Launching the Nursing Development Campaign and Claire M. Fagin Hall

On November 30, Penn Nursing will officially rename its building—which has been known as NEB for years—in honor of Dr. Claire M. Fagin, dean emerita and founding president. This event takes place as the School launches a public campaign “to provide crucial support for its mission and to transform the future of healthcare through compassionate, science-based nursing.” Where Science Leads: the Campaign for Penn Nursing is a $60 million initiative designed to engage the entire community in supporting the School’s vision for the future of nursing.

Not only is Penn Nursing looking to its future, but this semester the School celebrated its 120th anniversary to acknowledge a tradition of excellence that began in 1886 with 12 pioneering women who entered the first program at the Hospital of the University of Pennsylvania’s School of Nursing. From which 2,700 of Nursing’s 13,000 living alumni graduated. In 1935, Penn introduced university education for nurses with the establishment of a department of nursing education in the School of Education. In 1950, Penn’s School of Nursing was established. Through a series of transformations, the HUP School of Nursing closed in 1978 and Penn’s School of Nursing accepted its first students for its doctoral program, the first in the Ivy League. Today enrollment is nearly 1,000 students at the baccalaureate, master’s and doctoral levels.

Abramson Cancer Center Part of Groundbreaking Initiative

Despite the many advances that have been made over the past 30 years in the prevention, detection and treatment of cancer, one grim fact remains: the overall five-year lung cancer survival rate is only 15%. The Abramson Cancer Center of the University of Pennsylvania has joined an international effort launched by Roswell Park Cancer Institute to potentially revolutionize the prevention and management of this disease.

The Roswell Park Cancer Institute (RPCI), together with the Abramson Cancer Center and lung cancer experts representing 11 leading research institutions, have established the first international lung cancer registry—the Stacey Scott Lung Cancer Registry (www.StaceyRegistry.org). The goal of this global collaboration is to deepen the understanding of lung cancer at its earliest, most treatable stages. Dr. Daniel Sterman, director of Interventional Pulmonology, and Dr. Anil Vachani, both from the Division of Pulmonary, Allergy, and Critical Care at Penn’s School of Medicine, will head the registry at the Abramson Cancer Center. The registry, founded and co-directed by pulmonologist Dr. Gregory Loewen, will be housed at RPCI in Buffalo, NY.

“The information on high-risk individuals screened at the Abramson Cancer Center will play a critical partnership role in achieving the registry’s goals,” said Dr. Vachani. “With the knowledge we gain through this registry, we’ll be able to intervene with high-risk patients before they develop clinically evident lung cancer. A system of shared information through a patient registry concentrated in one database will facilitate research into the characteristics and progression of lung cancer,” added Dr. Vachani.

All of lung cancer research data will be organized at RPCI and made accessible to scientists. Researchers will then use registry data to initiate studies that may answer critical questions, such as:

• Why changes take place in precancerous lesions that trigger their transformation into lung cancer?
• What diagnostic test(s) would most effectively screen for those changes?
• And do genetic biomarkers combined with risk factors, such as smoking, lead to the development of lung cancer?

Precancerous lesions for lung cancer, which previously have been undetectable, can now be visualized using technologies such as autofluorescence bronchoscopy (AFB). Understanding how precancerous conditions become cancerous has been difficult because no single institution was able to gather data from enough patients or to follow-up patients for a sufficient period of time to provide clinically relevant answers. To resolve these issues, principal investigators from the 11 centers have agreed to contribute patient information to this multi-institutional, high-risk lung cancer patient registry.

The Stacey Scott Lung Cancer Registry is named for a previously healthy 38-year-old non-smoking woman who lost her four-month battle with the disease in 2005. Mrs. Scott was a patient of Dr. Gregory Loewen at RPCI.

“This has the potential to help prevent others from facing the situation I faced so that they do not lose a wife, husband, sister or brother to this disease,” said William Scott, Jr., Stacey’s husband. Mr. Scott, along with family members and colleagues, has helped to raise over $600,000 thus far to support the registry’s work.

The breakthrough collaboration includes premiere lung cancer clinicians and researchers from the following 11 institutions:

• Roswell Park Cancer Institute, Buffalo, NY;
• University of Colorado Cancer Center, Aurora, CO;
• BC Cancer Agency, Vancouver, BC, Canada;
• Academic Hospital Vrije Universiteit, Amsterdam, The Netherlands;
• Fox Chase Cancer Center, Philadelphia, PA;
• Mayo Clinic, Rochester, MN, Jacksonville, FL, and Scottsdale, AZ;
• NYU Medical Center, New York, NY;
• Abramson Cancer Center of the University of Pennsylvania, Philadelphia, PA;
• The Ohio State University Medical Center, Columbus, OH;
• The Sidney Kimmel Comprehensive Cancer Center at Johns Hopkins University, Baltimore, MD;
• and The University of Chicago Cancer Research Center, Chicago, IL.

