

UNIVERSITY OF PENNSYLVANIA *Almanac*

Tuesday
September 12, 2006
Volume 53 Number 3
www.upenn.edu/almanac

Faculty Senate Leadership: 2006-2007

The Faculty Senate announces its leadership for the current academic year (*left to right*):

Dr. Neville Strumpf, Past-Chair; the Edith Clemmer Steinbright Professor in Gerontology & Director of the Center for Gerontologic Nursing Science.

Dr. Vincent Price, Chair; the Steven H. Chaffee Professor of Communication and Political Science.

Dr. Larry Gladney, Chair-Elect; Professor, Department of Physics and Astronomy.

See page 2 for a notice about an upcoming event for standing faculty, standing faculty-clinician educators and emeritus faculty.

The Faculty Senate website, www.upenn.edu/faculty_senate/ has a list of the upcoming SEC Meetings as well as information about the passing of former Senate Chair Dr. Al Phillips.



Neville Strumpf



Vincent Price



Larry Gladney

Eugenie Birch: Nussdorf Professor of Urban Research & Education

Eugenie Ladner Birch has been named the first recipient of the Lawrence C. Nussdorf Professorship in Urban Research and Education, in recognition of her many contributions to urbanism at the University of Pennsylvania and elsewhere. Established in 2005, the Nussdorf Professorship is endowed by a gift from Clark Enterprises, Inc., in honor of Lawrence C. Nussdorf, Esq. a former Penn trustee and the President and Chief Operating Officer of the company.

Dr. Birch is co-director of the Penn Institute for Urban Research and chair of the department of city and regional planning in the School of Design. She came to Penn in 1998 from Hunter College of the City University of New York (CUNY), where she had been professor of urban affairs and planning and held a variety of administrative posts.

Acknowledged as the leading expert on downtown housing in American cities, Dr. Birch lectures and publishes widely on issues of residential planning, and regularly undertakes sponsored research projects that engage students in her field. Her recent report for the Brookings Institution, which was the first systematic comparative study of downtown housing, was one of Brookings' top 10 publications in 2005.

According to School of Design Dean Gary Hack, "In her nine years at Penn, Genie has put both the Penn Institute for Urban Research and the department of city and regional planning on the map. In partnership with co-director Dr. Susan Wachter in the Wharton School, she has created one of the most energetic interdisciplinary programs at Penn, engaging faculty from virtually all the schools, and attracting a great deal of attention to our urban resources. As department chair, she has rebuilt city and regional planning into one of the leading programs in its field, attracting new faculty and students and introducing new fields and research projects."

Dr. Birch is the recipient of numerous honors and awards, including a Fulbright Fellowship to

Latin America, election as a Fellow of the Urban Land Institute and of the American Institute of Certified Planners, and an honorary member of the Royal Town Planning Institute. In 2002, she served on the Jury to Select Designers for the World Trade Center and the Civic Alliance Charette Team for Lower Manhattan. She has recently been named to her second term as Chair of the Planning Accreditation Board. She is a member of the National Advisory Council, Mayors' Institute on City Design.

Dr. Birch has also been a leader in her profession, serving as president of both the Association of Collegiate Schools of Planning and the Society for American City and Regional Planning History. In addition, she has served on the editorial boards of numerous journals, including a term as editor of the *Journal of the American Planning Association*.

Dr. Birch received her Ph.D. in urban planning from Columbia University in 1976. She is a 1965 *cum laude* graduate from Bryn Mawr College where she received an A.B. in history.

Lawrence Nussdorf (W '68) is a member of the Institute for Urban Research Board and co-chairs the Graduate School of Education Board of Overseers. He is a founding member of Penn's Middle Atlantic Regional Advisory Board and is a former member of the Penn Alumni Board of Directors. Mr. Nussdorf and his wife, Melanie Nussdorf (CW '68) are Penn alumni parents of Jed (ENG '02, W '02, WG '02) and Benjamin (C '04).



Eugenie Ladner Birch

Center for Evidence-Based Practice

UPHS launched a new "Center for Evidence-Based Practice" in July. Its purpose is to provide, throughout the entire health system, recommendations—based on scientific methodology—on clinical practices and policies. The center will evaluate drugs, as well as non-drug technologies like medical devices and equipment, and processes of care by examining research findings and drawing on the expertise of clinicians and industry experts.

"We wanted to create a forum to develop clinical practices and policies that would span the whole health system. The ultimate goal with this new center is to significantly improve patient safety and clinical outcomes and to reduce occurrences," said Dr. P.J. Brennan, chief medical officer at UPHS, who will oversee the new center. "We want to take a proactive approach to evaluate new drugs on the market and the processes we use—to have the evidence to support its use. We will methodically examine the data using scientific standards of analysis, and allow a rigorous review, to bring us to a logical conclusion."

Once a specific medical issue is identified, the center will form a task force consisting of clinician experts from within UPHS to work alongside the center to examine the issue. The review process may last up to a few months for each issue, with multiple reviews occurring simultaneously. The process of review will start with a comprehensive search and evaluation of the world's medical literature on the issue at hand. Then, the task force will obtain further input from thought leaders, institu-

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Save the Date: October 11

President Amy Gutmann and Provost Ron Daniels will meet with The Faculty Senate on October 11, 2006, from 2:30 p.m. to 4:30 p.m. in Room 205, College Hall. A reception will follow the meeting at 4:30 p.m., at the Arthur Ross Gallery.

All Senate members are invited to attend the meeting and reception, but are asked to RSVP by September 22, to Susan White, Executive Assistant to the Faculty Senate. Email: senate@pobox.upenn.edu. Phone: (215) 898-6943.

