

# Penn parents

UNIVERSITY of PENNSYLVANIA

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Candace diCarlo

# View from College Hall

SINCE ITS FOUNDING, THE UNIVERSITY OF PENNSYLVANIA has been blessed with individuals whose commitment to discovering and transmitting knowledge has made them inspiring teachers, scholars, and colleagues. (A 1932 publication referred proudly to the Penn faculty as "great men!" — thankfully some things have changed!) Students learn from Nobel and Pulitzer Prize winners and members of the National Academy of Science and the American Philosophical Society. And many develop enduring relationships based on shared experiences inside and outside the classroom.

A great faculty renews itself through new work and through new appointments, and this year, we have been especially successful in attracting several academic stars whose achievements will strengthen the Penn community — and whose perspectives may well influence the future direction of our child.

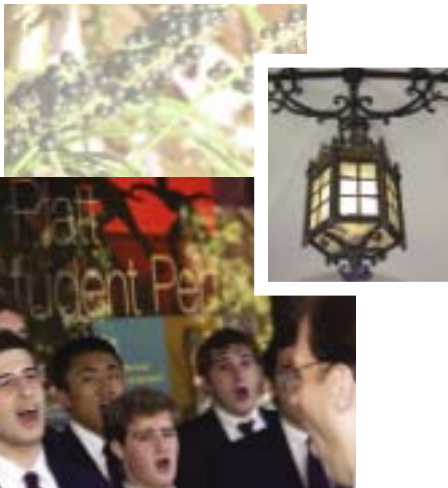
Two appointments in the School of Arts and Sciences highlight our desire for scholarship and teaching with relevance to today's world issues. Richard Johnston, a top scholar of American and Canadian election processes, is professor of political science and research director of the National Annenberg Election Study. His focus is on public opinion, elections and representation, with a special concentration on campaign dynamics and the role of information. How lucky our students are to be studying with him in an election year! Equally fortunate are those students taking courses with Eve Troutt Powell, a MacArthur Fellow, who joins the history department as an associate professor. She is an historian of the modern Middle East whose interests include the cultural history of Egypt and the Sudan in the late 19th and early 20th centuries, when issues of nationalism, colonialism and slavery were deeply divisive.

For Wharton students interested in using data mining for analysis of consumer behavior, Shawndra Hill, lecturer in operations and information management, will be a great teacher and mentor. She has identified ways to explore linked data found in consumer networks for target marketing and to detect fraud. Showing us what's possible when we jump the boundaries of traditional disciplines is new Engineering professor Casim Sarkar, whose research focuses on biomolecular and cellular engineering. Working with a bioengineered protein that increases the white cell count of chemotherapy patients, he has designed a modification that may increase its longevity in the body — translating into fewer injections.

Nursing students, too, have the benefit of several new appointments, including Marilyn Sawyer Sommers, a national leader and distinguished scholar in human response to injury and violence. Dr. Sommers's wealth of knowledge about violence and forensic science, coupled with more than 20 years' experience in clinical practice, makes her uniquely suited to guide senior nursing students in evaluating the relationship between scientific evidence and practice-related issues. As Dr. Sommers notes, "Injury is the leading cause of death and disability for people in the first four decades of life. It is critical that nurse scientists test interventions to reduce the health-related consequences of injury so that the youth of the world can reach their maximum potential."

Maximum potential, indeed. As your children strive to be all they can be, imagine what it's like for them to live on a campus with such accomplished and exciting teachers. I am proud to claim these teachers as my colleagues in the great enterprise that is Penn, and I am delighted that your children have the opportunity to study with these great minds. These, and others like them, are the scholars who define our university and, through their daily endeavors, make possible the dynamic and enduring experience that is Penn.

AMY GUTMANN, *President*



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The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University of Pennsylvania does not discriminate on the basis of race, sex, sexual orientation, gender identity, religion, color, national or ethnic origin, age, disability, or status as a Vietnam era veteran or disabled veteran.

# THE SECRET TO PEACE

## Nobel Laureate Wangari Maathai Speaks at Penn

Imagine turning on the tap and no water comes out. The resource essential to all life is, very simply, drying up. Thirty years ago, Wangari Muti Maathai — the first woman in East and Central Africa to earn a doctoral degree and the first female professor in Kenya — sat with a group of local women to address the increasing shortage of water. Her solution: “Plant trees.”