Where Science Leads: Caring to Change the World, a panel discussion, will be presented by the School of Nursing on November 30 at 1 p.m., in the Ann L. Roy Auditorium, at the Claire M. Fagin Hall. The moderator will be Dr. Shirley Chater, HUP ’53, Nu ’56, HON ’97, former U.S. Commissioner of the Social Security Administration. The panelists will be: Suzanne Gordon, author, lecturer and patient advocate; a visiting professor at the University of Maryland School of Nursing; an assistant, adjunct professor at the University of California, San Francisco, School of Nursing; Rosemarie B. Greco, director of Health Care Reform, Commonwealth of Pennsylvania; and Dr. Linda Aiken, Claire M. Fagin Leadership Professor in Nursing, professor of sociology and director of the Center for Health Outcomes and Policy Research.

The panel discussion will be followed by a Campaign Launch Reception at 2:30 p.m. in the Carol Ware Gates Lobby, Claire M. Fagin Hall. A gala will be held at the PMA that evening. For information call (215) 898-3897.

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Rules Governing Final Examinations

1. No instructor may hold a final examination nor require the submission of a take-home final exam except during the period in which final examinations are scheduled; when necessary, exceptions to this policy may be granted for postponed examinations (see 3 and 4 below). No final examinations may be scheduled during the last week of classes or on reading days.

2. No student may be required to take more than two final examinations on any calendar day during the period in which final examinations are scheduled. If more than two are scheduled, the student may postpone one. If a take-home exam is due on a day when two final examinations are scheduled, the take-home exam shall be postponed by one day.

3. Examinations that are postponed because of conflicts with other examinations, or because more than two examinations are scheduled in the same day, may be taken at another time during the final examinations period if the faculty member and student can agree on that time. Otherwise, they must be taken during the period in which final examinations are scheduled.

4. Examinations that are postponed because of illness, a death in the family, for religious observance or some other unusual event, may be taken only during the official periods: the first week of the spring or fall semester, the last week of the spring or fall semester, or a period of one week. Examinations that are postponed for any reason shall be taken at the earliest convenient time.

5. No instructor may change the time or date of a final exam without permission from the appropriate dean.

6. No instructor may increase the time allowed for a final exam beyond the scheduled two hours without permission from the appropriate dean.

7. No class (excluding review sessions) may be held during the reading period.

8. The first examination of the day begins at 9 a.m. and the last examination concludes by 8 p.m. There will be one hour between exam time blocks.

9. All students must be allowed to see their final examination. Exams should be available as soon as possible after being graded with access ensured for a period of at least one regular semester after the exam has been given. To help protect student privacy, a student should view his or her own exam and not the exams of other students. Therefore, for example, it is not permissible to leave student exams (or grades or papers) in publicly accessible areas.

10. Students may not be asked for their Social Security Numbers. Instructors may not publicly display a student's Penn ID or any portion of the Social Security Number, nor use names, initials, or any personally identifying information to post grades. A final exam is due on a day when two final examinations are scheduled, the take-home exam shall be postponed by one day.

11. Final exams for College of General Studies (CGS) courses must be given on the regular class meeting night during the week of final examinations. No change in scheduling is permitted without unanimous consent of all students in the class and the director of CGS. A CGS final exam may not be administered during the last week of class or on a reading day.

In all matters relating to final exams, students with questions should first consult with their Dean’s offices. Faculty wishing to seek exceptions to the rules also should consult with their Dean’s offices. Finally, the Council of Undergraduate Deans and SCUE urge instructors to see that all examinations are actively proctored.

—Ronald J. Daniels, Provost

### December 15 University Council Meeting

At the November 15 University Council meeting, Associate Provost Andy Binns described Interdisciplinary Education at Penn. He noted that there are many students involved: 1440 of Penn students are in a dual/joint degree or a certificate program (970 are undergrads and 470 are graduate/professional students). Of the 2142 majors completed in the College last year, 676 were interdisciplinary, more than half of Penn’s faculty are in more than one graduate group. There are around 150 interdisciplinary centers and institutes. Dr. Binns acknowledged that there are sometimes impediments that can obscure opportunities and that responsibility with management finance incentives to encourage crossing disciplines. However, he said that the Senate Committee on Students and Educational Policy will be looking at such issues this year in order to develop initiatives to overcome the challenges. President Amy Gutmann added that virtually every school has interdisciplinary aspects that make them more attractive because they cross boundaries. Provost Ron Daniels added that the Graduate Deans addressed this topic last year in a report that may provide some clarity going forward. The President called Interdisciplinary Education a “tipping point” that is especially important when it means bringing together things that have an advantage to surmount barriers by “integrating knowledge.”

Dr. Evelyn Wiener, director of Student Health, led a discussion of Student Health Services at Penn, which is one of only 27 accredited student health centers in the U.S. from among the 1,500 centers at colleges and universities. Penn’s Student Health, which reports to the VPU, and has a clinical affiliation with UPHS, provides clinical care such as primary care and sports medicine, women’s health, nursing, nutrition and podiatry: and non-clinical services such as oversight for public health of students, clinical teaching and mentoring. Dr. Wiener said that more than 250 students go to Student Health per day; appointments may be scheduled in advance or for the same day. Student Health open Monday through Saturday; after hours is on call and emergency care is available at the HUP ER. Dr. Val Cade McCoullum, VPU, thanked the Provost for the funding that had been provided for renovation of the Student Health facility that is in Penn Tower. Dr. Wiener noted that for 18-25 year olds, the majority of preventative care pertains to healthy behaviors: avoid smoking and drinking, get exercise, wear a bike helmet, use sunscreen and get a flu shot.