Report of the Ad Hoc Committee on the Selection of an Associate Provost

August 1, 2006

Provost Ronald Daniels announced formation of a committee to advise on the selection of a new Associate Provost on March 1, 2006. Members were: Peter Fader, Professor of Marketing, Wharton School; Frank Goodman, Professor of Law, Law School; Lela Jacobsohn, doctoral student, Annenberg School and Chair of GAPSA; Grace Kao, Associate Professor of Sociology, School of Arts and Sciences; Gabriel Kopin, undergraduate student, School of Engineering and Applied Sciences; Shiri-Ki Kumanyika, Professor of Epidemiology, School of Medicine; Vijay Kumar, Professor and Chair of Mechanical Engineering and Applied Mechanics, School of Engineering and Applied Sciences; Ann Matter, Professor of Religious Studies, School of Arts and Sciences; Kathleen McCauley, Associate Professor of Cardiovascular Nursing, School of Nursing; Vincent Price, Professor of Communication, Annenberg School, who served as Committee Chair; Phillip Rea, Professor of Biology, School of Arts and Sciences; and Rogers Smith, Professor and Chair of Political Science, School of Arts and Sciences. Lorraine Petronella, Executive Assistant to the Provost, served as staff to the committee.

The committee searched internally, soliciting nominations of outstanding members of the Penn faculty with broad University experience and aptitudes appropriate to the Associate Provost's diverse portfolio. The Associate Provost, a full-time position, works as part of the senior executive team in the Provost's Office and has primary responsibility for undergraduate and graduate Ph.D. education in the University. The Associate Provost chairs the Council of Undergraduate Deans, the Council of Graduate Deans, and the Graduate Council of the Faculties, and acts as a liaison with other parts of the University as they relate to educational programs and student life.

The committee conducted personal interviews with deans and campus administrators, solicited nominations from department chairs and program directors, and placed a notice in *Almanac*. A total of 48 faculty were nominated and considered; 13 were interviewed by telephone; and five were interviewed in person by the committee as a whole. After completing this process, the committee submitted a list naming one woman and two men to the Provost, from which he subsequently appointed Andrew Binns, Professor of Biology, as Associate Provost.

—Vincent Price, Chair

New Center (continued from page 1)

tional experts, and industry as appropriate.

When all of the evidence is analyzed, the task force will develop a set of recommended guidelines, which will be disseminated to each hospital's chief medical officer for further review and application. This effort includes all of UPHS.

Dr. Brennan added, "The recommendations these task forces make will stem from a language and process that the medical community at Penn knows and respects. The intention here is to create a center that gathers, examines, and analyzes evidence and then brings clinical experts and industry into the process for their input. It's a way to honestly analyze what we're using and doing here at Penn. I know of no other center like this in existence at an academic medical center. We will directly apply evidence to clinical practice."

Dr. Kendal Williams and Dr. Craig Umscheid, both assistant professors in the department of medicine with formal training in public health and epidemiology respectively, will serve as the center's co-directors.

"Our main mission is to apply the best research findings from around the globe to our patient population. Penn has the ability to do this well," said Dr. Williams. "With this new center, we're also tackling the important issue of clinician-industry relations and quality of care. Often many 'special interests' involved in patient care are in-line with our goals as health care professionals, but not always. It is the responsibility of a health system to promote the health and protect the safety of its patients. The health system leadership is showing, through this new center, that they take this duty very seriously."

Associate Secretary: Eric Kaplan

Mr. Eric Kaplan has been named Associate Secretary of the University, effective August 21, 2006. As the chief deputy to University Secretary Leslie Kruhly, Mr. Kaplan will help manage programs and activities relative to the Trustees, Overseers, Commencement, Convocation, University Council, Honorary Degrees and the distribution of diplomas.

Formerly the Director of Admissions at Penn, Mr. Kaplan returns to campus from Lehigh University where, as Dean of Admissions and Financial Aid, he directed strategic efforts to expand the size and quality of the candidate pool, created innovative funding and yield programs that increased the strength and diversity of the entering class, and managed a staff of 42. Mr. Kaplan served in Penn's Office of Undergraduate Admissions from 1994-2003 in a series of increasingly responsible positions.

He earned his B.A. in psychology from Connecticut College and an Ed.M. in administration, planning and social policy from Harvard University.



Eric Kaplan

Grievance Commission Annual Report

August 2006

The Grievance Commission of the University of Pennsylvania is an independent committee consisting of three faculty members appointed by the Faculty Senate Executive Committee. The Grievance Commission is available to the Penn faculty and academic support staff to handle alleged actions against them that are not in compliance with University procedures, policies, and regulations. In AY 2005-2006, the commission was composed of Steven Sondheimer (SoM, Past Chair), Haim H. Bau (SEAS, chair), and Jennifer Martin (Nursing, Chair Elect).

In AY 2005-2006, the commission was approached by five members of the faculty. The issues raised were: the termination of a non-tenured faculty member's appointment, the denial of non-mandatory tenure, a dispute with the college housing system, a denial of laboratory space, and mistreatment resulting from whistle blowing.

In each case, the commission advised the grieving faculty member that the grievance procedure (www.upenn.edu/assoc-provost/handbook/ii_e_12.html) requires the complainant first to send a letter to his/her dean explaining the nature of the complaint and the remedy sought, and requesting the reasons for the actions that are the subject of the complaint. If the faculty member does not receive a satisfactory resolution of the complaint in the time allotted in the grievance procedure, the faculty member can file a grievance with the Grievance Commission.

In two of the five cases, formal grievance complaints were filed. Subsequent to a grievance filing, the commission attempts to determine whether there are sufficient grounds for the grievance and when appropriate, the commission attempts to mediate among the concerned parties.

In one case, a faculty member was threatened with removal of research space due to a lack of research funding. Although the commission felt strongly that the case could have been handled in a more collegial manner than it was, the commission did not find a violation of university procedures. According to university procedures, the department chair and the dean have the authority to allocate research space commensurate with funded research efforts. Therefore, the commission declined to pursue this grievance.

In the second case, a faculty member alleged being mistreated in retaliation for identifying and reporting misconduct in research. The commission is in the process of gathering documentation to help it determine how to proceed with the case.

In AY 2006-2007, the commission will be composed of Haim H. Bau (SEAS, Past Chair), Jennifer Martin (Nursing, Chair), and Joan Goodman (GSE, Chair Elect).