As a scientist and environmentalist, Dr. Maathai was able to see what the other women could not. “The lack of water was a symptom,” she told the crowd at Irvine Auditorium last month. “If we only dealt with the symptom we would never get to the root cause of the problem.” The “root cause” was environmental degradation, much of which could be traced to the relentless quest for timber. Plantations of commercial trees had replaced indigenous trees, turning vital ecosystems into “dead forests” in which nothing else would grow.

Wangari Maathai understood the connection between trees and water, but it was the other connections that changed her life. Environmental degradation, Maathai came to realize, is the result of bad policies, which is the result of bad government. Peace, too, is part of the equation. “Conflict is always about access and control of resources,” she said. “If we manage our resources more responsibly and more equitably, we will preempt many of the causes of conflict.”

Wangari’s simple idea to plant trees 30 years ago has grown to incredible proportions. More than thirty million trees have been planted across Kenya. Soil erosion has been reduced in critical watersheds. Thousands of acres of indigenous forest have been restored and protected. And, perhaps even more impressive, hundreds of thousands of women and their families are standing up for their rights and those of their communities.

In 2004, Wangari Maathai, founder of the Green Belt Movement, was awarded the Nobel Peace Prize for her contribution to sustainable development, democracy, and peace. “Peace is not an abstract concept,” she explained, using the analogy of a traditional African stool. “The stool has three legs and a basin to sit on. The three legs represent the three critical pillars of just and stable societies: peace, environment, and government. The seat, or basin, represents society and its prospects for development. Unless all three legs are in place, supporting the seat, no society can thrive.”

Dr. Maathai’s extraordinary life story and compelling perspective was followed by a special call to action. “There’s a term used in Japan, *mottainai*, which emphasizes the need to reuse, reduce, and recycle,” she told the audience. “Embrace the spirit of *mottainai*.”



### PROVOST'S GLOBAL FORUM

In January 2006, Nobel Laureate Dr. Shirin Ebadi inaugurated the Provost's Global Forum, a special program designed to focus the Penn community on critical world issues and to establish the University as a key source of knowledge and research in creating a global, civil society. Dr. Maathai was the Forum's second distinguished guest. While on campus, she interacted with students and faculty and autographed copies of her newly published memoir, *Unbowed*.

*Wangari Maathai's address at Penn was made possible by the "Growing Greener Cities Symposium," sponsored in part by the Penn Institute for Urban Research, and the Office of the Provost, which each year sponsors the Provost's Global Forum. During her visit, President Amy Gutmann presented Dr. Maathai with the University of Pennsylvania Medal for Distinguished Achievement, given to those who reflect the highest ideals of the University.*

# "TRUTH SEEKERS, LIFE SAVERS, WORLD SHAPERS" DEFINE CLASS OF 2010

THE CLASS OF 2010 set a record for selectiveness: from 20,483 candidates, 3,617 were offered admission — an admit rate of 17.7%. Of the 2,395 students who enrolled, 50 percent came through early decision, showing that Penn is an ever-more-popular choice for the brightest students in the world. Two hundred eleven new Pennsylvanians were valedictorians and 91 were salutatorians of their senior classes.

But the numbers — impressive as they are — do not capture what makes these outstanding students so particularly Penn. As President Gutmann expressed in her convocation address, "We detected in you the passionate intensity to take chances, to catch fire, and

to grow into truth seekers, life savers, and world shapers."

This passion unites a class full of wide-ranging backgrounds and interests. Two hundred seventy-eight international students have come from 72 countries ranging from Madagascar to Bahrain; they join classmates from all 50 states. The diversity that has come to define the Penn community is reflected by nearly 41 percent of the class: nine percent is African American; eight percent is Hispanic; and 24 percent is Asian. A total of eleven American Indians are represented in the class as well. Three hundred twenty-six students, or 14 percent of the class, are children and/or grandchildren of alumni.