### COUNCIL

#### No Council Meeting in December

To the Penn Community,

Due to the final examinations schedule, the Steering Committee has canceled the Wednesday, December 20, 2006, Council meeting. The next meeting is scheduled for Wednesday, January 31, 2007, 4-6 p.m. in Bodek Lounge, Houston Hall.

For your information, the following is a tentative timeline for discussion of the issues identified as focus issues for Council this year:

- International issues—January 17
- Campus Development Plan update—February 14
- General public health discussion—either February 14 or March 14

—Leslie Laird Krahly, Secretary of University Council

ALMANAC November 21, 2006
Selecting Four Distinguished International Scholars

The Office of the Provost announces the first four Distinguished International Scholars: Dr. Christopher Ballanti from the University of KwaZulu in Natal, South Africa; Dr. Martin McKee from the London School of Hygiene & Tropical Medicine; Dr. Peter Van Nguyen from the University of Alberta; and Dr. Karon Singh from the University of Toronto.

The Distinguished International Scholars program offers grants of up to $20,000 to bring a distinguished scholar to campus in order to contribute significantly to an undergraduate course. The program is designed to further global engagement in undergraduate education and deepen Penn’s ties to the world’s leading universities and scholars. The awardees were chosen from a pool of applications submitted during the spring term of 2006.

The next application cycle has a deadline of December 8, 2006. Contact Rob Nelson at assocprov@pobox.upenn.edu or (215) 898-7227 for more information.

Here is a list of the first four awardees:

- Dr. Christopher Ballanti, a scholar of South African jazz, will be hosted by Dr. Carol Muller of the Department of Music, SAS. Dr. Ballanti will be involved in teaching Music and Performance of Africa, Music 253 in the spring term of 2008.
- Dr. Martin McKee, an expert on health and health care issues in Europe, will be hosted by Dr. Julie Szechalski of the School of Nursing. Dr. McKee will be involved in teaching advanced undergraduate courses in the School of Nursing and teaching healthcare management courses in The Wharton School during the 2006-2007 academic year.
- Dr. Peter Van Nguyen, who studies brain functions in mammals, will be hosted by Dr. Ted Abel of the Department of Biology and the Biological Basis of Behavior Program, SAS. Dr. Nguyen will be involved in teaching Cellular Neurobiology, BIOL/BIBB 251 and Introduction to Brain & Behavior, BIBB 109 during the 2006-2007 academic year.
- Dr. Karon Singh, an award-winning computer animator, will be hosted by Dr. Norman Badler of the Department of Computer & Information Science, SEAS. Dr. Singh will be involved in teaching a computer animation course, Virtual World Design, CSE 377 in the spring term of 2007.

Cancer Center Funding Opportunities: December 15

The Abramson Cancer Center of the University of Pennsylvania announces the availability of three types of seed money grants for faculty to conduct cancer-related research projects: American Cancer Society Institutional Research Grant; Cancer Center Pilot Projects Program; and Cancer Center Collaborative Pilot Projects Program. See www.penncancer.com/grants.

American Cancer Society Institutional Research Grants

Through its American Cancer Society Institutional Research Grant (ACS IRG), the Abramson Cancer Center will provide partial support to full-time University faculty for cancer-related research. The stated purpose of the ACS IRG is to provide seed money to junior faculty members (e.g., Assistant Professor) to initiate promising new research projects so they can obtain preliminary results that will enable them to compete successfully for national peer-reviewed research grants. Hence, investigators who have a peer-reviewed national research grant or have previously received support from the Cancer Center ACS IRG are not eligible. Seed money grants from $5,000 to $30,000 will be awarded for the exploration of new developments in basic, translational clinical and cancer control research. Behavioral sciences or health services research related to cancer are eligible for these awards. Covered costs include laboratory personnel costs (non-faculty), data manager or research nursing support, laboratory supplies, animals, and small equipment; no travel or patient costs are allowed.

The award period for the ACS IRG grant will be one year: January 1, 2007 to December 31, 2007.

Cancer Center Pilot Project Grants

The Abramson Cancer Center will provide seed money grants up to $25,000 to University faculty members at any faculty level for innovative cancer research projects that have the potential for national peer-reviewed grant funding. Investigators who have already received peer-reviewed funding for their proposed projects will not be eligible for this award. Investigators who have not previously conducted cancer research, but are proposing a cancer-related project are encouraged to apply. Covered costs include faculty salaries, laboratory personnel costs, data management or research nursing support, laboratory supplies, animals, and small equipment; no travel or patient costs are allowed.

The award period for the Pilot Projects grant will be from March 1, 2007 to November 30, 2007.

Cancer Center Collaborative Pilot Project Grants

The Cancer Center will provide Collaborative Pilot Project Grants up to $75,000 for Penn faculty members to conduct cancer-related research projects. Proposals must be submitted by two or more Penn faculty members. All full-time University faculty are eligible to apply. The Cancer Center Collaborative Pilot Projects Program funds innovative, collaborative cancer research projects that have the potential for future peer review funding. The proposed area of research cannot be funded through an existing or prior research grant. Among the factors of high value to the scientific reviewers will be: translational research impact, new collaborations (researchers have not previously worked together), researchers representing more than one discipline or department, novelty of the research concept, and research addressing a high priority area.