—Haim H. Bau

Grievance Commission Chair, 2005-2006

Correction: There has been a change to the Three-Year Academic Calendar published in last week's issue. The Course Selection Period for Spring 2009 has been extended to *Monday, February 2*. See www.upenn.edu/almanac/3yearcal.html for the Revised Three-Year Academic Calendar 2006-2007 through 2008-2009 which has two changes of note: beginning in 2007, summer sessions will begin a week after Commencement and beginning in 2008, winter break will be extended so that spring term begins on a Wednesday, not Monday.

Deaths

Dr. Burg, Medicine

Dr. Fredric D. Burg, professor emeritus of pediatrics, died September 1 at age 66.

A native of Huntsville, Alabama, Dr. Burg earned a B.A. from Miami University in 1961 and a M.D. from Northwestern University in 1965. He served his residency at Children's Memorial Hospital in Chicago.

Before coming to Penn, Dr. Burg served on the faculty at the University of Cincinnati and Northwestern University, and was associate director of the National Board of Medical Examiners. Dr. Burg joined Penn's School of Medicine when he was appointed assistant clinical professor of pediatrics in 1974. A year later, he was promoted to adjunct associate professor of pediatrics and then in 1982, he was promoted to professor of pediatrics at CHOP. At Penn, Dr. Burg also served as associate dean for academic programs from 1980 until 1989, and then became vice dean for education. He was a senior fellow with Penn's Institute for Research on Higher Education, as well as a faculty associate of the Center for Bioethics. Dr. Burg left Penn in 1995 to serve as associate dean for the University of Alabama, a position he held until 2004.

Dr. Burg is survived by his wife, Nancy; sons, Benjamin, David, and Paul; daughters, Bethany, Kathryn, and Jennifer; stepdaughter, Cindy Green; stepsons, Col. Luke and Jason Green; 3 granddaughters; and 6 stepgrandchildren.

Contributions can be to Martha Lloyd Community Services, 190 W. Main St., Troy, PA 16947.

To Report A Death

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

Dr. Phillips: Law & Wharton Schools



Almarin Phillips

Penn, where he earned both a B.S. and M.A. in economics. He went on to earn a Ph.D. in economics from Harvard University in 1953.

Dr. Phillips began his academic career at Penn in 1948, serving as an instructor in economics. In 1953, he was promoted to assistant professor of economics. After also serving on the faculty of the University of Virginia, Dr. Phillips was promoted to professor of economics and law in 1963. In 1983, he was named the John C. Hower Professor of Public Policy and Management. He earned emeritus status in 1991.

In addition to his teaching and research activities, Dr. Phillips served as chairman of the department of economics (1968-71, 1972-73), associate dean for the social sciences in the Wharton School (1973-74), dean of the former School of Public and Urban Policy (1974-77), and chair of the Faculty Senate (1990-91). Dr. Phillips also served on the executive committee of the Penn Association of Senior and Emeritus Faculty.

Dr. Phillips was widely regarded as a leading forensic economist. He was the author, co-

author or editor of eight books and the author of more than a hundred articles and notes in professional journals and other publications.

Dr. Almarin Phillips, W '48, G '49, emeritus professor of public policy and management, and professor of economics and law, died August 26 from pancreatic cancer. He was 81.

Following service in World War II, during which he lost his left arm, he began studying at

A memorial service will be held at 2 p.m., September 14 at the Merion Tribute House, 625 Hazelhurst Avenue, Merion Station, PA 19066.

Contributions may be sent to the Community College of Philadelphia Foundation, 1700 Spring Garden St., Philadelphia, PA 19130 or to the Free Library of Philadelphia Foundation, 1901 Vine Street, Suite 111, Philadelphia 19103-1189.

Mr. Wismer, Former Overseer

Charles E. Wismer, former overseer of the School of Veterinary Medicine, died September 1 of pulmonary fibrosis. He was 72.

Mr. Wismer spent many years operating his farm in Trappe, PA where he was also mayor from 1977 to 1980. Mr. Wismer was involved with the Keystone Grange Fair for over two decades and was a member of the executive committee of the National Grange in Washington D.C. He served as an overseer for Penn's School of Veterinary Medicine from 1981 to 1988. He also served as a trustee for Pennsylvania State University.

Mr. Wismer is survived by his wife, Mary Jane; son, Matthew; daughters, Betsy J., Melinda, and Julie W.; and grandchildren, Ashley, Erin, Sydney Mitton, Benjamin Mitton, Evan Nice, Grant Nice, Morgan Bechtel, Wade Bechtel, and Lila Bechtel.

Memorial contributions may be made to Royersford United Methodist Church, 380 Church St., Royersford, PA 19468.

The Office of the Provost and the Office of College Houses and Academic Services (CHAS) are pleased to announce the appointment of three new College House Faculty Masters for the 2006-07 academic year.

Three New College House Faculty Masters



William Gipson

William Gipson, University Chaplain and Special Advisor to the President, is the Faculty Master of W.E.B. Du Bois College House. Chaplain Gipson received a Master of Divinity in 1987 from Colgate Rochester Crozer Divinity School in New York, and came to Penn in 1996. He has nearly 30 years of pastoral experience including an appointment as Associate Dean of Religious Life and the Chapel at Princeton. He currently serves on the Board of Trustees of Smith College. Chaplain Gipson regularly teaches in the departments of religious studies and urban studies, where he provides a broad-ranging intellectual and experiential understanding of the intersection of religion and intellectual life. In his decade at Penn, Chaplain Gipson has served on key University committees that examine issues of diversity and urban civil society.

Dr. J. Sanford Schwartz is the Interim Faculty Master of Fisher Hassenfeld College House. Dr. Schwartz received his M.D. from the University of Pennsylvania and joined the department of medicine in 1975. In 1989, he became professor of medicine, health care management, and economics at the Wharton School.

From 1989 to 1998, he served as Executive Director of the Leonard Davis Institute of Health Economics and as the Robert D. Eilers Professor of Health Care Management and Economics. He has received several teaching awards, including the Excellence in Teaching Award and the Outstanding Teacher Award from the School of Medicine and the Provost's Lindback Award for Distinguished Teaching. His chief areas of research include the assessment of medical technology and medical practices, medical decision making, cost-quality tradeoffs in health care,



Sanford Schwartz

adoption, and diffusion of medical innovation, health economics, and health policy.

