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\$2.5 Million: Bendheim Loan Forgiveness Fund for Public Service



Thomas Bendheim and his father, John Bendheim

The Wharton School announced the creation of the John M. Bendheim Loan Forgiveness Fund for Public Service, which is designed to encourage Wharton M.B.A. graduates to pursue careers in the public and not-for-profit sectors. Awards from the fund will be used to help cover the cost of the M.B.A. graduates' educational debt obligations. A \$2.5 million grant from the Leon Lowenstein Foundation established the Bendheim Fund. John M. Bendheim, W '40, and his son, Thomas L. Bendheim, who

earned his M.B.A. from Wharton and an M.A. from SAS as part of a joint degree program at the Lauder Institute in 1990, are directors of the Leon Lowenstein Foundation.

"This is a very important gift for Wharton, as it strengthens our commitment to public and not-for-profit managerial leadership worldwide," said Wharton Dean Patrick Harker. "This commitment stems from the vision of our founder, Joseph Wharton, who wanted our graduates to be leaders in the public and not-for-profit sectors as well as in business. Our graduates have deep interest in participating in public service, and this gift will help them pursue careers in these sectors. Recipients of aid from the Bendheim Loan Forgiveness Fund will continue the proud tradition of Joseph Wharton, and lead in the achievement of important social and public policy goals across the globe."

Thomas L. Bendheim stated, "As graduates of Wharton, my father and I have observed firsthand the tremendous talent coming out of Wharton each year. Through our own work in the not-for-profit field, we see the need for the business skills and experience that Wharton graduates could provide. We also know that many Whar-

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NSF Renews Support with \$21.6 Million for LRSM

The National Science Foundation has awarded a six-year, \$21.6 million grant to the Laboratory for Research on the Structure of Matter (LRSM) to be matched by approximately \$2.1 million in support from Penn. LRSM's \$21.6 million share ranks first among 13 centers nationwide receiving \$152 million NSF support as part of its Materials Research Science and Engineering Center program.

LRSM supports interdisciplinary research of scientists from the School of Arts and Sciences, the School of Engineering and Applied Science, and the School of Medicine. Their work encompasses new materials, from nanotechnology to the so-called "soft matter" inspired by biology. Their research especially targets new advanced materials with potential for applications in diverse areas such as energy transduction, electronics, sensors and medicine.

"The LRSM is part of our nation's investment in fundamental research. This is fundamental science, for the long-term good," said Dr. Michael Klein, LRSM director and professor of chemistry. "The study of quantum dots or soft matter might seem esoteric, but you can trace a long trail of innovation from such work in our laboratory to medical and technological applications."

LRSM was established in 1960 as one of the nation's first three interdisciplinary materials research centers, and was one of the first to be funded by the Advanced Research Projects Agency of the Department of Defense. In 1972 funding was taken over by the NSF.

"It was here in the mid-1970s that Dr. Alan MacDiarmid began work on conducting polymers that eventually won him a share of the 2000 Nobel Prize in Chemistry," Dr. Klein said (*Almanac* October 17, 2000). "The consequences can already be seen in novel electronic gadgets for sale today."

"Advanced materials are the hidden 'stuff' that enables the modern world to function," said Lance Haworth, executive officer for NSF's Division of Materials Research. "Fundamental research on materials is essential to the nation's health, prosperity and welfare. New materials are key to a whole range of rapidly changing technologies such as energy, computers and communications, transportation and increasingly health- and medicine-related technologies as well."

As part of its mission, the LRSM devotes about 10 percent of its grant to sustaining its efforts in education and community outreach. Over the years, the laboratory has built a successful partnership with regional schoolteachers and their students to instill an interest in scientific discovery.

The outreach extends to higher education as well, through programs that embrace undergraduate research experience and allow faculty from developing nations, such as Lesotho, to further their scientific expertise at LRSM. The LRSM also has a long-standing relationship with the University of Puerto Rico at Humacao through a Partnership for Research and Education in Materials. Each summer students and faculty from Puerto Rico come to campus to take part in research at LRSM.

Reappointment of SEAS Dean Eduardo Glandt

Having received the report of the Dean Review Committee, President Amy Gutmann and Provost Ronald Daniels announced last week that they will recommend to the Trustees at their next full meeting on November 4, the reappointment of Dr. Eduardo Glandt as Dean of the School of Engineering and Applied Science.

"As the report of the Review Committee makes clear, Dean Glandt's accomplishments during his first six years in office underscore both the quality of his leadership and the ability to achieve the ambitious goals that he and the faculty have set for themselves. The committee was particularly impressed by the positive changes that have occurred during his tenure: the size of the faculty has increased, the number of women faculty has doubled, and the school has recruited outstanding junior and senior faculty who are sure to solidify the school's excellence in such fields as biomedical engineering, nanotechnology and information science," President Gutmann and Provost Daniels noted.

"Research continues to thrive, Levine Hall has been constructed and Skirkanich Hall is underway. Student quality, both at the graduate and undergraduate level, has improved. The bottom line—in the committee's opinion and ours—is that Dean Glandt has established an enviable track record. He has the confidence of the faculty, the students, his peers, and important external constituencies of the school, and he has demonstrated the ability to articulate a vision of the future of the school to both those within and without the University."

"We are confident that under Dean Glandt's leadership, the School of Engineering and Applied Science will continue to thrive. We are delighted that he is willing to accept a second term, and we look forward to working with him in the years ahead to ensure that the school continues its impressive progress," President Gutmann concluded.

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Bendheim Loan Forgiveness Fund

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ton students are interested in public service careers, but that their educational debt burden may inhibit them from pursuing these jobs since they tend to provide lower compensation than the for-profit sector. Our gift will help level this playing field, and enable more Wharton graduates to bring their outstanding talent and drive to the public and not-for-profit field."

To maximize its impact, \$1 million of the \$2.5 million grant will be used to establish the Bendheim Challenge. Any new commitment made to Wharton for endowed undergraduate, M.B.A. or Ph.D. financial aid during the defined challenge period will be matched at a 1:2 ratio for the

Challenge. The challenge period will be in effect for five years, from 2005-2009, or until Wharton raises the additional \$2 million to meet the Challenge. The \$1 million in payments from the Lowenstein Foundation for the Bendheim Challenge will be added to the John M. Bendheim Loan Forgiveness Fund for Public Service.