The award period will be one year from the date of the award notice from the Cancer Center; award notices will not be issued until projects are approved by the Commonwealth of Pennsylvania. For more information or an application: University faculty from all Schools and Departments are invited to download application forms and instructions from the Abramson Cancer Center’s website at www.penncancer.com/grants.

Deaths

Dr. Alameddin, Computer Science

Dr. Tarek Alameddin, former research assistant in the department of computer and information science, died November 6 at age 43. A native of Cairo, Egypt, Dr. Alameddin earned a B.Sc. at Ain Shams University and a M.S. in computer science in 1985 from Columbia University. He continued his graduate education at Penn where he did his doctoral work under Dr. Norman Badler, the leading American researcher in computer graphics. During this time he also worked as a teaching and research-fellow. He earned a master’s degree in engineering in 1990 and his Ph.D. in 1991.

At the time of his death, Dr. Alameddin was a professor in the electrical and computer engineering department at California State University, Fresno.

Dr. Alameddin is survived by his children, Multimedia and Khalid; his parents; and two sisters.

Dr. Bowman, Romance Languages

Dr. Frank Paul Bowman, a world-renowned specialist in 19th century French literature, and professor emeritus of French, passed away on November 14 at the age of 79.

His obituary will appear in the next issue of Almanac.

Nominations: MLK Community Involvement Recognition Awards

In honor of the late Reverend Dr. Martin Luther King, Jr.’s recognition that community service is essential to the struggle for equality, the 2007 Dr. Martin Luther King, Jr. Commemorative Symposium on Social Change Executive Planning Committee of the University of Pennsylvania is pleased to announce the 12th Annual Community Involvement Recognition Awards. The awards honor members of the Philadelphia region whose active service to others best exemplifies the ideals Dr. King espoused.

Two years ago, a new Dr. Martin Luther King, Jr. Community Education Award in honor of Dr. Judith Rodin, Penn’s president, 1994-2004, was added to recognize her commitment to education, service and Dr. King’s vision. The Community Involvement Recognition Awards will be held on campus October 2007.

1. Staff and students of the Penn community involved in community service.
2. Residents of the broader neighborhood involved in community service.
3. Students, staff or students or residents who demonstrate significant contributions in community service through the advancement of education and educational opportunities in the Philadelphia region.

The awards will be presented on January 18, 2007 as part of Penn’s commemoration of the King holiday.

We seek your help in nominating individuals whose work most merits recognition. Please share this information with others in your schools, departments, and organizations so that we may identify those most deserving of this award. Nominations forms may be submitted through December 8, 2006. Forms may also be submitted online at: www.upenn.edu/aarc/mlk/award.htm.

Should you have any questions, please contact the African-American Resource Center at (215) 898-0104 or e-mail aarc@pobox.upenn.edu.

—2007 Dr. Martin Luther King, Jr. Commemorative Symposium Community Involvement Committee

ALMANAC November 21, 2006 www.upenn.edu/almanac 3
At the end of June 2006, I finished a three-year term as Penn Ombudsman and, as have all previous Ombudsmen, I am reporting to the Penn community about the activities of the office during my term. However, before I go into the details, I would like to say for the record that Penn is a remarkably caring and supportive institution. Since it is so large and diverse, many difficult problems do arise, but these are generally the result of unusual local circumstances and personalities. We find over and over again that Penn administrators, from office managers to the President are deeply concerned about all members of the community and invariably treat us with great respect when we come to them with problems. For that I am very grateful, and I hope that attitude will always be part of the Penn culture. This is how the Office of the Ombudsman continues to be effective.

The Ombudsman’s Office

The Office of the Ombudsman was established in 1971 to assist individuals in finding solutions to problems that they may not have been able to resolve through normal channels. It is staffed by two people, a permanent, full-time Associate Ombudsman, Dr. Gulbün O’Connor, who has served nobly in this position for many years and has trained many Ombudsmen; and an Ombudsman, a tenured faculty member who serves for a limited term. The new Ombudsman is Professor John C. Keene.

We receive a wide array of complaints from students, faculty and staff about academic issues, promotion and tenure issues, salary issues, interpersonal issues, grading issues, and many more. We also serve as the contact for people outside the University, (parents, alumni, and former employees) who need help in addressing a concern, but don’t know where to go for help. For example, when restrictions on visas and border crossing became much tighter in recent years, we received calls from parents hoping we could put them in contact with someone within Penn who could help their children obtain their documents in a timely manner. In most cases we could and did.

The office is located in Duhring Wing (attached to the south end of the Fisher Fine Arts Library), and its services are open to any member of the Penn community, with the exception of unionized workers at Penn and the employees of the Hospital of the University of Pennsylvania, simply by contacting the office and discussing the issue with the Ombudsman or Associate Ombudsman.

How Does the Office Operate?