## GEOGRAPHIC DISTRIBUTION OF THE CLASS OF 2010

- 1 to 5
- 6 to 15
- 16 to 25
- 26 to 50
- 51 and over

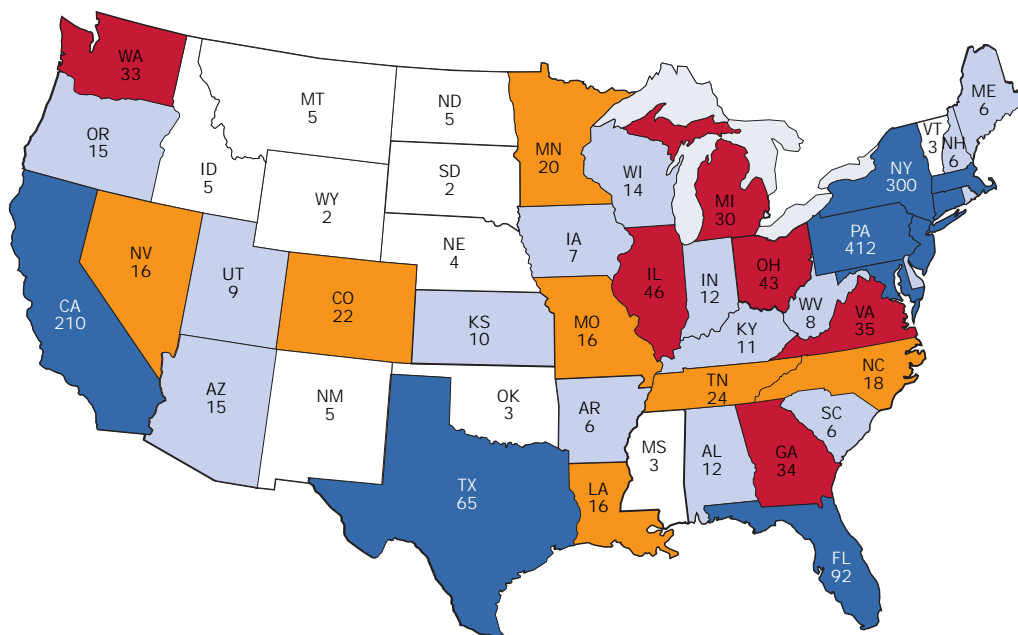
### STATE OF ORIGIN

- Massachusetts-69
- Rhode Island-10
- Connecticut-53
- New Jersey-225
- Delaware-15
- Maryland-96
- Washington DC-9
- Alaska-4
- Hawaii-15
- Puerto Rico-11
- Virgin Islands-1

### REGION OF ORIGIN

- Asia-103
- Canada-25
- Africa/Middle East-45
- Europe-47
- Australia/Pacific Islands-3
- Central & South America/Caribbean-55

International Total-278



### Class Highlights:

- 657 were captains of a varsity sport
- 24 are world-class athletes and/or potential future Olympians
- 640 were involved in student government
- 203 were yearbook editors for their schools
- 430 have made significant contributions to the performing arts
- 9 performing artists belong to professional groups
- 36 own their own businesses

# New Program Bridges the **Bio** and the **Biz**

PENN WELCOMES INAUGURAL CLASS OF **LIFE SCIENCES & MANAGEMENT PROGRAM**



*In one of their first program-specific courses — Proseminar in Management & the Life Sciences — LSM students are introduced to the multiple dimensions in which sciences, especially life sciences, society, markets, and firms interact in market-based economic systems. The class is led by Wharton Professor and LSM Faculty Co-Director Mark V. Pauly.*

Even if Roy Vagelos had not attended Penn, his name would inevitably find its way into the University's new Life Sciences & Management program for undergraduates. A chemistry major with a medical degree and an interest in management, he has moved seamlessly between the worlds of medicine, science, and industry, excelling in each and bringing all of his experience to bear on his highly successful tenure as CEO of pharmaceutical giant Merck. Today, he is regarded worldwide as a leader who combined business skills with scientific knowledge to great effect.

Fortunately for the University, Roy Vagelos not only attended Penn but, along with his wife, Diana, has spent a good deal of his life since then supporting his alma mater and challenging it to push ahead in the life sciences.