Awards for the Bendheim Loan Forgiveness Fund are to be based on commitment to the public and/or not-for-profit sectors, long-term career goals and financial need. The program is a partnership between the Wharton School and its M.B.A. award recipients, which involves commitments by both parties to cover the cost of M.B.A. graduates' debt obligations and meet the growing need for public and not-for-profit pro-

fessionals with managerial and leadership skills. Each award recipient will be asked to become a mentor and resource for current Wharton M.B.A. students interested in careers in these sectors.

The Leon Lowenstein Foundation was incorporated in New York in October 1941 as a charitable foundation with general philanthropic interests. Its founder, Leon Lowenstein, was the chairman and chief executive officer of M. Lowenstein Corporation, a major textile company and a Fortune 500 corporation. The primary grant interests of the foundation are medical research and health, and education. The foundation has a long history of support for Wharton through creative approaches to faculty research and student financial aid.

Speaking Out

Regarding Charges Made Against Professor Kathryn Edin

October 5, 2005

In late spring of this year, Professor Kathryn Edin and Professor Elijah Anderson, both members of the Penn Sociology Department, had a disagreement about her recently published book *Promises I Can Keep*, co-authored with Professor Maria Kefalas of St. Joseph's University. Over the summer, they repeatedly discussed the issues that separated them and they eventually resolved their differences privately. Although not a direct participant in their discussions, I was in frequent contact with Edin and Anderson during that time, and I know that they worked very hard to reach an amicable resolution of the issues. At the time, all parties expressed full satisfaction with their agreement.

Last week Professor Emeritus Harold Bershad sent an e-mail message to all departmental faculty charging Edin with "conceptual plagiarism." Professor Bershad has been retired from the University for several years and does not usually participate in departmental affairs. After sending his e-mail message, Professor Bershad told me that he knew about the agreement but decided, for reasons that are unclear to me, to make his charges anyway.

I want to make it clear that the process by which the parties resolved their disagreement was in full compliance with the Penn faculty handbook. That policy encourages individuals to review any concerns about possible misconduct in research with department chairs, deans or other trustworthy persons to determine whether the matter should be pursued. An inquiry is only initiated upon a formal, written complaint filed with the Dean of Arts and Sciences, and no such complaint was ever filed. No disciplinary action is being considered or has ever been considered by the University or the Department regarding this matter.

The Department of Sociology stands behind the scholarship of Professor Edin and Professor Anderson, both of whom we regard as extremely valuable colleagues. We hope that they can look past the unwarranted and unnecessary attention that has been devoted to this issue and will remain at Penn for many years to come.

—Paul D. Allison, Chair,
Department of Sociology

'Conceptual Plagiarism' Absurd

As members of the research community, we feel compelled to speak out on behalf of our colleagues Kathryn Edin and Maria Kefalas. The idea that their new book—*Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*—is 'conceptual plagiarism' of Eli Anderson's work is absurd and suggests a fundamental misreading of the two bodies of work. While both authors address the question of why poor women have children outside marriage, their arguments could not be more different. Anderson claims that non-marital births are the result of a dating game in which young men take advantage of young women's fantasies of marriage in order to have sex. In contrast, Edin and Kefalas tell a story in which the young women are unwilling to marry men who do not meet their standards for financial and emotional security.

Sara McLanahan, Princeton University
Irv Garfinkel, Columbia University
Mary Waters, Harvard University
Nancy Folbre, University of Massachusetts
Nicola Beisel, Northwestern University
Amy Wax, University of Pennsylvania
Christopher Jencks, Harvard University
Robert Pollak, Washington University
Tom Cook, Northwestern University
Andrew Cherlin, Johns Hopkins University
Faye Cook, Northwestern University
Wendy Griswold, Northwestern University
Lindsay Chase Lansdale, Northwestern University
Greg Duncan, Northwestern University
Paula England, Stanford University
Ron Mincy, Columbia University
Jeff Manza, Northwestern University

Professor Anderson Responds

I have been invited by *Almanac* to respond to these letters regarding my work and the work of my colleague, Professor Kathryn Edin. I have stayed out of the recent public controversy related to these works but offer this response for reasons explained here. The dispute between Professor Edin and me, which has unexpectedly surfaced publicly in the last week, was settled a few months ago. When I saw a problem of acknowledgment and attribution of my work in her and Professor Maria Kefalas' book *Promises I Can Keep*, I did not impute malice or sinister motivation to them, but went to Professor Edin and suggested we discuss the matter and work it out as colleagues. With the help of a sociologist from another university who skillfully

served as mediator, we settled the matter amicably. We reached an agreement last June, the terms of which are, as part of the agreement, confidential. I was satisfied by the agreement which I will continue to abide by.

Now there has been a new turn of events. Several respected minds in American sociology from outside Penn led by Professor Sara McLanahan have written a letter to the Penn community about this controversy. Their statement gives the impression that they think there is something unreasonable—"absurd" and "fundamental misreading"—about my concerns with their book. These are harsh words, and from my experience it is hard to get 17 social scientists to agree to anything, so this letter is an unusual occasion. I never imagined that I would be dismissed with such utter confidence by respected figures of the discipline I have devoted my scholarship and career to serving. I find their letter unconvincing and disturbing.

Professor McLanahan's intervention is probably a well meaning effort to defend Kathryn Edin and Maria Kefalas against charges, as they appeared in headlines of the *Daily Pennsylvanian*, of "plagiarism," a specific and loaded term which I have not used to characterize the dispute. However, McLanahan, et al.'s dismissal of the concerns aired in the *Daily Pennsylvanian* as "absurd"—and particularly their claim that "the arguments of the two books could not be more different"—have now been taken up by the popular press to suggest that the concerns which in the first place motivated me to approach Professor Edin are, as some critics said, "nonsense."

Many scholars who have been around for a while experience the sometimes uneasy feeling that he or she should have been cited in this or that work. We get used to ignoring it. In using words like "absurd," Professor McLanahan and co-signatories seem to view it that way. But they discuss the problem as if the similarities between the book and my work were a matter of topics addressed or ultimate conclusions drawn. I have never raised any questions about the topics being similar, and I never disputed that Edin and Kefalas made an original argument in suggesting that poor young women refuse to marry because they don't want to make promises they can't keep. (This is a claim I have never made.)