Dr. Julie Sochalski is Faculty Master of Hill College House. Since 2002, Dr. Sochalski has been associate professor of nursing. Over the course of her Penn career, she has been Associate Director of the Center for Health Outcomes and Public Policy Research, Senior Fellow at the Leonard Davis Institute for Health Economics, and Research Associate at the Population Studies Center. She received her Ph.D. from the University of Michigan in 1988, with a concentration in health economics and public policy. The recipient of numerous research grants, Dr. Sochalski has also served as a Senior Fellow/Scholar-in-Residence at the Health Resources and Services Administration of the U. S. Department of Health and Human Services in Rockville, Maryland.



Julie Sochalski

Convocation 2006

Below is the Convocation address given by President Amy Gutmann to the Class of 2010 on a rainy College Green, Tuesday evening, September 5, 2006.

Passionate Intensity

by Amy Gutmann

My warmest welcome to the gifted men and women of the great Class of 2010!

I extend equally warm greetings to our transfers from other colleges and universities. Transfers? Smart move!

You have chosen the most dynamic urban University with four great undergraduate schools abuzz with innovation.

Benjamin Franklin conceived the first liberal arts curriculum for what became the College of Arts and Sciences!

Business education was invented here—at the Wharton School!

The first electronic computer was built here—by Penn engineers!

The first woman to lead an Ivy League University, Claire Fagin, came from—where else?—Penn Nursing!

Each of you knows why you chose us. But I thought you might be curious about why we chose you. I can answer that question in two words that capture both the Penn zeitgeist and a quality that our admissions office found in every one of you: *passionate intensity*.

We detected in you the passionate intensity to take chances, to catch fire, and to grow into truth seekers, life savers, and world shapers.

You will recognize the phrase “passionate intensity” from William Butler Yeats’ poem “The Second Coming.” In the wake of the devastation of the First World War, Yeats wrote:

Things fall apart; the centre cannot hold;
Mere anarchy is loosed upon the world,
The blood-dimmed tide is loosed, and everywhere
The ceremony of innocence is drowned;
The best lack all convictions, while the worst
Are full of passionate intensity.

Passionate intensity is often identified with fanaticism—especially in popular culture. Far too much of what passes for public debate in the media these days resembles a mud wrestling match—only with far less demonstrable skill.

It does not have to be that way. It should never be that way. And it certainly is not that way at Penn.

Edifying debates take place all over campus. It is a hallmark of Penn that our faculty, students, and staff join these debates with gusto—and show respect for those with whom they disagree.

Now: The latest survey of the mindset of the Class of 2010 reports that yours is the first to be wireless and yet always connected. Not that any of you would dream of text messaging your friends back home during convocation.

However often you I-M your friends, be sure to make the most meaningful connections at Penn—starting with our extraordinary faculty. A few may not be able to tell hip-hop from IHOP ... or M&Ms from Eminem.

But they all know their stuff. My faculty colleagues and I feel passionately about the fact that we are not here primarily to test and grade you. We want you to join us in creating new and important knowledge while you are here.

Last year, for example, College undergrad Emily Buzzell suggested to demography professor Samuel Preston that the two

of them analyze the mortality rates of U.S. soldiers deployed in Iraq, where Emily’s brother-in-law was stationed.

Their research yielded the first comprehensive profile of the death risks facing the military in Iraq. Their findings, published as an op-ed in the *Washington Post*, furnish the kind of data analysis needed to inform debate among citizens and policy-makers alike.

Not every discovery you make will be published in the *Post*. And we won’t pressure you to perform brilliantly all the time.

But we will expect you to be passionate in your pursuit of the truth. That’s because we want you and your Penn education to make a major positive impact on the world.

As I am sure you’ve noticed: Our world is not in the best of shape at the moment. The United States remains embroiled in war. We have yet to overcome the devastation of Hurricane Katrina. We face the constant threat of terrorism, fueled by hatred that knows not even minimal moral bounds.

We also confront a host of other global problems—infectious diseases, environmental degradation, and global warming.

But you can make a difference by learning from expert interdisciplinary teams of our faculty members who are tackling these problems. And you can join a worthy cause that enriches your education while it extends your horizons beyond Penn.

Our academically based service learning courses put your knowledge to work in doing some good right here in Philadelphia—teaching and providing health care in our public schools and creating beautiful murals on our streets.

You will undoubtedly notice that I am passionately intense about education, democracy, and Penn.

I am just as avid about friendship. I recognize, as well as you do, that most people tend to be more comfortable hanging out only with those whose backgrounds and educational goals mirror their own.

Yet if I could leave you with only one piece of advice—for your life’s success and the betterment of our world today—it would be this: Take advantage of the greatest gift that our global campus has to offer, the chance of a lifetime to form life-long friendships across ethnic and economic, racial and religious boundaries.

I know that you definitely will be better educated—and ultimately more fulfilled—if you mount the courage to follow your passion for far-ranging friendships. The ties you form can help to heal a world torn asunder by the failure to connect across divides.

“Nothing great,” Ralph Waldo Emerson wrote, “was ever achieved without enthusiasm.”

Members of the great class of 2010—and transfers: Don’t curb your enthusiasm. Take intellectual risks. You’re bound to make a difference in our world—sooner than you think.

Yeats said “the center cannot hold.”

This center—called Penn—will hold. And you—a class full of passionate intensity—will flourish here.

Penn and you I think we make a great match. Now go prove me right!

Welcome to Penn.

Convocation 2006

Below is the Convocation address given by Provost Ronald Daniels to the Class of 2010 on College Green, Tuesday evening, September 5, 2006.

The Frontiers of Knowledge

by Ronald Daniels

Members of the Class of 2010: I am delighted to join President Gutmann in welcoming you to the University of Pennsylvania, your newest frontier.

Though you are still settling in, I see that you have already begun to explore this only temporarily rain-soaked campus. That's frontier number one.

I remember the excitement I felt when I first explored Penn last summer. Allow me, then, to speak to you as a sophomore—as someone who knows the ropes.