Typically, a person will come to the office with a complaint or a concern. We tell the complainant that the conversation will be heard confidentially. We also say that we have no direct power to require anyone to do anything, even though we do have a great deal of moral authority. For example, Penn administrators seldom reject our suggestions. We listen to the complainant’s concerns, and then make suggestions about how to proceed. If, for example, the complaint is about treatment by a supervisor, we will ask the complainant for permission to speak to that supervisor to learn more about the issue from the supervisor’s perspective. We don’t speak to anyone about an issue without first receiving permission from the complainant.

In most cases the issue at hand involves only the complainant and the respondent, and in the vast majority of cases we can propose a solution that is acceptable to both sides, even though neither side is generally totally satisfied. Sometimes we hear complaints from groups of people who work in the same group or department and decide that the issue is much broader than the concerns of the individuals themselves. For example, many complainants may come to us independently regarding the activities of one particular individual. In such cases we will investigate, and if we cannot adequately address the issues, we will take the matter to the next level of administration, to the appropriate Dean, if necessary.

So, we listen, we evaluate, we summarize and we suggest. We never judge, dictate or order because we have no power to do such things. But in spite of our lack of power, the high regard of the Penn community for the Ombudsman’s Office allows us to sort out many truly difficult problems.

Typical Issues

We all too commonly deal with the problems caused by supervisors who have not evaluated their staff in a regular, timely and comprehensive manner. All staff, at all levels, are entitled to this. If they receive no criticism, then they have a right to believe that their performance is acceptable. We often hear from an employee that his/her supervisor has suddenly written an unsatisfactory factory report, with clear intent of eventual termination, even though the employee’s previous reviews showed no deficiencies. In these cases we can only meet with the supervisor and emphasize the importance of the review process and also recommend the various training programs available to the employee through Penn. Penn has well-developed personnel procedures that must be followed. Before I became Ombudsman I was extremely impatient with them, but now I see the wisdom of the system. The most critical time for this review process is during the probationary period of new personnel.

Sometimes the system breaks down, and a person who cannot perform adequately is made permanent. The supervisor commonly considers the procedure for building a case for termination to be too onerous, so other means are found to accommodate the person. The source of the difficulty quickly becomes obvious during our investigation, but by that time the solution is very difficult. It is in cases like this where our deep concern for members of the Penn community sometimes works against us as an institution. I can only make a plea to all supervisors and administrators to carefully evaluate all personnel in a timely manner. Even though the number of these cases is small, the institutional time and effort that go into them is disproportionate to the numbers.

We tend not to get involved in cases involving students, academic integrity and disciplinary cases, for example, except to check that proper procedures have been followed. We do receive complaints from students, and we do check into them, but not once in my three-year term did I ever find anything to criticize in the Office of Student Conduct. We also do not get involved in grading issues. Each School has its own internal procedures for dealing with grading disputes between students and faculty.

We receive complaints about research integrity, attribution and authorship, usually from post-doctoral research fellows and graduate students. These are especially difficult to address because they involve the inner workings of tightly knit research groups. Typical complaints concern the presentation of data at a scientific meeting by a senior member of the group without proper attribution to the person who actually performed the experiment, or representing the data in a manner the junior member of the team believes is not justified, or altering the final publication of the work (commonly due to time pressures) by the senior team members. We try to help them come to an agreement and, if we cannot, to help them sort out the issue. The most critical time for this review process is during the probationary period of the junior member. The only solution to this problem is for research group leaders to communicate often and openly with the members of their group.

Very commonly we simply listen as a person describes the problems he/she is experiencing. We offer insights into how the problem might be addressed, and frequently the person will decide that the discussion itself has been sufficiently helpful that no further help from the Ombudsman’s office is required. These kinds of cases are especially rewarding. I close with a new kind of issue concerning very senior faculty that has arisen with increasing frequency in recent years. It arises when a faculty member in one of the experimental sciences has lost all outside financial research support after a long, distinguished and well-supported research career. The Department Chair has decided that the faculty member’s research space should therefore be devoted to more productive uses, by a

(continued on page 5)
Upcoming Human Resources Programs

Further your professional and personal development by taking advantage of upcoming Human Resources programs. Note that you must pre-register for all programs by visiting the online Course Catalog at www.hr.upenn.edu (click on Course Catalog at top of page).

"Breathing Easy" Health Promotion Series

Penn’s health trend reports show that our faculty and staff, and their family members, are requiring increased medical care for respiratory illness. To help you and your family avoid the complications of this critical health issue, we’ve developed a “Breathing Easy” series of free, monthly lunchtime presentations. Join us to view topical videos provided by Independence Blue Cross and learn from medical specialists from the University of Pennsylvania Health System. For more information and/or to pre-register, visit www.hr.upenn.edu/quality/wellness/workshops.asp or contact Human Resources at (215) 573-2471 or fitzpatl@hr.upenn.edu.

Helping Your Kids Manage Asthma and Allergies: December 6; noon to 1 p.m.; free. Information can be a parent or caretaker’s best weapon against childhood asthma. This seminar focuses on the need and strategies for getting enough information when your child is diagnosed with this medical condition. Independence Blue Cross has provided a detailed and comprehensive half-hour video that features Dr. C. Everett Koop, former U.S. Surgeon General. A Q&A afterwards will be led by a Penn health professional.