The problem is that in other respects, *Promises* owes a strong and almost entirely unacknowledged debt to *Code of the Street*,

especially to the sequence of my chapters “The Mating Game,” “The Decent Daddy,” and “The Black Inner-City Grandmother in Transition” (142-236), as well as to earlier articles that led to those chapters, particularly “Sex Codes and Family Life Among North-ton’s Youth,” in *Streetwise*. *Promises* follows *Code* in its themes and major issues; it makes many of the same findings and explanations and draws many of the same conclusions; and it includes many specific repetitions of matter from *Code* and its source articles. At the same time, the University of California Press and the authors themselves make strong claims for the originality of the work in *Promises*.

Edin and Kefalas have made use of concepts and expressions in *Code* in a way that misleads readers into thinking that they are primarily responsible for those expressions and concepts and due the credit for them. They have engaged in a pattern of repeating the distinctive ideas, findings, explanations, or terms of *Code* without citing the source. These similarities have three notable qualities. First, the methods, ideas, or terms are sufficiently similar to those in *Code*, and the overlap is so extensive, that they constitute repetition of the original work. Second, the unacknowledged methods, ideas, or terms are sufficiently associated with *Code* that they should have been credited to it. And third, the writers knew the previous work. As scholars, we owe it to our sources and our readers to acknowledge whenever our contributions very specifically follow a pattern of previous contributions of others. This is what I chose to discuss with my colleague.

The following sections summarize the unacknowledged similarities, the acknowledged similarities (*Promises*’ references to *Code*), and *Promises*’ claims to originality, followed by a comparison of quoted portions from *Promises* and *Code* on 22 important subject areas.

Unacknowledged Similarities

Despite McLanahan, et al.’s claim that the arguments in the two books “could not be more different,” it is not “absurd” to believe that *Promises* can reasonably be seen as a development and extension of the “Mating Game” chapter of *Code*. It addresses most of the same issues, develops many of the same themes, makes many of the same findings and explanations, and comes to many of the same conclusions. These general similarities alone would demand significant acknowledgement. But in addition, *Promises* includes many specific repetitions and echoes of *Code* without acknowledgment (quoted in the last section of this response). It would be impossible for someone who knew both works not to recognize both that *Promises* is indebted to *Code* and that the debt is one that by standards of ethical scholarship should be acknowledged. Worse yet, someone who reads *Promises* but does not already know *Code* will be doubly misled. Not only does *Promises* take sole credit for work it repeats, but it gives a reader no reason to look back to *Code* to see the genesis of the work *Promises* pursues.

Acknowledged Similarities

Promises does acknowledge *Code* in three footnotes, two of which are listed in the index.

The first reference occurs on page 54. The note acknowledges two pre-*Code* articles: “Elijah Anderson’s work (1989; 1991) offers a perspective on these young families in inner-city Philadelphia” (253, n2). It does not acknowledge that framing story of Mahkiya and Mike is anticipated almost point-for-point in *Code* (see below, items 6, 7, 8, 11, and 20).

The second is on page 160, acknowledging its discussion of “decent” families (261, n20).

The third recalls the first. It is located in the conclusion (190). The footnoted lines in the text read as follows:

We gathered our data in the kitchens and front rooms, the sidewalks and front stoops of those declining neighborhoods where the growth in single motherhood has been most pronounced. What we learned—and the stories we tell—challenge what most Americans believe about unwed motherhood and its causes. This on-the-ground approach creates a portrait of poor single mothers that goes beyond the statistics that are so often used to describe them.¹

The footnote reads as follows:

¹Elijah Anderson’s similar approach reveals a great deal about the sexual and romantic relationships of very young, inner-city African-Americans in Philadelphia, many of whom are not yet parents. See Anderson (1990, 1990).

In this context, what is most notable about this footnote is how little it actually acknowledges. Edin and Kefalas grant that I also used an “on-the-ground approach,” but do not acknowledge any similarity or debt to the specifics of my approach, themes, issues or conclusions. The rest of the footnote credits me with “reveal[ing] a great deal”; but not only does it fail to acknowledge the similarity between those revelations and their work, it also misleadingly emphasizes the differences between their subjects and my “very young” subjects who are “not yet parents.” (It should be noted that the discussion of these issues in *Code* is by no means limited to the “very young.”) A skeptic might conclude that the effect of these footnotes is to deflect readers from considering the actual similarities between *Promises* and *Code*.

Claims to Originality in *Promises*

The unacknowledged similarities between *Promises* and *Code* must be judged in light of how *Promises* presents itself to readers and positions itself in relation to prior scholarship.

The dust jacket mentions the originality of *Promises* three times, in the front-inside summary and in two of the four blurbs on the back, the last of which reads: “*Promises I Can Keep* is the best kind of exploration: honest, incisive, and ever-so-original.”

Edin and Kefalas do not mention *Code* or other work by me anywhere in their “Introduction,” where scholars traditionally set out the relationship between their work and that of their predecessors. They introduce their approach in contrast to previous studies: “Since these trends [to unwed motherhood] first became apparent, some of the best scholars in America have sought answers, using the best survey data social science has at its disposal” (4). They do not make any refer-

ence here to the use of ethnographic methodology by leading scholars, thus implying that it is their work which stands as a unique corrective. They continue that the previous answers are inadequate and “the reasons remain a mystery” (5). The problem, they suggest, lies in the nature of a survey-based methodology, and they claim that with their ethnographic method they provide “new” ideas and a “unique” point of view:

What is striking about the body of social science evidence is how little of it is based on the perspectives and life experiences of the women who are its subjects. . . . We provide *new* ideas about the forces that may be driving the trend by looking at the problems of family formation through the eyes of 162 low-income single mothers living in eight economically marginal neighborhoods across Philadelphia and its poorest industrial suburb, Camden, New Jersey. Their stories offer a *unique point of view* on the troubling questions of why low-income, poorly educated young women have children they can’t afford and why they don’t marry. (5) (Emphasis added)

In such contexts, the standards of scholarly citation call for scholars to acknowledge those whose work has preceded them. When Edin and Kefalas position their work as standing in contrast to “the body of social science research” on the problem of unwed motherhood and do not mention the obvious precedent of the approach in *Code* and the articles that led up to it, they can only be taken to obscure any significant similarity to that work. When they claim that their approach offers “a unique point of view” and do not mention the many similarities between what they find and what *Code* showed before them using a similar methodology, they again can only be taken to obscure any significant similarity to that work. In other published work and talks, Edin and Kefalas have taken this practice even further—not citing my work at all. (See Contexts 4:2:16-22)

Should the field accept McLanahan, et al.’s claims to the originality of Edin and Kefalas’ book, these scholars will have succeeded at seriously obscuring indebtedness to previous scholarship. *Promises* exhibits enough unacknowledged similarity to *Code* that it constitutes an unfair use of another’s scholarship.

