, allowing visitors that are blind or partially-sighted to touch select objects in our Rome Gallery.

“We will continue to test and develop programs to make the Museum more welcoming—to transform our understanding of the human experience, throughout the ages—accessible to more people,” said Ms. Owens. “The accessible opportunities for schools have really grown—we worked with 1,534 students in 22 classes last year. The big hope is that more and more people will look to us for meaningful programs that respect differences and accommodate diverse special needs. The true impact is when you see the kids respond to the lesson—and when they count coins they are counting, figuring, identifying the facial expressions on our sculptures. There’s a real joy in seeing the practical connections made between the past and present with this incredible and often-overlooked group of students.”

The University of Pennsylvania Police Department

Community Crime Report

About the Crime Report: Below are all Crimes Against Persons or Crimes Against Society from the campus report for February 13-19, 2017. Also reported were 19 Crimes Against Property (9 thefts, 4 other offenses, 2 drunkenness, 1 fraud, 1 vandalism, 1 auto theft and 1 burglary). Full reports are available at www.upenn.edu/almanac/volumes/v63/v6325/crimes.html. Prior weeks’ reports are also online. —Eds.

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 February 13-19, 2017. 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: 4 incidents with 2 arrests (3 robberies and 1 rape) were reported between February 13-19, 2017 by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

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Mentor the Researcher, Not the Research: An Essay on PhD Mentoring

George J. Pappas

During my Penn career, I have mentored more than 30 students and postdocs and almost all of them have become professors, matching their professional aspirations before joining Penn. While there are many approaches to PhD mentoring, I would like to offer three fundamental aspects of my mentoring philosophy.

**Student-Centric Mentoring**

There are two primary models of PhD student mentoring: project-centric mentoring and student-centric mentoring. In project-centric mentoring, the professor has a research project from a sponsor and then recruits graduate students specifically for that project. The project is well defined, has clear scientific objectives and deliverables (depending on sponsor), and the PhD student performs research toward realizing the goals of the project. This model serves many PhD students and their mentors extremely well and may be ideal for mentoring undergraduate research.

For my PhD students, however, I have always chosen student-centric mentoring, where the primary mentoring emphasis moves from the research project to the doctoral student, from the research to the researcher. While the project-centric approach emphasizes the research project and meeting deliverables and deadlines, which are critical to the sponsor and research supervisor, the student-centric approach focuses on reaching the maximum potential of every individual PhD student.

I have adopted a student-centric mentoring philosophy for two reasons. First, every doctoral student is different. Some are more theoretical, some more experimental, some more creative, some more organized and some more collaborative. Hence, getting the most out of every PhD student requires finding the right project for the student, not the right student for the project. This approach has worked particularly well for my group, which has about 15 members and is well funded from various agencies. Having a variety of qualitatively different projects is perfect for student-centric mentoring as I can focus on which research area (or combination of areas) can best develop the unique strengths of every student.

Second, while project-based mentoring focuses on producing great research, student-based mentoring focuses on educating great researchers, with great research being almost a byproduct. This approach ensures that the student will be producing great research after their doctoral thesis. Student-centric PhD mentoring is the ideal integration of education and research, which should be our focus in premier research universities.

Of course, it is entirely appropriate to consider more hybrid models in which a mentor begins with a more project-centric approach before transitioning to a more student-centric approach as the mentor comes to know more about the student’s technical strengths and intellectual interests.

**Promote Research Independence**

Promoting research independence for PhD students is related to the previous point but it deserves to be explicitly discussed. It is possible for mentors to present their student with a research problem and allow the student to work toward a solution and present that solution to their mentor who can then set new goals for the student until enough progress results in a doctoral dissertation. While this process may result in great research, the student has not learned to set their own research goals or to choose or formulate novel problems on their own. This inability may prevent students from becoming future research leaders. In my view, PhD students should graduate not when they can solve their mentors’ research problems but when they can define (and solve) their own novel research problems.

Indepedent aspect of my mentoring philosophy because many members of my group want to pursue an academinc career. Therefore my mentoring objective is to prepare them to think like leading academics after they graduate. To take on the role of research leader, they must learn to define their own research problems and chart their own research agenda.

Problem formulation is a difficult skill. Younger PhD students tend to quickly skip problem formulation so that they can proudly present their latest brilliant solution. Students are surprised to find out that most of my questions focus on problem formulation, model justification, relationship to existing literature, changing assumptions, or connections to more distant fields. Then I frequently ask, “Who cares?” so that students develop a sense of how to choose a direction that will have impact. Once I am convinced about problem formulation, novelty and importance, then I am more than happy to discuss technical approach and results. Over time this style results in the student inheriting a taste for research problems from their advisor. This is one of the finest and most gratifying moments of PhD mentoring.

Faculty are not just mentors of doctoral students, they are also researchers themselves. Frequently, these two sides of every faculty member can be in conflict. In many meetings with doctoral students, faculty discuss a research problem and, because they are experienced researchers, already have a good idea of how to proceed. While giving students a research problem and roadmap will be great for the research to progress, it would not be the best mentoring strategy for the students’ career. Allowing PhD students to find their own answers can be frustrating for faculty if the research is time-critical, or needs to meet tight conference deadlines or program deliverables, or if the idea is so exciting that the faculty is personally eager to complete the research. In this conflict, I have always chosen in favor of the doctoral student and being patient, even if this means missing a conference deadline. I have always mentored the researcher, not the research.

**Create an Intellectual Environment**

While one-on-one meetings between the doctoral student and the faculty advisor are important, they should not be the only source of mentoring. Mentoring also happens when the advisor creates a vibrant intellectual environment. Doctoral students learn a lot from senior PhD students, postdocs, peers, collaborators, program managers, and visitors. Hence, frequent group meetings, seminars, social gatherings, conferences, collaborations with other faculty and students, and discussions with industry and government leaders all shape the research personality of every PhD student.

My group is predominantly theoretical but we collaborate closely with experimentalists, industrial researchers and other theorists. Given the nature of our research, I am a strong believer in research centers with shared space where many students across many groups constantly collaborate. I have been very fortunate that the GRASP (General Robotics, Automation, Sensing & Perception) lab, one of the premier robotics labs in the world, has provided such an intellectually nurturing environment for my research group.

Many great research ideas have originated in the GRASP lab corridors where students and faculty meet face-to-face for intellectual exchange. The best part of my day is when, after a corridor discussion, two or three group members have a fantastic idea and demand to see me immediately and discuss it. All my former students are now trying to recreate the magic of such space in their institutions.

It is important to acknowledge that there is no single mentoring philosophy that is ideal across different research areas, group sizes, funding profiles, or academic age. What I have described has worked very well for me, and more importantly, for my students. What pleases me most is when I see my former students approaching PhD mentoring in a similar manner as academics themselves. This is, after all, the biggest influence my PhD advisor had on me.

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

See www.upenn.edu/almanac/teach/teachall.html for the previous essays.