Work-Life Balance Workshops

Dealing with the demands of work and personal life can be challenging. That’s why we offer a variety of free workshops led by experts from Penn’s Employee Assistance Program and Work & Family Benefit provider, Penn Behavioral Health, to offer information and support for your personal and professional life challenges. Note that each workshop listed below will include an optional Q&A period from 12:30 to 1 p.m. For more information and/or to pre-register, visit www.hr.upenn.edu/quality/workshop.asp or call (215) 573-2471.

It Takes A Village—Eldercare: December 7; 11:30 a.m. to 12:30 p.m.; free. Managing eldercare services is an overwhelming job, especially when encountering the variety and complexity of services for aging and impaired adults, their families and caregivers. This seminar looks at ways to care for the elderly that expand upon traditional techniques, as well as how to successfully navigate those systems. Participants will learn how to establish new paradigms and how to reach out for help.

Note: For personalized assistance with dependent care issues and personal well-being, contact Penn’s Employee Assistance Program (EAP) and Work & Family Services provider, Penn Behavioral Health, at 1-888-321-4433 or www.hr.upenn.edu/quality/wellness/eap.asp, or go to the EAP website at eap.upenn.edu. For questions on QOWL programs, contact Human Resources at fitzpatl@hr.upenn.edu or (215) 573-2471.

Professional and Personal Development

Take advantage of the many development opportunities provided by Human Resources! Simply pre-register for programs by visiting the online Course Catalog at www.hr.upenn.edu (click on Course Catalog at the top of the page), or contact Learning and Education at www.hr.upenn.edu/learning or (215) 898-3400.

Brown Bag Matinee—Straight Talking: December 6; noon to 1 p.m.; free. John Cleese shows you how submissive behavior causes people to be ignored, and how aggressive behavior can be damaging to everyone involved. This program teaches that the value of assertive behavior is that managers can be honest with themselves and others, without emotion.

Career Focus Brown Bag—Negotiating a Salary: December 14; noon to 1 p.m.; free. This workshop will address your questions about moving up to your next job within Penn or elsewhere. We’ll discuss how to communicate your salary requirements effectively and brainstorm other factors that you should consider before accepting an offer. Leaving a position professionally is always important, so we’ll also talk about giving notice, wrapping up, and leaving your job in great shape for the incoming staff person.

—Division of Human Resources
Significant Improvements to the Expense Reimbursement Process

Next month the University plans to introduce two significant enhancements to the reimbursement process:

- Reimbursements for travel and other reimbursable expenses will be deposited directly to the bank accounts of faculty, staff, and student workers who have signed up for Direct Deposit of their paychecks.

- Faculty, staff, and student workers will be able to log in to a new, secure “My Reimbursements” website by mid-December to see if a reimbursement request has been processed and a check issued or funds deposited into their bank account.

These enhancements are being implemented as part of a University-wide “procurement to payment” initiative whose purpose is to streamline processes and reduce costs related to all aspects of procuring and paying for goods and services at Penn.

Direct Deposit of Reimbursements

Direct Deposit is the process whereby paper reimbursement checks are eliminated and reimbursements are sent directly into designated bank accounts electronically. This process reduces the need to send out checks through intramural or U.S. mail and speeds the process from reimbursement generation to final payment. All people who have Direct Deposit for paychecks will have reimbursement deposits directly as well. No advices will be sent out for Direct Deposit reimbursements.

Direct Deposit will speed up reimbursements by eliminating both the time required for a reimbursement check to arrive in a departmental office and be distributed to the payee, and the time required for the payee to deposit the check and have it cleared. It will also reduce the volume and expense of stop payments and reimbursed checks resulting from checks being lost in the mail or being sent to an incorrect or old address. These benefits will be available only to those who have signed up for Direct Deposit. We strongly encourage anyone not using Direct Deposit to sign up immediately. A form, together with instructions, is available in the Payroll section of the Financial Web site at www.finance.upenn.edu/comp/tellerforms/ or by calling (215) 898-7256.

“My Reimbursements” Website

Be aware of your surroundings and the people around you, trust your instincts. Stay in well-lighted and well-traveled areas.

Carry your wallet in an inside coat pocket or side trouser pocket. Carry your handbag tightly under your arm with the clasp toward your body. Never let it dangle by the handle.

Keep your wallet or handbag closed and with you at all times. Never place it on the seat beside you, on the counter next to you or under a seat when dining.

Be aware of your surroundings and the people around you, trust your instincts. Stay in well-lighted and well-traveled areas.

Walk with your head up, shoulders back and your eyes scanning the people around you.

Use the “buddy” system or the Penn Transit System when traveling at night. From non-University exchanges, dial (215) 898-RIDE (7433) for the vehicular escort service or (215) 898-WALK (9255) for the walking escort service between the hours of 8 p.m. and 3 a.m. daily.

If you are expecting guests or workers, do not open your door until you know it is the right person(s). Always ask to see identification of visitors you don’t know.

If accosted, don’t resist! Don’t panic! Get a good description, direction traveled, etc. and report the incident to the police as soon as possible.

Know the locations of Penn’s blue-light emergency telephones. Open the box, lift the receiver or push the button to tap a pair of lights, a siren, and a pair of flashing red lights. The lights and sirens are visible from nearby, and you will be connected to police. Always report any suspicious activities to the police as soon as possible.