I urge anyone interested in this matter to carefully read the comparisons of verbatim quotes covering 22 subject areas, in the next section,* with the criticism and easy dismissal of me by McLanahan, et al. in mind: Is “absurd” an appropriate characterization, and is there justification for their conclusion that the works “could not be more different”? Would they or any reasonable academic tell their students that they need not footnote or acknowledge in these circumstances? Ultimately, these unfortunate events highlight an important issue: What standards for acknowledging the prior work of other scholars will Professor McLanahan, et al.—and the academy generally—stand by?

—Elijah Anderson,
Charles & William L. Day Distinguished
Professor of Social Science and
Professor of Sociology

Note: * See the 22 instances at www.upenn.edu/almanac/volumes/v52/n07/spout-a.html

Speaking Out welcomes reader contributions. Short, timely letters on University issues will be accepted by Thursday at noon for the following Tuesday’s issue, subject to right-of-reply guidelines. Advance notice of intention to submit is appreciated. —Eds.

Below are the latest University Research Foundation Guidelines, revised as of September 30, 2005. The Guidelines and additional information may be found online at www.upenn.edu/research/FoundationGuidelines.htm. For the recipients of the Fall 2004 awards, see Almanac March 15, 2005. The recipients of the Spring 2005 Awards were published in Almanac September 6, 2005, which is also available online at www.upenn.edu/almanac/volumes/v52/n02/urf.html.

University Research Foundation Newly Revised Guidelines November 15

Statement of Purpose and Guidelines

The University Research Foundation (URF) is an intramural resource to support faculty research for a variety of purposes, including:

- Helping junior faculty undertake pilot projects that will enable them to successfully apply for extramural sources of funding, and aid in establishing their careers as independent investigators.
- Helping established faculty perform exploratory research, particularly on novel or pioneering ideas, to determine their feasibility and develop preliminary data to support extramural applications.
- Providing support in disciplines where extramural support is difficult to obtain and where significant research can be facilitated with modest funding.
- Providing limited institutional matching funds that are awarded contingent upon a successful external peer-reviewed application that requires an institutional match.
- Providing, under compelling circumstances, established investigators with funds to support a *well-justified* gap in extramural support or a *documented unanticipated* short-term need.

Scope

Disciplines—The URF supports research in all disciplines, including international research. For purposes of review, applications are assigned to four broad disciplinary areas: Biomedical Sciences, Humanities, Physical Sciences and Engineering and Social Science and Management.

Term—Grants are given for a single year only. Applications for a renewal of a previously funded project may be submitted but usually receive low priority. Funds must be spent within 12 months of the beginning of the grant, and may not be “banked” for future use. Unexpended funds must be returned to the Foundation. If justified in writing, carryover of unexpended funds may be approved by the Vice Provost for Research. Request for carryover of unexpended funds should be made prior to the expiration of an award.

Budget—Applications up to \$50,000 will be entertained.

Eligibility—Eligibility is limited to University faculty, in any track, at any professorial level. Instructors and Research Associates may apply but need to establish (by letter from the department chair) that the applicant will receive an appointment as an Assistant Professor by the time of the award.

Conference Support—Scholarly conferences of a research nature will be considered for funding at the level of up to \$3,000 per conference (See *Conference Support Guidelines on page 5*).

The Application

Applications that fail to meet the guidelines will not be reviewed.

Dates—Applications are accepted twice each year, for November 15 and March 15 deadlines. If the date falls on a weekend or holiday, the deadline is the next working day. Every effort will be made to process applications and notify applicants of the outcome within 10 weeks after the deadlines.

The application—Brevity and clarity will enhance the likelihood of success. Please number all pages at the bottom right hand corner. Use one-inch margins and a 12-point font. Applications should be limited to ten pages and must include in this order:

1. A completed, *Research Foundation Proposal Cover Sheet* (with all signatures). The form can be downloaded from the website for the URF, www.upenn.edu/research/FoundationGuidelines.htm. The completed cover sheet must indicate the appropriate review committee (Biomedical Sciences, Humanities, Physical Sciences and Engineering and Social Science and Management), and the application should be classified under one of the bulleted Statement of Purpose categories listed above.

2. An abstract of no more than 200 words, written for the educated non-specialist.

3. A description of no more than 5 single-spaced pages of the research proposed. Proposals must provide background, hypothesis or purpose of

the research, significance of the research, methods used, work to be undertaken, and outlook for future extension of the research and its potential for external funding (*see Review Process on page 5*).

Note: An application formatted for another sponsoring agency or failing to conform to these guidelines will not be reviewed.

4. A single page biographical sketch for the principle investigator and all co-investigators. The biographical sketches do not count against the page limit.

5. A budget, with justification for each item requested. Items that can be requested include research costs associated with travel expenses, supplies, and salaries of non-faculty personnel essential to the project. Equipment costs up to 100% of the proposed budget may be eligible for funding but such requests must be justified in the application as essential to the research. In addition, if all or most of the budget is to be used for equipment, the applicant must document that other resources are available to conduct the proposed research. Specific research objectives should be identified and described. The review will focus not on the equipment being requested but on the scientific program to which it will be applied. Faculty salaries, including summer salaries or release time, are not funded. Because it may not be possible to fund meritorious proposals fully, the budget must prioritize items in the order of their importance to the project.

6. Research support, including other current funding with a list of titles, amounts, sources, and grant periods, expired funding for the prior three years, and pending applications. Applicants with start up packages must provide detailed dated budgets. Prior grants from the University Research Foundation must be itemized, with dates, title, and amount of funding, plus a statement about whether external funding was received as a result of the URF grant. Other research support for co-investigators should be identified.