Their latest challenge to Penn comes in the form of the Roy and Diana Vagelos Program in Life Sciences & Management, an ambitious initiative introduced this semester that draws upon Penn's expertise in science and business to train the next generation of life sciences scholars and leaders.

The highly selective 4-year program, a collaboration between SAS and Wharton, enrolls around 25 freshmen each year. Depending on each student's interests, he or she can receive a B.S. in economics or a B.A. in a science major. In addition to a core freshman seminar

that all enrolled students must take, the program features a summer business internship to build practical management experience, a summer research internship to provide practical laboratory experience, and a senior-year capstone project. Throughout, the curriculum integrates science and business coursework and features intensive faculty mentoring of laboratory research.

Sudha Meghan, C'10, from Chapel Hill, North Carolina, is thrilled to be a member of the inaugural class. "It is amazing to be part of a program that gives us the opportunity to not only explore but to develop this intellectual bridge between bioscience and business, or what we like to call 'the bio-biz.'"

The Vagelos program is the latest addition to Penn's impressive list of interdisciplinary initiatives, among them the Huntsman Program in International Studies and Business and the Philosophy, Politics, and Economics major, and represents an important step in President Amy Gutmann's efforts to significantly expand programs that bridge schools and departments so that we can, in her words, better "comprehend our complex world."



**"The career of Roy Vagelos [pictured], who has made tremendous contributions as both a scientist and a businessman, exemplifies the goals of this new program."**

— SAS DEAN  
REBECCA W. BUSHNELL

# IDEAS IN ACTION TAKES OFF

**T**oday, some of the most original scholarship going on at Penn is taking place at the intersection of academic disciplines. For undergraduates, the opportunities to work across disciplines continue to grow. One of the newest, a series of courses called Ideas In Action, is not only opening up compelling interdisciplinary perspectives but also bringing them to bear on some of the nation's most complex and pressing public issues.

Administered through the Fels Institute of Government and taught by faculty from all corners of the University, Ideas in Action courses invite leading public officials or policymakers from outside Penn into the classroom to pose a real-world problem. Over the semester, students research and analyze the issue, presenting their findings to the policymaker at the close of class.

*The Fels Institute of Government, part of Penn's School of Arts and Sciences, is located on Walnut Street in a handsome Georgian house that was once home to industrialist and Fels founder Samuel S. Fels.*



## Securing Philadelphia

Last semester, undergraduates in "Homeland Security in Philadelphia," the inaugural Ideas in Action course taught by PENN Medicine Professor Harvey Rubin, worked with Philadelphia officials to assess the city's plans for dealing with natural and deliberate catastrophes and to formulate recommendations. Their findings were referenced in a city task force's high-profile report reviewing Philadelphia's emergency preparedness plan for Mayor John Street.

## Let's Talk About Debt

This fall's course, taught by Fels Director Donald Kettl, explores the vitally important but notoriously unpopular issues of the nation's rising debt and trade deficit. Working with federal government officials and experts from a national think tank, students are investigating how to help younger voters understand these fiscal issues and become engaged in the debate about their resolution.

## A Matter of Faith

On tap for the spring semester, undergraduates in a class taught by Political Science Professor John DiIulio will work with government officials from New Orleans to examine why faith-based organizations were far more effective in responding to the devastation of Hurricane Katrina than government groups such as FEMA. Students will strive to determine how successful strategies can be applied more broadly.

## Reducing Teenage Obesity

Also in the spring term, Wharton Professor Americus Reed will lead students in developing a strategic marketing campaign to improve nutrition for inner-city youth. Students in the course will work closely with Pennsylvania's Secretary of Health, Calvin B. Johnson, to develop strategies for reducing teenage obesity.

Expect more to come. Visit the Fels website, [www.fels.upenn.edu](http://www.fels.upenn.edu), for details.