In the weeks and years to come, many in our community will want to advise you. Best Falafel Truck. Best College House. Best History TA. I'll bet your parents will even call to weigh in.

While a few of these people will be invaluablely wise—and parents are always wise—at the end of the day, you will make your own decisions.

And not just between falafel trucks, college houses, or history TA's. Often, as you chart your Penn path, you will be deciding how to expand that second, larger frontier: the frontier of your knowledge.

On top of that, you will be deciding when, where, and how to act, who you want to be in the world, and why.

You actually can't avoid those questions and challenges here. And as you explore them, wonderful things will happen.

An example: In 1902, one Penn poet met another. William Carlos Williams, and Ezra Pound hit it off right away. At Penn, they were just students, hanging out, meeting girls, and arguing about books. But the friendship they formed here would become one of the great friendships in literary history, paving the way for the birth of modern poetry.

Class of 2010, you have a lot going for you here. You have a brilliant and supportive community of teachers and friends who will share in your adventures and revel in your successes, just as you will share and revel in theirs.

You have the large home base of this campus and the smaller communities of your schools: Arts and Sciences, Engineering, Nursing, and Wharton.

This campus will always be your home, but your mission is to harness your intellectual gifts, your creative and moral energies, and to reach beyond its walls.

Volunteer in our West Philadelphia community. Study abroad before your graduate. Your experiences in the world and the boundaries you cross will become vital components of your

Penn education. They will challenge and fortify the essential kernel of your self.

And while you are here, I urge you to engage with one another; try your best to cross smaller boundaries every day. Explore subjects outside of your safety zone, whether it's engineering or studio art. Seek out a fellow student who will thoughtfully disagree with you on the ethics of rebuilding New Orleans, or the next step for the U.S. in Iraq.

You have each come to this campus with a unique set of beliefs and values, and in four years, you will leave it with many of them intact.

But in between, your experiences will be enriched, your critical thinking skills sharpened, and your ideas challenged and refined from your studies in this vibrant intellectual community.

You will be amazed at what grows out of your own initiative.

Hundreds of Penn students made us proud when they participated in fundraisers for the victims of Hurricane Katrina last fall. Dozens more volunteered in the rebuilding effort.

This pragmatic activism lies at the very core of the Penn ethos. What can we do, we ask ourselves, in light of what we have learned?

Next month, we will host 2004 Nobel Peace Prize winner Wangari Maathai, a Kenyan scholar, conservationist, and human rights advocate whose Green Belt Movement has spearheaded a sustainable growth revolution in Africa.

As she will tell you, true frontiering requires integrity: The moral courage to do what you believe is right, without taking shortcuts, academic or otherwise.

It requires you to argue with the world of knowledge around you. Seek truth wherever you can, and along the way, make sure you have those difficult, unsettling discussions.

Henry David Thoreau has some wisdom for us here: "The frontiers are not east or west, north or south, but wherever a man 'fronts' a fact."

Our knowledge of the world is forever expanding, and so is each of yours. Your undergraduate years are both a vehicle for that expansion and a celebration of it. Front the facts, and you will revel in your discoveries.

Members of the Class of 2010: I urge you to begin with the falafel trucks and the history TAs. And then I urge you to take on the world.

Bon voyage!



Business Roundtable on Leadership

Wharton has planned a campus-wide forum to be held on Friday, September 15 in honor of the 125th anniversary of the first day of classes at Wharton. The concept of a roundtable was presented by the Dean's Undergraduate Advisory Board as a new way of gaining knowledge—a crossroads between academia and the business world. The Roundtable will take place at the Annenberg Center's, Zellerbach Theatre, from 11 a.m. until 2 p.m., followed by a 2-4 p.m., post-event reception in Huntsman Hall.

The event is open to all students, faculty, staff and alumni. Seating is first-come, first-serve. It will also be webcast for those who cannot attend. Webcast coverage of the proceedings from the Zellerbach Theatre will begin at 11 a.m. EST on Friday, September 15. The links to the webcast will be activated on the day of the event. If you miss the live webcast, or are unable to connect, the broadcast will be available for archived viewing on demand at <http://125th.wharton.upenn.edu/> beginning September 16.

Dr. Patrick Harker, Wharton dean, and Reliance Professor Management and Private Enterprise, will open the session with *The Leadership Mandate: Business Schools in Global Society*, followed by a roundtable discussion on *Leadership Through Innovation* moderated by Dr. Michael Useem, The William and Jacalyn Egan Professor, Professor of Management, Wharton, Director, Center for Leadership and Change Management.

Panelists include:

Connie Duckworth, WG '79, President and Chairman of the Board, Arzu, Inc., Member, the U.S.-Afghan Women's Council, Member, the Wharton Board of Overseers, Retired Partner and Managing Director, Goldman Sachs, Inc. where she was named the first woman sales and trading partner in the firm's history during her twenty year career.

Alex Gorsky, WG '96, Head of Pharma North America and Chief Executive Officer, Novartis Pharmaceuticals Corporation, instrumental in developing NPC's Medicare strategy and oversaw a realignment of the company's sales force; a champion of diversity in the workplace, he created NPC's CEO Diversity & Inclusion Award.

C. Robert Henrikson, C '69, WAM '90, Chairman, President and Chief Executive Officer, MetLife, Inc., architect of an aggressive growth strategy that included double-digit organic growth, the divestiture of non-core businesses, and an M&A strategy which resulted in market leadership in all of MetLife's core product lines.

Jeffrey Katz, WG '71, Chief Executive Officer and Principal Owner, Sherwood Equities, Inc., Developer of One Times Square, Two Times Square, and 1600 Broadway on the Square, Developer of The Coronado, The Saratoga, 130 Barrow Street, which garnered numerous design and building awards, and 330 West End Avenue.

Peter Linneman, Albert Sussman Professor of Real Estate, Professor of Finance and Business and Public Policy, Wharton, Principal, Linneman Associates.

Seth H. Waugh, Chief Executive Officer, Deutsche Bank Americas, Chairman, Deutsche Bank Securities Inc., Chairman and President, Deutsche Bank Trust Corporation.