—Division of Public Safety

Know your Emergency Numbers:

Division of Public Safety
Penn Police Department 4040 Chestnut Street
On Campus: 511
Off Campus: (215) 573-3333
Non-Emergencies: (215) 898-7929/7298
Special Services: (215) 898-4481/6600
Penn Detectives: (215) 898-4485

Philadelphia Police Department
18th Police District
5510 Pine Street
Emergencies: 911
General Business: (215) 686-3180
SEPTA Police Department
Emergencies: (215) 580-4131

HUP—$5 Metropolitan Bakery
Penn—Two Penn
Depression Research Unit—$125 University
Presbyterian Hospital—$50 Presbyterian Hospital—$25 Shell gas card gift from Caster's and Parts Inc.
Maryanue Giampa, Depression Research Unit—one overnight stay with breakfast for two at the Sheraton University City
Beatrice Brown, Presbyterian Hospital—Penn Museum family membership
Randi Sue Garnick, Law School—$125 University Jewelers gift certificate

Week Six Raffle Winners
Matthew Mitchell, Nursing—two tickets to the Vienna Boys Choir 12/2/06 performance
Sue Stabene, HUP—$5 Metropolitan Bakery gift certificate
Melissa T. Thompson, HUP—two books of five passes to the Class of 1923 Ice Rink
Denise McVor, Pennsylvania Hospital—University of Pennsylvania: A Photographic Portrait book
Castoria Moore, Penn Medicine, Development—two $10 Houston Market gift certificates
Toni Gowan, Pennsylvania Hospital—$25 Shell gas card gift from Caster's and Parts Inc.
Maryanue Giampa, Depression Research Unit—one overnight stay with breakfast for two at the Sheraton University City
Beatrice Brown, Presbyterian Hospital—Penn Museum family membership
Randi Sue Garnick, Law School—$125 University Jewelers gift certificate

The Grand Prize winner will be published in the December 5 issue. Winners should contact Tracey Napolitano at napolitano@publicsafety.upenn.edu or (215) 573-7857 to arrange for prize pick-up before January 31, 2007.

One Step Ahead
Security & Privacy
Made Simple

About Keystroke Loggers
Security experts often warn against “shoulder surfers” who peek at your screen and watch your fingers as you type in order to steal passwords and other sensitive information, but those prying eyes aren’t necessarily right behind you. Software-based loggers are often installed in a user’s computer, or even the computer itself, to record every key press, even if you live alone. These loggers, which can be fairly easy to remove, are often used by malicious hackers and malware.”

These are sometimes physical devices installed on your computer while you’re away from it, sometimes they are software programs, and in some cases a combination of both. Physical key-logger devices are installed in keyholes of computer keyboards, while software-based loggers are often installed by viruses, “spyware,” “adware,” and various “free” software packages like toolbars, “accelerators,” etc.

What to do? The use of personal firewalls, anti-virus software (available via site license to most Penn users at www.upenn.edu/computing/product/) and spyware removal tools helps detect and protect against unwanted loggers, and of course, don’t open unknown and/or unsolicited e-mail attachments. Be very careful about the software you download and how you install it, because it may come from, especially in the case of “free” programs. Also, take some time to familiarize yourself with the devices connected to your computer, what functions they perform, and be alert to any unexplained changes or additions.

Know your Emergency Numbers:

Division of Public Safety
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Off Campus: (215) 573-3333
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Special Services: (215) 898-4481/6600
Penn Detectives: (215) 898-4485

Philadelphia Police Department
18th Police District
5510 Pine Street
Emergencies: 911
General Business: (215) 686-3180
SEPTA Police Department
Emergencies: (215) 580-4131
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 November 6-12, 2006. Also reported were 17 Crimes Against Property (including 13 thefts, 2 burglaries, 1 act of fraud and 1 act of vandalism). Full reports are available at: www.upenn.edu/almanac/volumes/v53/n13/creport.html. Prior weeks’ reports are also online.—Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of November 6-12, 2006. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuykill 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

18 incidents with 6 arrests (including 10 robberies, 7 aggravated assaults and 1 homicide) were reported between November 6-12 by the 18th District covering the Schuykill River to 49th St. & Market St. to Woodland Ave.

11/07/06 1:29 AM 3929 Sansom St Male cited for disorderly conduct
11/07/06 7:46 AM 4027 Walnut St Unauthorized female in building/Arrest
11/07/06 5:12 AM 3700 Filbert St Male wanted on warrant/Citation
11/09/06 2:23 AM 200 S 33rd St Intoxicated driver/Arrest
11/09/06 1:32 AM 3900 Ludlow St Offender in possession of narcotics/Arrest
11/09/06 10:50 PM 4200 Pine St Complainant robbed by male
11/10/06 4:01 PM 3130 Walnut St Males issued citation for code violation
11/10/06 5:13 PM 3401 Spruce St Males issued city code violation
11/11/06 1:29 AM 3800 Chestnut St Male issued citation for urinating on highway
11/11/06 3:07 PM 200 36th St Males issued citation for city code violation
Syllabi Online: A Proposal Submitted to All University Faculty and Staff

November 17, 2006

I. Status quo

The University’s Registrar catalogs more than 2,000 courses in over 50 areas of study across four undergraduate schools. Most undergraduates have no choice but to navigate published course books or Penn’s online resources to arrive at a cursory description of the course that they wish to take. Even with the guidance of an academic advisor, undergraduates consistently rely on these inadequate course descriptions to arrive at their decisions during pre-registration. As a result, the Add/Drop period is a haphazard process, with students unable to obtain complete information about a course offering without physically attending the class.