## Thomas A.V. Cassel, ME'68, GME'73, GR'79

Practice Professor of Mechanical Engineering and Applied Mechanics and Director, Engineering Entrepreneurship Program

"IT WASN'T SO MUCH A FEELING OF COMING BACK AS IT WAS ONE OF GIVING BACK," says Tom Cassel when asked what led him to accept Dean Glandt's offer in 1999 to return to Penn Engineering to teach a course in entrepreneurship. By any measure, it has been a fortunate match. A favorite among undergraduates, Dr. Cassel has been as successful at building a program in entrepreneurship as he was in building Reading Energy Holdings, Inc. into a significant player in the independent electric power industry before selling the assets to multinational corporations. His use of the case method, personal experience, and professional contacts have provided juniors and seniors with a look at entrepreneurship from the inside and created one of the most popular courses in the School. In all, he teaches six classes and some 250 students a year, a demanding schedule. His ties to Penn Engineering run deep. His father, Albert M.D. Cassel was CE'30 and his son, Thomas J.T. Cassel, MEAM'10, began at Penn Engineering in September. "We're steeped in Red and Blue tradition," he says.

### **Why does Penn Engineering need a program in entrepreneurship?**

Studies show that most transformational high-tech innovation comes from small, entrepreneurial companies. That makes engineering schools natural intermediaries. As an article in the *Wall Street Journal* stated, people with entrepreneurial traits "aren't always hanging around the business school.... It's much more likely they are coming out of an engineering school."

### **What do you believe attracts students to entrepreneurial careers?**

The driving force behind the entrepreneur is not making money, it's autonomy. Thirty years ago people went to work for a Fortune 500 company and probably stayed for life. Today, workers are more mobile, the availability of capital among small businesses is much greater, and there's a cultural acceptance of entrepreneurship, especially in the United States.

### **You're known for using the case method in your classes. What are the advantages of this approach?**

Students like case studies because they deal with real problems in real settings. Case discussions in class are lively and offer alternative points of

view. Students appreciate this pedagogic approach because they have to think more and be on their toes in the classroom, in addition to taking notes and digesting information.

### **How do you choose your case studies?**

I select case studies dealing with situations faced by entrepreneurs in high-tech startup companies. Each case study has one or more of what I call "take-aways," those lessons learned that are particularly important for the success of entrepreneurs in high-tech companies. To choose relevant cases, I rely on experience — my own, as well as that of other entrepreneurship faculty members and, more and more, successful Penn alumni in the high-tech sector.

### **What do you believe explains the popularity of your class?**

History shows us that technology is a force that transforms and drives real growth in the economy. Those who subscribe to our classes are typically looking to supplement their intensive engineering courses with a broad perspective on technology — and, ultimately, to gain an understanding of how its value can be captured in the commercial sector.

### **Your Penn perspective goes way back. Do you find today's students different from when you were an undergraduate?**

Penn's stature attracts a growing number of applicants every year. Consequently, the University is more selective every year in accepting new undergraduates. Academically, we see stronger academic records and standardized test scores. In terms of character, we see students who are very involved in their schools and communities. Their eyes are open to the world around them.

### **What qualities define your most successful students?**

A passion for technology.

### **What do you consider success in the classroom?**

When the intellectual content of the discussion is high. In those moments, you realize the students are grasping the material and you know that you are succeeding.

# Local Engagement, Global Impact

CCP AFFIRMS PENN'S UNIQUE EDUCATIONAL TRADITION

ON THE FIFTH FLOOR OF THE BUILDING ACROSS FROM THE PENN BOOKSTORE AT 36<sup>TH</sup> AND WALNUT SITS AN UNASSUMING CLUSTER OF OFFICES, HOME TO THE **Center for Community Partnerships (CCP)**. A FEW UNDERGRADUATES TRICKLE IN TO CCP'S NONDESCRIPT CONFERENCE ROOM ON A DAY IN LATE AUGUST, FRESH FROM MOVING BACK TO APARTMENTS NEAR CAMPUS. SOME CCP STAFF MEMBERS JOIN THEM, ALONG WITH DR. IRA HARKAVY, C'70, GR'79, FOUNDER OF CCP, AND HIS LONGTIME COLLEAGUE DR. LEE BENSON.