The 18th Annual Academic Career Conference: Fall 2006 for Ph.D. Students and Postdocs

Penn graduate students and postdoctoral fellows continue to benefit from faculty, administrators and advanced doctoral students who share their time and advice on preparing for academic careers. The Academic Career Conference, co-sponsored by Career Services and the Deputy Provost, will include several programs in the fall semester with something for graduate students at various levels.

Going on the Academic Job Market: Advice from Faculty Members—faculty members from Penn and other institutions discuss applying for faculty positions, preparing for interviews, and understanding what happens on search committees.

Humanities and Social Sciences: September 19, 4-5:30 p.m., Irvine Auditorium G16.

Science and Engineering: September 25, 4-5:30 p.m., Golkin Room, Houston Hall.

The Basics of the Academic Job Search—Career Services counselors discuss preparing written materials, identifying sources of job openings, obtaining recommendations, the academic timetable, and getting ready for interviews.

Humanities and Social Sciences: September 18, 4-5:30 p.m., Graduate Student Center 305.

Science and Engineering: September 28, noon-1 p.m., Class of 1947, Houston Hall.

Charting Your Course: Understanding the Changing Higher Education Landscape as You Plan Your Career in Academia—Chris M. Golde, a senior scholar at the Carnegie Foundation for the Advancement of Teaching, and the research director for the Carnegie Initiative on the Doctorate will discuss what Ph.D. students can do to shape their graduate student experience and their career goals and why they should be aware of current trends in higher education; October 10, 4-5:30 p.m., Class of 1947, Houston Hall.

The Insider's Guide to Graduate Education at Penn: A Program for First-Year Ph.D. Students—advanced doctoral students/recent Ph.D.'s give first-hand advice on being a successful graduate student including getting off to a good start, choosing a committee, staying on track and completing one's program. Moderated by Janice Bellace, deputy provost; October 30, 4-5:30 p.m., Graduate Student Center 305.

The Toolkit for Second Year+ Ph.D. Students—faculty members speak about getting and documenting good teaching experience, selecting and working with your dissertation committee, staying on track, starting to present your work and other topics of concern for future faculty members; November 15, 4:30-6 p.m., Ben Franklin Room, Houston Hall.

More Old Issues Now on Web

Pre-web *Almanac* issues in a searchable PDF format are now available from the academic years 1992-1993, 1993-1994, 1994-1995 at www.upenn.edu/almanac/issues/archive.html.

Wanted: Work-Study Students

Positions are available at *Almanac* for this academic year. Duties of students who work at *Almanac* include desktop publishing, web design and maintenance, database maintenance, research, and proofreading.

Please contact Natalie Woulard at (215) 898-5274 or stevensn@pobox.upenn.edu.

Avoid Losing Money in Pre-Tax Expense Accounts

Do you have an unused balance in your Pre-Tax Expense Accounts (Health Care or Dependent Care)? If you haven't yet used up the money you contributed to your account for the 2005-2006 plan year, you should keep some important dates in mind. Due to an IRS regulation known as "Use It or Lose It", if you don't use up the full balance in your account each plan year, you lose that unused money!

Health Care Pre-Tax Expense Account: Due to recent IRS changes, you now have an extended period of time to incur claims for this account. You can use your 2005-2006 account balance for claims incurred up to September 15, 2006. You must submit all claims for the 2005-2006 plan year by September 30, 2006.

Dependent Care Pre-Tax Expense Account: For the 2005-2006 plan year, your claims must have been incurred by June 30, 2006. However, you have until September 30, 2006 to submit those claims. Note that next year, the deadline extension for incurring expenses will apply to both the Health Care and Dependent Care Accounts.

For more information on the Pre-Tax Expense Accounts, including listings of eligible expenses and instructions on how to file a claim, go to www.hr.upenn.edu/benefits/pretax/default.asp. Or call the Penn Benefits Center at 1-888-PENNBEN (1-888-736-6236), M-F, 8 a.m. to 6 p.m. (Option 3).

—Division of Human Resources

One Step Ahead

Security & Privacy
Made Simple

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

Managing Passwords

How many of you forget which passwords you use when? In today's world of increasing password use, here's some advice. Create distinctive passwords according to four categories: 1. PennKey; 2. Other Penn Systems; 3. Personal (Most Critical); 4. Personal (Other).

1. **PennKey.** For many Penn systems, you will be required to create a strong password with the PennKey application. Never share your PennKey password and use it ONLY on Penn systems. Your PennKey password can be abused to access institutional data—and even your own sensitive data—so keep it to yourself. If you have shared your PennKey password, create a new one immediately by visiting www.upenn.edu/computing/pennkey/setreset/#change. If you need to have someone else access PennKey-authenticated systems on your behalf, talk to your Local Support Provider about getting proxy access for that person.

2. **Other Penn Systems.** Establish a second password for Penn systems that are not accessed via PennKey and password.

3. **Personal (Most Critical).** For your life outside of Penn, consider creating one or two long and complex passwords for your most sensitive systems, such as on-line banking and other financial systems or home or car alarm systems.

4. **Personal (Other).** Take as the remaining category your e-commerce activities and select one or two passwords for those activities.

For additional tips, see the One Step Ahead link on the Information Security website: www.upenn.edu/computing/security/.

SPECIAL EVENTS

14 *Much Ado About Nothing*; 8 p.m.; College Green (Underground Shakespeare Company).

Teach-In on the Occupation

See <http://ccat.sas.upenn.edu/forlist/teachin/> for list of speakers; Room F85, Huntsman Hall (Penn Faculty, Staff and Students Against the War).

19 *How Did We Get Into A Prolonged War In Iraq?* Walter Licht, moderator: panel discussion; 6 p.m., Film: *Why We Fight* (2005) it is nowhere written that the American empire goes on forever; 8 p.m.

20 *How is Occupation Impacting the U.S. and Iraq?* Andy Lamas, moderator: panel discussion; 6 p.m., Film: *The Dreams of Sparrows* (2005) in their words, through their eyes, by their hands; 8 p.m.