7. Assistant Professors in all tracks (including Tenure, Clinician Educator, and Research track) are required to include a letter from their department chair indicating their career plans within the department, future commitment of independent space and of department or School resources including all department funding (start up packages, etc.). In addition, the letter should establish that the applicant will be working as an independent investigator or scholar. Such additional documentation can be provided as an appendix and will not be included within the page count.

8. Regulatory issues. If research involves human subjects, animals, biohazards, or other regulatory issues, the application should identify those concerns and provide documentation that they will be addressed. *Please note that IRB approval may be required for human subject research in all disciplines, including the sociobehavioral sciences and humanities. If IRB, IACUC or Environmental Safety review and approval is required, it may be obtained after the application has been approved, but before funds are provided or research has been initiated.* For advice please consult the Office of Regulatory Affairs, www.upenn.edu/regulatoryaffairs.

9. Conflict of interest. The applicant should explicitly make a statement about whether or not the application involves any potential conflict of interest, and any such conflicts should be described. For instance, if the research could forward the interests of a company in which the applicant has a financial interest, this should be disclosed. Conflict of interest documentation (if required) can be provided as an appendix to the body of the application and will not be included in the page count. See www.upenn.edu/research/rcr/conflict.htm.

Submission—An original and ten copies of the complete proposal with the cover sheet should be submitted to the Office of the Vice Provost for Research, 118 College Hall/6303. In addition, a PDF version of the full proposal including the cover sheet proposal must be sent as one attachment via email to: vpr@pobox.upenn.edu.

(continued on page 5)

Review Process

Applications are reviewed by one of four faculty committees, in the four disciplinary areas mentioned above. Every attempt is made to spread funding equitably across the major disciplines. Each application is reviewed for a variety of attributes, including:

- scholarly merit, creativity and innovation
- feasibility
- significance of the research
- time-limited opportunities that require immediate funding
- prospects for future extramural funding
- matching support from other sources
- availability of alternate funding sources
- career development of young researchers
- evidence that junior applicants will be working as independent investigators
- advancement of school or institutional objectives, such as interdisciplinary research

- Certain frequently found weaknesses should be avoided, such as:
- “re-inventing the wheel” due to ignorance of prior published work, often in cognate fields
 - a fishing expedition without a focused hypothesis
 - repeated requests for research projects that are eligible for but have failed to garner external peer reviewed support

Critiques of applications are not provided for successful or failed applications, since this would place an excessive burden on the faculty who volunteer their time as peer reviewers.

If awarded:

- Regulatory approvals must be obtained before funds are transferred to the department.
- The home department must have a 26-digit budget code.
- A brief (1 to 2 pages) report should be submitted to the Vice Provost Office of Research within one year of the date of the award.

University Research Foundation Conference Support Guidelines

Statement of Purpose and Guidelines

The conference support program is designed for scholarly meetings that will be convened on the Penn campus, thereby providing enrichment opportunities to interested faculty, students, and staff, most frequently in the format of a 1-2 day colloquium. The intent is to support meetings that are designed to enhance existing research and scholarly programs, particularly in disciplines where external funding is difficult to obtain. *High priority will be given to inter- or cross-disciplinary conferences that include faculty from more than one School.*

The Application

Funding will be limited to no more than \$3,000 per event, and should be dedicated to reimbursing the speakers for travel and accommodations, but not for meals and entertainment. It is expected that funding from the University Research Foundation will supplement funding from other sources and will not be the sole source of funding for the meeting. Applications must be brief, usually no more than three (3) pages, and should include:

- Name and contact information for the applicant, who must be an appointed faculty member (tenure, research, or clinician-educator track)
- A description of the purpose of the meeting
- A proposed program agenda (appendix)
- A proposed list of presenters (appendix)
- The number of Penn students and faculty expected to attend
- An explanation of the benefit to Penn students and faculty

- An explanation of the benefit to scholarly or research programs at Penn
- Relationship of the meeting to department, institute or center programs
- The names of faculty who are organizing the meeting
- Identity and contact information for the business administrator responsible for administration of the funds
- A budget, itemizing the types of proposed expenditures (appendix)
- Evidence of matching funding from institutional or external sources
- Evidence of institutional support in the form of no cost facilities and AV support

Review Process

Applications for the Conference Support Program are processed in the same cycles, and will be reviewed by the same committees that are used for URF research applications. Please identify which Review Committee is most appropriate to review your conference proposal (Biomedical Sciences, Humanities, Physical Sciences and Engineering and Social Science and Management).

Submission

An original and ten copies of the conference proposal should be submitted to the Office of the Vice Provost for Research, 118 College Hall/6303. In addition, a PDF or Word for Windows version must be sent via email to: vpr@pobox.upenn.edu.

Questions should be directed to: Vice Provost for Research, vpr@pobox.upenn.edu, 118 College Hall/6303, (215) 898-7236.

Center for Clinical Epidemiology and Biostatistics: Part of Federal Program to Research Making Better Treatment Decisions

The Center for Clinical Epidemiology and Biostatistics (CCEB), within the School of Medicine, has become part of the new Effective Health Care Program, within the federal Agency for Healthcare Research and Quality (AHRQ). The program was launched recently to help clinicians and patients determine which drugs and other medical treatments work best for certain health conditions.

The program will support the development of new scientific information through research on the outcomes of health care services and therapies, including drugs. By reviewing and synthesizing published and unpublished scientific studies, as well as identifying important issues where existing evidence is insufficient, the program will help provide clinicians and patients with better information for making treatment decisions. Initial reports from the new program will be

issued this fall, with particular focus on effectiveness information relevant to Medicare beneficiaries. For information, visit the program's website, www.effectivehealthcare.ahrq.gov.

CCEB is part of a new network of 13 Developing Evidence to Inform Decisions about Effectiveness (DEcIDE) research centers that will conduct studies aimed at filling knowledge gaps about treatment effectiveness. Operating under strict procedures to guarantee privacy and security, DEcIDE centers will use de-identified data available through insurers, health plan, and other partner organizations to answer questions about the use, benefits, and risks of medications and other therapies. DEcIDE centers will begin work on 15 research projects immediately.