II. Proposed Action

SCUE therefore believes that all course syllabi should be made available online. Posting syllabi online will help all undergraduates, especially freshmen, to make informed course selections. Increased transparency will enable students to evaluate a course before entering the classroom. The registration process will become more efficient because, with better information, students will decide more quickly whether to keep or drop a course. To that end, SCUE respectfully offers the following recommendations:

1) Departmental coordinators and administrative assistants shall send a reminder to all teaching faculty and staff one month before each semester’s Advance Registration period, asking them to submit tentative syllabi for their upcoming courses.

2) Faculty shall submit tentative syllabi or course outlines to departmental staff before each semester’s Advance Registration begins.

3) Before the first day of Advance Registration, departmental staff shall post syllabi on departmental websites as a clearly visible link next to the course listing. The syllabus should reside no more than three (3) clicks beneath the department’s home page. If a course is cross-listed, it should appear on the website of each applicable department.

4) All syllabi shall remain online to create an archive.

The Provost, Associate Provost, and the Council of Undergraduate Deans all support this proposal.

III. Rationale

From an undergraduate’s perspective, easily accessible online syllabi will:

• Guide students’ decision-making during the course selection period
• Encourage students to discover “the road less traveled”—course offerings about which they would have otherwise been unaware
• Ensure that students who enroll in a course after the semester begins are able to adequately complete assignments
• Help incoming freshmen navigate a complex curriculum

From a professor’s perspective, easily accessible online syllabi will:

• Enhance publicity for lesser-known courses that nevertheless pique student interest
• Better match students with classes, ensuring that students who register are those who have a genuine interest in the material
• Allow the first day to be spent covering substantive material rather than conducting a perfunctory course overview
• Reduce the need to maintain waiting lists, because students will no longer drop a class upon reading the syllabus—they will have already factored course expectations into their registration decisions

SCUE approves the current success of nearly all Wharton undergraduate departments in placing syllabi online. Each course syllabus is easily accessible from departmental websites. In the College of Arts & Sciences, the Political Science and Asian American Studies departments have made substantial progress as well. Many of our peer institutions, such as Princeton and Harvard universities, have implemented centralized databases that include syllabi of all courses offered.

IV. Challenges

We do recognize the amount of time and effort that it requires to plan a course, and professors may therefore be unenthusiastic about the prospect of submitting a syllabus months in advance. Furthermore, some professors have expressed a reluctance to make public their intellectual property. SCUE therefore recommends that, should a complete syllabus not be available, faculty submit a document containing the bare essentials of course information (e.g. course readings, major assignments, and an overview of topics covered). A syllabus from a prior semester would be equally helpful. The professor may wish to provide a clear disclaimer that course content and requirements are subject to change.

In “The Promising Syllabus,” Dr. James M. Lang (The Chronicle of Higher Education, September 1, 2006) explains what makes a syllabus enriching: “First, it offers an explanation of the course’s promise to the students: What will they have gained, in terms of knowledge or skills, by the end of the semester? The focus moves away from what the teacher will cover to what the student will take away from the course. Second, it describes the activities in which the students will engage in order to help them fulfill that promise: the readings, the class activities, the assignments. Third, and most interestingly, the promising syllabus ‘begins a conversation about how the teacher and the student would best come to understand the nature and progress of the student’s learning.’”

While we recognize that it is not always possible to complete such a syllabus before advance registration begins, professors are already required to provide at least a tentative syllabus within the first week of the semester. Even placing old syllabus materials online would greatly improve the status quo. By posting syllabi on departmental websites, Penn can take the first step towards a centralized online database of all course information, a measure which would significantly improve the undergraduate academic experience.

Finally, we have already presented the Syllabi Online proposal to a meeting of the SAS department staff. Those in attendance gave their support and expressed a willingness to perform the necessary website administration tasks.

V. Timeline of Action

SCUE strongly urges faculty and departmental staff to begin the process as soon as possible. Described below is a timeline for implementation.

• Finalized syllabi of all Spring 2007 courses on departmental websites before January 19, the end of the Add/Drop period
• Post tentative syllabi of all Fall 2007 courses on departmental websites before March 19, the start of Advance Registration
• Finalized syllabi of all Fall 2007 courses on departmental websites before September 14, the end of the first full week of classes
• Post tentative syllabi of all Spring 2008 courses on departmental websites before October 29, the start of Advance Registration

On behalf of the members of the Student Committee on Undergraduate Education, and for the benefit of all undergraduates, we look forward to an ongoing partnership on the matter.

Respectfully submitted,
SCUE Policy Paper

Student Committee on Undergraduate Education

www.upenn.edu/scue

November 17, 2006