21 *How Can Concerned Citizens Respond?* David Grossman, moderator: panel discussion; 6 p.m., Film: *Uncovered* (2003) the story of how truth became the first American casualty in Iraq; 8 p.m. in Room G55, Huntsman Hall.

TALKS

13 *Intracellular Landfills*; Phil Rea, biology; noon; Stiteler Plaza (60-Second Lecture).

Mechanical and Electrical Coupling in the Heart: What's the Connection?; Glenn Radice, CRRWH; noon; rm. 252, BRB II/III (CRRWH).

Human Embryonic Stem Cells: Culture Adaptation, Self-Renewal and Cancer; Peter Andrews, University of Sheffield; 4 p.m.; Grossman Auditorium, Wistar Institute (Wistar).

14 *Annemarie Heinrich and Argentine Photography*; Juan Travnik, curator; 3:30 p.m.; Berger Auditorium, Skirkanich Hall (Arthur Ross Gallery).

20 *Language Change in Philadelphia*; Bill Labov, linguistics; noon; Stiteler Plaza (60-Second Lecture).

Deadlines: The deadline for the weekly Update is every Monday, for the following Tuesday's issue. The deadline for the October AT PENN calendar is today, *September 12*. For information see www.upenn.edu/almanac/calendar/caldead-real.html.

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 **August 28-September 3, 2006**. Also reported were 13 Crimes Against Property (including 10 thefts, 1 fraud, 1 burglary, and 1 stolen property). Full reports are available at: www.upenn.edu/almanac/volumes/v53/n03/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 **August 28-September 3, 2006**. 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.

08/29/06	12:22 AM	3900 Walnut St	Male cited for disorderly conduct
08/29/06	3:40 PM	3000 Walnut St	Male cited for public drunkenness
08/31/06	9:36 AM	4001 Walnut St	Male wanted on 2 warrants/Arrest
08/31/06	11:39 AM	4001 Walnut St	Male attempted to take merchandise without payment/Arrest
08/31/06	12:17 PM	3000 S 33rd St	Confidential report
08/31/06	12:25 PM	3925 S 33rd St	Male wanted on warrant/Arrest
09/01/06	12:55 AM	300 38th St	Officer assaulted by vehicle while in pursuit
09/03/06	1:22 AM	3800 Baltimore Ave	Male possessed narcotics/Arrest
09/03/06	3:13 AM	3900 Baltimore Ave	Male exposed himself/Arrest

18th District Report

12 incidents with 4 arrests (including 7 robberies, 5 aggravated assaults) were reported between **August 28-September 3, 2006** by the 18th District covering the Schuylkill River to 49th St. & Market St. to Woodland Ave.

08/29/06	10:21 PM	100 47th St	Robbery
08/29/06	11:36 PM	4701 Spruce St	Robbery
08/29/06	11:46 PM	4501 Spruce St	Robbery/Arrest
08/30/06	3:42 PM	4001 Walnut St	Robbery/Arrest
08/30/06	7:09 PM	100 45th St	Robbery
08/30/06	10:49 PM	500 48th St	Robbery
08/31/06	10:50 PM	4400 Sansom Ave	Robbery/Arrest
08/31/06	11:59 PM	5000 Hazel Ave	Aggravated Assault/Arrest
09/01/06	12:58 AM	200 40th St	Aggravated Assault
09/01/06	12:58 AM	200 40th St	Aggravated Assault
09/02/06	5:30 PM	4800 Walnut St	Aggravated Assault
09/03/06	12:26 AM	5000 Market St	Aggravated Assault

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.

60 years of age or more? Sleeping less than normal lately? Have lots of energy? Feeling really good or really irritable? Distractable? Thoughts racing by? Engaging in lots of activities, even risky ones? You may be interested in learning about participation in a clinical research program that is currently being conducted at the Bipolar Disorders Program of the University of Pennsylvania Medical Center. Study participants receive free consultation, investigational medication and all study-related tests at no cost. Compensation available for time & travel. To learn more about this study, please call Stacy at (215) 746-6414.

Calling All Bones. Recruiting males and females ages 21-78 for a research study. You will not be required to take any medications. We will evaluate the health and strength of your bones. You will be compensated for your time. Call (215) 590-0499.

Penn's Depression Research Unit is conducting research into alternative, herbal treatments of anxiety. Symptoms of anxiety may include: nervousness, tension, difficulty relaxing, excessive worrying and sleep problems. Those who qualify will receive an initial evaluation and may take part in a research study with Chamomile for up to 8 weeks. For more information call the DRU at (215) 662-3462.

Almanac is not responsible for contents of classified ad material.

Submissions for classified ads are due every Thursday for the following Tuesday's issue.

For information call (215) 898-5274 or visit www.upenn.edu/almanac/faqs.html#ad.

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Sign up to receive e-mail notification when we post breaking news between issues.

Send an e-mail to listserv@lists.upenn.edu with "subscribe e-almanac <your full-name>" in the body of the message. —Ed.

Postmenopausal Women Needed for Endocrine Study. The University of Pennsylvania Health System/Division of Endocrinology seeks non-diabetic women 50 to 79 years old. Eligible volunteers will receive free medical exams and blood test results. Participants will be compensated. Please contact Dr. Patel at (215) 614-0579 for more information.

Investigation of a Food Supplement to Increase Energy. Dr. Patrick LaRiccia, at the University of Pennsylvania School of Medicine is investigating a food supplement that may increase energy in healthy individuals 45-65 years of age. The study is 9 weeks in duration, requires 3 office visits, weekly phone calls, and answering questions on very short questionnaires. All subjects will receive both active product and placebo at some time or times during the study. There are no charges to the subjects. Subjects who complete the study can elect to receive a two-month supply of the active product free of charge. Subjects must be free of major illnesses and diseases that are associated with fatigue such as cancer, chronic fatigue syndrome, major depression and fibromyalgia. Call (215) 662-8988 for information.

Penn's Depression Research Unit is conducting research into non-hormonal, herbal treatments for peri and post menopausal anxiety symptoms. Symptoms of menopause may include: nervousness, tension, sleep difficulty, concentration problems, mood changes and hot flushes. Those who qualify will receive an initial evaluation and may take part in a research study with Black Cohosh for up to 3 months. For more information call the DRU at (215) 662-3462.