To start, CCEB researchers will examine the association between antidepressant drugs and aspiration pneumonia in the aged. “Nearly all drugs are approved based on studies com-

paring the new drug to a placebo,” explains Co-Principal Investigator of the Penn DEcIDE program Dr. Sean Hennessy, assistant professor of epidemiology and of pharmacology. “However, what patients and clinicians really need to know is not how well the new drug works compared with a placebo, but compared with what is already available. This lack of information on comparative effectiveness makes it very difficult to make evidence-based decisions. In the years to come, the DEcIDE Network will play a key role in addressing the need for information on comparative effectiveness. We at Penn are thrilled to be able to take part in this important effort.”

CCEB Director Dr. Brian Strom, is the principal investigator of the center. CCEB has been awarded \$250,000 for their first study within the DEcIDE program.

Employee Resource Fair: October 17

An Employee Resource Fair will take place in Wynn Commons, Perelman Quad, on Monday, October 17, from noon-2 p.m. (Rain Location: Hall of Flags, Houston Hall). The Weekly-Paid Professional Staff Assembly (WPSA) & Penn Professional Staff Assembly (PPSA) are joining together to present the Employee Resource Fair to increase awareness on the variety of services and programs available to all Penn employees. More than 40 offices and Resource Centers will be present to provide information and answer questions.

Participants include:

- African-American Resource Center (AARC)
- *Almanac*
- Center for Community Partnerships
- College of General Studies
- Department of Academic Support Programs/Education Opportunity Center
- Division of Human Resources
- Division of Public Safety
- Environmental Health & Radiation Safety
- FELS Institute of Government
- GMAC Mortgage
- Lesbian Gay Bisexual Transgender Center
- MBNA
- Office of Affirmative Action and Equal Opportunity Programs
- Office of Audit, Compliance & Privacy
- Office of Community Housing
- Office of Off-Campus Living
- Office of the Chaplain
- Penn Bookstore
- Penn Business Services
- Penn Children's Center
- Penn Computer Connection
- Creative Communications
- Penn Dining
- Penn Ice Rink
- Penn Mail Services
- Penn Museum
- Penn Professional Staff Assembly (PPSA)
- Penn Transit Services
- Penn Women's Center (PWC)
- Perelman Quad Catering
- PhillyCarShare
- PMS Program
- PNC Bank
- Public Services at the University Library
- Purchasing Services
- School of Social Policy and Practice
- The PennCard Center
- University Club at Penn
- University Square
- Verizon Cellular Services
- Weekly-Paid Professional Staff Assembly (WPSA)
- Wharton Programs for Working Professionals
- World Cafe Live

Free Raffle with prizes!

Please bring PennCard for Raffle.

Raffle prizes include:

- \$50 Gift Certificate to White Dog
- iPod
- \$100 Cash on PennCash
- James Blunt Tickets at World Cafe Live
- Basket of PNC gifts
- Tickets for *Music in Motion* at the Annenberg Center for the Performing Arts

Please e-mail Felicia Bing at fbing@psych.upenn.edu for more information.

Penn's Way: Week Three Prizes

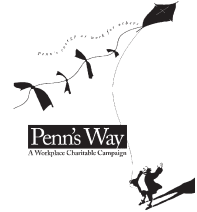
Please use www.upenn.edu/pennsway as the vehicle to make your pledge to Penn's Way.

To be eligible for the prizes of the Week Two Raffle, completed pledge forms are due before 5 p.m. on October 14.

For a list of the Week Two prizes see *Almanac* October 4. The winners will be included in the October 25 issue.

October 17-21 (Pledges must be received before 5 p.m. on October 21 to be eligible for the raffle drawing on Monday, October 24.)

- Overnight stay at the Sheraton University City Hotel w/ breakfast, from Business Services.
- \$25 Gift Certificate to the Morris Arboretum Plant Sale, from Business Services.
- Family Membership to Morris Arboretum from Business Services.
- Women's Basketball-2 chances to win a pair of tickets to *Penn vs. St. Joseph's* on 12/17/05, from Athletics.
- Wrestling-2 chances to win a pair of tickets to *Penn vs. Penn State* 12/10/05, from Athletics.
- Wrestling-2 chances to win a pair of tickets to *Penn vs. Maryland* on 1/7/06, from Athletics.
- Men's Basketball-2 chances to win a pair of tickets to *Penn vs. Cornell* on 1/13/06, from Athletics.
- Men's Basketball-2 chances to win a pair of tickets to *Penn vs. Columbia* on 1/14/06, from Athletics.



—Robert Eich,

Penn's Way 2006 Campaign Coordinator

The Sounds of Philadelphia: The Power of Music



As part of its commitment to community, WXPB partnered with the Mural Arts Program (MAP) in 2004 to create the *Sounds of Philadelphia* mural series, designed to celebrate Philadelphia's diverse music legacy. This mural series pays tribute to both Philadelphia's musical heritage and the growing cultural influence of music in the region (see www.xpn.org/soundsofphiladelphia.php).

The three interior murals in the lobby of 3025 Walnut Street, the home of WXPB and World Cafe Live represent the first installment in the series. These murals were designed and created by master muralists Parris Stancell and Paul Santoleri (see *Almanac* October 5, 2004).

More Musical Murals: The five remaining murals in the series will be created and dedicated by the summer of 2006. This past weekend, the first of the five was dedicated, during Mural Arts Month (see www.muralarts.org). *South Philadelphia Musicians* (above) by artist Peter Pagast is located at 1231-33 East Passyunk Avenue. The *South Philadelphia Musicians* mural celebrates Philly's own musicians of the Bandstand era including Frankie Avalon, Chubby Checker, Al Martino, Bobby Rydell, Fabian, Eddie Fisher, as well as "The Geator with the Heater," Jerry Blavat. This lively mural is located in the heart of South Philadelphia. Located against the backdrop of the Italian Market, this mural is a tribute to the sound that made South Philadelphia famous in the 1950s and '60s—a sound that not only defined Philadelphia, but an entire era.

A Year in the Life of Live: World Cafe Live's First Birthday

During the month of October, World Cafe Live will be celebrating its first anniversary. It opened its doors to the public on October 2, 2004 with the intention of changing the landscape for artists and audiences.

In its first year World Cafe Live had over 100,000 guests visit, 1350 musicians perform, 200 private events held and about 100,000 beers consumed.