CLASSIFIEDS—PERSONAL

HOUSE FOR SALE

Avalon Manor, NJ; on bay: 5 bedroom, 4 full bath; garage; fireplace; furnished; multiple decks; private dock with two boat slips. Visit www.seastarmanor.com; Call John or Kim for more information (610) 566-5214.



Almanac

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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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Lasting Lessons from Lindback Award Winners

Explicit Instruction and Implicit Message

A few years ago, a college senior approached me after the first meeting of my *Cognitive Neuroscience* class, during which I had given the somewhat obligatory overview of both the content and the structure of the course. The student began with a flattering “This class looks really interesting and you seem like a fantastic lecturer” and then quickly moved to her question: “Is there any way you would consider dropping the requirement to write a term paper?” Setting aside my shock at this bold request to revise my carefully planned syllabus, I realized I could turn this question into one of those sought-after, fortuitous “teaching moments”: “I think the paper assignment is one of the most important parts of the course. Long after you have forgotten all the details of cognitive neuroscience, improved writing skills will be useful for the rest of your life.” I smiled, proud of my response (and the fact that I suppressed my first reaction!), until the student countered: “But I have already decided what I want to do after college, and it’s not a career where I need to write.” A laundry list of career options flashed through my mind as I tried to imagine to which writing-free career this young woman was heading: “Really?”, I asked trying to sound more curious than incredulous, “What are you going to do?” Confidently, the student answered, “I am going to be a scientist.”

As I have retold this story over the years, my tone has changed from bemused condescension (“what a naïve youngster—how does she think scientific discoveries are communicated?”) to concerned discomfiture. This student surely arrived at Penn with her own ideas about what “being a scientist” entailed, perhaps excluding writing. However, by the time she reached her senior year, what had we done to disabuse her of the notion that scientists do not write? I have no data about the percentage of science courses in which a term paper is assigned, but I do routinely poll my students about the number they have written, and the modal number each semester is usually 1 or 0. If this is truly a trend then we are implicitly teaching our students exactly what this young woman voiced to me: scientists do not write.

It is not my intention here to single out either writing skills or science courses for critique. Rather, there is a more general point that this incident has led me to realize: Students are not only learning what we teach, they are learning *how* we teach. The material we choose to teach, the readings we assign, the way in which we evaluate learning, and the enthusiasm we convey for our discipline—these lessons remain with our students long after the words and images on our PowerPoint slides fade. I realized that I spend much time thinking about the explicit instruction I am providing, but not nearly enough time thinking about the implicit message I am sending.

Since coming to this realization, I think about my conversation with that student every year as I plan my syllabus for *Cognitive Neuroscience*. Yes, I want my students to learn where the parietal lobe is, what prosopagnosia means, and who Paul Broca is. But, more importantly, I want them to learn that cognitive neuroscience is an exciting, dynamic field where clever experimentation is continually revising our knowledge about the mind. My students now participate in small “journal club” discussions of recently published findings, they attend colloquia, research seminars, or experiments to see research in action, they spend less time on exams regurgitating “facts” than explaining arguments, and, of course, they write. After all, they may one day become scientists.

*Sharon Thompson-Schill is associate professor of psychology,
School of Arts & Sciences.*

Building Block of Information

The conservationist, John Muir, once said, “When one tugs at a single thing in nature, he finds it attached to the rest of the world.” It is this concept I am most passionate about instilling in my students. It is not surprising that most dental students attending my class for the first time are generally focused on learning how to treat the teeth and gums only. My goal is to help them envision each patient not as a mere set of teeth, but as a whole entity, and to help students understand their role as practitioners contributing to their patient’s overall health.

Dentists are part of a larger health care team and play a critical role in screening patients for systemic diseases. Consider the fact that it is not uncommon for an individual to go years without visiting a general practitioner, and yet most people see their dentist every six months. Consequently, the dentist may be the first practitioner to notice symptoms that signal problems elsewhere in the body. In many cases, these observations change a patient’s life.

Not long ago, I treated a patient with aphthous ulcers in the mouth. Sensing that these lesions might signal anemia, I sent him for a blood evaluation. The results confirmed anemia and led to further examination, at which time a precancerous bleeding polyp was found in his bowels. Since the ulcers were the only sign or symptom the patient was experiencing at the time, this polyp may never have been discovered had the focus been solely on treating his mouth.

Thus, I try to convey to my students the idea that everything they observe in their patient’s mouth is a building block of information or a piece of a puzzle. As dentists, regardless of their specialty, students must think critically about how those intricate puzzle pieces interconnect to help create a picture of the patient’s overall health. To this end, I urge my students to take every opportunity to collaborate with experts outside of their field of specialty. Such collaborations can help them increase their knowledge and broaden not only their medical perspective, but indeed, their world view.

For students juggling heavy course loads, the rigors of dental school can be overwhelming at times. In their desire to succeed, many students focus on obtaining fundamental knowledge. But to be a truly effective health care practitioner, students must be able to apply that knowledge in the clinical arena and to think critically about how it is relevant to patient care. I thoroughly enjoy when my students and residents spend time at my clinical practice where they learn first-hand the importance of taking their time with patients, drawing out information and truly hearing what those patients have to say. I strive to teach them to listen not just to the responses, but to think about the implications of those responses and how they might lead to more pertinent questions. And because each patient truly is an individual, I want them to see how similar answers from various patients can mean different things.

As teachers, our responsibility is to instill knowledge. As a health care practitioner, I want to help my students push that knowledge further to see how it might logically extend, and I encourage them to challenge themselves. If it doesn’t make sense, step back and look at it again, and if it still doesn’t make sense step further back and revisit the situation. As I think Muir would likely agree, it is only by stepping back that we can finally see the forest through the trees.

*Thomas Sollecito is associate dean of academic affairs and associate professor/clinician educator of oral medicine,
School of Dental Medicine.*

The authors are 2006 winners of the Lindback Award for Distinguished Teaching and their essays continue 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.