As World Cafe Live revs up for Year Two, its agenda is increasingly ambitious. World Cafe Live is developing a HD concert series expected to begin broadcasting in January, 2006. Also, they plan to expand MusicLab education programs by distributing MusicLab educational teaching packages and DVDs to local schools, and have an agreement with a HD television distributor to broadcast a season of the MusicLab series.

In celebration of its first anniversary, World Cafe Live will be drawing two free tickets every day in October to be awarded to participants in their *Live Access Program*. To be eligible, sign up for Live Access at www.worldcafelive.com/emailform.html.

World Cafe Live is being named Innovative Business of the Year by the Greater Philadelphia Chamber of Commerce for the 2005 Small Business Excellence Awards. World Cafe Live and WXPB received the Arts and Business Council's Business Partnership Award for the region's most successful collaboration between an arts institution and a private business.

World Cafe Live doubled as host and recipient in July at the prestigious Best of Philly celebration where it was recognized by *Philadelphia* magazine as Best New Music Venue and for its innovative Saturday morning children's concert series, Peanut Butter & Jams.

Update

October AT PENN

FITNESS/LEARNING

Morris Arboretum

Register: (215) 247-5777 ext. 125.

18 *The Remarkable Burle Marx Brothers*; 7-8:30 p.m.; \$24, \$22/members.

20 *Teacher Training: Understanding Wetlands*; 4-7 p.m.; \$15, \$12/members.

Mapping & Site Analysis; 7-9 p.m.; \$96, \$86/members. *Every Thursday through November 10.*

The Winter Garden: Planning for Color and Interest; 7-8:30 p.m.; \$24, \$22/members.

22 *Ikebana: The Japanese Art of Arranging Plant Material*; 1-3 p.m.; \$120, \$112/members. *Continues October 29 and November 12.*

Deadlines: The deadline for the weekly Update is every Tuesday, for the following Tuesday's issue. The deadline for the November AT PENN calendar is today, *October 11*. For information see www.upenn.edu/almanac/calendar/caldead-real.html.

Fall Color at the Morris Arboretum

Plan a visit to the Morris Arboretum for a refreshing autumn experience. The Arboretum is home to some of the area's oldest and largest trees including red and sugar maples, scarlet oaks, and black gums. All trees at the Arboretum are clearly labeled and visitors are invited to take home fallen leaves for school projects and leaf collections. The Morris Arboretum is located at 100 Northwestern Avenue in Chestnut Hill. See www.morrisarboretum.org hours and admission prices.



October: Fire Prevention Month

Since October is Fire Prevention Month, the Division of Public Safety's Department of Fire and Emergency Services offers the community fire prevention tips to prevent fires at work. See www.publicsafety.upenn.edu/Fire/dpsFire.asp.

For more about fire safety tips, especially for those living off-campus, see Cooperation Between the University and Community, Off-Campus Living. Visit www.business-services.upenn.edu/offcampusliving/rental/fire%20safety2.html.

Reader Survey on Website

Almanac readers are invited to complete a brief survey concerning *Almanac's* website, which can be found online at www.upenn.edu/almanac. Your feedback, comments and suggestions are welcome and encouraged so that we might better serve our web visitors from Penn and from around the world. Please note that the survey must be completed by the end of the month. —Eds.

CLASSIFIEDS—PERSONAL

EVENT

The **Wilma Theater** presents Doug Wright's Tony and Pulitzer award-winning *I Am My Own Wife*, now through October 23. Tickets: \$10-\$49. Call (215) 546-7824 or online at www.wilmatheater.org for tickets or information about discounted subscriptions and single tickets for educators. Mention the *Almanac* for \$5 off tickets!

FOR SALE

Swarthmore House for sale. Easy walk to commuter train. Lovely street. 3 bedrooms, 2.5 baths. 4th bedroom/office. A/C. Garage, deck in backyard. Not too big, not too small. \$460,000. Available immediately. (610) 328-5597.

Almanac is not responsible for contents of classified ad material.

For information call (215) 898-5274.

CLASSIFIEDS—UNIVERSITY

RESEARCH

Do you have Arthritis in Your Knees? Would you like to participate in a study designed to find out if acupuncture may help you walk better and decrease the pain? The study compares real acupuncture using needles that do not puncture the skin in patients who need physical therapy. Call Pat Williams for information at (215) 898-3038.

Volunteers Needed for Osteoporosis Study The University of Pennsylvania Health System/Department of Radiology seeks women 60 years or older. Eligible volunteers would receive a magnetic resonance (MRI) and a dual energy X-ray exam (DEXA) to measure bone density. Participants will be compensated. Please contact Louise Loh or Helen Peachey at (215) 898-5664 for more information.

Correction:

In the list of 25-Year Club new members for 2005 published in last week's issue, it should have read *Dr. Linda Chen, Anesthesia/Med.*

We regret the error.

—Eds.

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 **September 26-October 2, 2005**. Also reported were 27 Crimes Against Property (including 25 thefts, 1 burglary, and 1 robbery). Full reports are on the web (www.upenn.edu/almanac/volumes/v52/n07/crreport.html). Prior weeks' reports are also online. —Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of **September 26-October 2, 2005**. 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.

09/26/05	2:53 PM	51 N 39th St	Unauthorized male in building/Arrest
09/26/05	4:46 PM	4037 Spruce St	Male wanted on warrant/Arrest
09/27/05	10:30 AM	3440 40th St	Female refused to leave area/Citation
10/01/05	1:52 AM	3900 Sansom St	Male cited for disorderly conduct
10/02/05	12:13 AM	39th & Baltimore Ave	Male cited for public urination
10/02/05	1:42 AM	3900 Spruce St	Male cited for public urination

18th District Report

10 incidents and 4 arrests (including 6 robberies and 4 aggravated assaults) were reported between **September 26-October 2, 2005** by the 18th District covering the Schuylkill River to 49th St. & Market St. to Woodland Ave.

09/26/05	12:34 AM	4700 Cedar Ave	Robbery
09/26/05	7:03 PM	500 46th St	Robbery
09/26/05	10:20 PM	4500 Larchwood Ave	Robbery
09/27/05	4:07 AM	4932 Walnut St	Aggravated Assault/Arrest
09/27/05	9:44 AM	4932 Sansom St	Aggravated Assault/Arrest
09/27/05	5:30 PM	5000 Locust St	Aggravated Assault/Arrest
09/28/05	1:20 PM	4800 Locust St	Aggravated Assault
09/30/05	12:45 AM	3744 Spruce St	Robbery
09/30/05	10:45 PM	4600 Woodland Ave	Robbery
10/01/05	12:41 AM	4001 Walnut St	Robbery/Arrest



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

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The Messages We Send

Sarah Manekin

As a TA, I am very aware of the need for communication among all the participants in a course. Professors need to develop a clear plan, TAs need to know their responsibilities in achieving the course goals and students need to know where they can receive accurate information and useful help. The following two stories illustrate the need for clear communication:

1. A few days after I handed back my undergraduates' research papers, I faced the inevitable string of emails and office visits from disgruntled students. Although the specifics of their cases varied, there was a common theme: "I did everything the professor told us to do, and you only gave me a ____." Undoubtedly, some of their frustration reflected the disappointment of high-achievers not making the grade. But what struck me about this set of complaints was the nature of the finger pointing. As they understood it, the professor told them one thing and I told them something else. We gave them mixed messages. And by listening to one of us and not the other, they were being penalized. Moreover, by saying that they did precisely what the professor said to do, they were implying that I was the outsider who didn't understand the assignment. Maybe I didn't.

2. On Saturday morning, I received the professor's weekly memo, containing detailed outlines of the week's two lectures and suggestions for our recitations. This week he would lecture on the causes and course of World War I and would stress the importance of nationalism, a theme he'd been developing for weeks. I chose to anchor my recitations that week on two poems that presented different views of nationalism during the War and asked a few of my fellow History grad students for suggestions about what they might cover. On Friday, I brought the poems to class and the students responded enthusiastically to the opportunity to apply ideas from a lecture to analyzing a primary document. We had one of the most intellectually rigorous discussions I've ever been a part of. A few weeks later, when students took their final exam, one of the essay questions asked them about the changing role of nationalism, and many of the students used the poems as evidence.

While these two stories are a little extreme, they are useful in illustrating the complexity of communication among professors, teaching assistants, and undergraduates. In this sort of triangular relationship, it is difficult to know where everyone stands. We all see different things; we say different things; and we hear different things. Yet there are ways in which those differences can be brought together in complementary ways. By improving our communication with each other, we send clearer messages and enhance our students' learning.

Who says what to undergraduates?

In large lecture classes, professors communicate with students through their syllabi, their lectures, and their assignments. The few students who attend professors' office hours are usually in the minority. Most of the messages sent by professors deal with large themes and general course issues: due dates, paper topics, exams. Either implicitly or explicitly, professors give students the big picture and tell them what is valued in the course.

Teaching assistants communicate with students in more personal ways. They do not create the message, but they usually help shape students understanding of it, either in weekly recitations, over email or in office hours. They are often the first to know when students are struggling; they assess students through weekly discussions, papers, and exams, and they are responsible for providing instructive feedback.

Open lines of communication as soon as possible

Given these very different roles, it is imperative that professors and teaching assistants meet early in the semester (before, if at all possible) to discuss the goals and structure of the course. Scheduling changes and enrollment fluctuations require a certain degree of flexibility here, but the sooner that these conversations happen, the better.

At these opening meetings, professors should share with their TAs why they're doing what they're doing. They should explain the goals for the course, why they have structured it as they have, and why they chose each

reading assignment. Teaching assistants who know the professor's rationale for teaching certain things a certain way are in a much better position to help students navigate the material. For example, a teaching assistant who knows why the professor assigned three books on Woodrow Wilson or why she chose a collection of letters to teach about the New Deal can help students make sharper connections between those assignments and the course's larger themes.

Teaching assistants should also be upfront with the professors about their own questions. If TAs do not feel confident in their knowledge of a certain topic, they should ask for advice on background reading. If they are unsure about the professor's expectations for student feedback and assessment, they should seek clarification. How often will grades be given? How should late work, absences, and incompletes be handled? What is the TA expected to do if a student wants to appeal a grade? Professors can ease this process by anticipating those kinds of questions, but teaching assistants should feel comfortable enough to ask.

Develop a communication strategy for the entire semester

There are a number of different ways professors and TAs can communicate during the semester, and a lot will depend on personal style. When planning a strategy, instructors and TAs should keep in mind the following:

- **Regularity.** Setting a standard weekly meeting is the most obvious way to ensure that everyone is on the same page, particularly when a professor is working with a number of TAs in a multi-section course. If face-to-face meetings are impossible, professors can do their TAs a great service by sending weekly, highly detailed emails covering the upcoming lectures and alerting TAs to the questions students might raise in section. The key point here is that frequent communication between professors and TAs is imperative.
- **Comprehensiveness.** Professor-TA meetings are most effective when everyone has done the reading, everyone has thought about possible student concerns, and everyone has given some thought to what is happening in lectures and in section. In addition to seeing these meetings as foreshadowing of coming attractions in lecture, TAs should use this time to update the professors on what is happening in sections, including how students are responding to readings, what questions they are raising about lectures, and what topics have grabbed their attention.
- **Developing Assignments.** Some professors prefer to write their own exams and/or paper assignments, whereas others like to collaborate with their TAs in crafting questions. No matter how the assignments are developed, professors should explain the rationale to their TAs. Is the central goal having students use primary documents? Is it to assess their command of the readings? Is it to see how well they apply particular theories to problem sets? Is it to test their knowledge of particular facts? If so, which ones? Why? This kind of information is helpful for TAs developing their own teaching practice and trying to assist students in their sections.
- **Assessment.** Teaching Assistants are expected to do the vast majority of grading, but professors can provide invaluable assistance by helping establish grading standards and supporting TAs in cases of appeal. Some professors provide TAs with an answer key or a detailed grading rubric to help ease the grading burden, whereas others prefer to meet with their TAs over pizza and grade some exams together. Not only do TAs feel more supported by their professor in these situations, but they can be more confident that their messages to undergraduates reflect the messages the professor wants sent.

Results

The professor-TA-undergraduate triangle leads to very complicated communication dynamics. But it also creates rich and rewarding learning opportunities for everyone involved. Opening lines of communication early and developing strategies for the rest of the semester help ensure that the messages we send our undergraduates are the messages we want them to hear.

Sarah Manekin is a Ph.D. candidate in History.

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

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