This group of students, faculty, and staff are meeting to discuss an array of concerns about "Urban University-Community Relationships," a seminar that will start in just over a week. The course, taught by Drs. Harkavy and Benson, is one of CCP's academically-based community service (ABCS) courses. In these courses, Penn students divide their time between Penn classrooms, where they learn social science and the history of educational practices, problems, and theories; and West Philadelphia public school classrooms, where they put that knowledge to work through teaching, tutoring, and mentoring. Through its ABCS courses, CCP has been a pioneer in mutually beneficial service-learning in higher education.

dents have reaped the benefits of the collaboration through a better comprehension of and bond with those who live in their community." The mutually beneficial nature of CCP's programs is indeed one of their great hallmarks.

Jessica's brother Ben, C'07, also has devoted much time to CCP during his time at Penn. Like Jessica, Ben has taken ABCS courses, and like Jessica, he has high praise for them. He found them fulfilling because they offer "a practical arena for your theoretical education. You read about something one week...and in a few weeks you're in the community doing it." Ben's interests eventually led him to one of CCP's most effective partnerships, the Urban Nutrition Initiative (UNI), which tackles the problems of obesity and poor nutrition in West Philadelphia.

Ben first worked on UNI's mobile food van, which provides local residents with access to affordable, high-quality groceries and locally-grown produce. Last year, he convinced his fraternity to hold a barbeque — during the winter, no less — on Locust Walk to raise money for UNI. Several local students involved with UNI's school programs grilled alongside the fraternity brothers, as members of the Penn and West Philadelphia communities stopped by, in spite of a snow shower, to eat food and hang out. Finding common interests among Penn students and local students, which CCP does so well across its programs, Ben says, "opens the community up to Penn and Penn up to the community."

With two children actively engaged in CCP's programs, Randi Levine, a Parents Council member, soon found herself involved as a member of CCP's advisory board. "I think that what CCP is doing," she says, "is not just helping to improve relations and conditions in West Philadelphia, but creating citizens who understand what their obligations will be as adults in their immediate and extended communities." And that, says Randi, is of paramount importance if Penn students are to be global leaders. As Ben explains, "You're not just figuring out how to write a 20-page, double-spaced research paper with one-inch margins. You're setting up programs that

**"We are not just students of the University of Pennsylvania but members of the West Philadelphia community..." — JESSICA LEVINE, C'09**

Jessica Levine, C'09, is one of the undergraduates participating in this curriculum planning meeting. She and the other College students, all of whom have taken the course before, take diligent notes and interject frequently with concerns both academic and practical. It's worth noting that Jessica and the other undergraduates are not being paid for their time, nor are they receiving academic credit. They are merely alums of the course who want to ensure its continued success — such is the power of CCP.

One of the best things about CCP's ABCS courses, Jessica says, is that "students get the opportunity to take an active role in shaping the curriculum based on fieldwork and experience." Students involved with courses like "Urban University-Community Relations" have opportunities to collaborate with their classmates and professor to expand and refine course syllabi. Those enrolled in ABCS courses have a level of control over — and a level of responsibility for — their academics that is virtually unrivaled in undergraduate education here or anywhere. Further, Jessica says, "In the courses I have taken, both Penn students and high school stu-

will change people's lives." Jessica agrees, saying, "We are not just students of the University of Pennsylvania but members of the West Philadelphia community, and it is our job as community members to take an active role in the improvement of our surroundings."

But the benefits of CCP's work are shared not just among the students and community members involved, says Dr. Harkavy. "The Center for Community Partnerships helps the University realize the Penn Compact in many dimensions — engaging locally, integrating knowledge from many disciplines, and engaging globally by sharing our methods with colleges and universities throughout the world," he points out. "And in so doing, we are helping Penn become the leading urban research university in the world." For these reasons, says Randi, "it is important that we continue to strengthen support for CCP so that it receives the wider recognition that it deserves."

## CENTER FOR COMMUNITY PARTNERSHIPS

Civic engagement thrives through CCP, advancing Penn's unique educational tradition and reaffirming Dr. Gutmann's boldest aspirations for the University.

**Creates and Transmits Knowledge...** CCP translates research and teaching across multiple schools and disciplines at Penn into practical benefits to the city, state, nation, and world. The community in turn inspires the creation of new knowledge by serving in effect as an academic laboratory.

**Expands Student Learning...** CCP offers students unique opportunities for learning by applying the knowledge acquired in the classroom to complex challenges in the community. The experience not only improves the lives of local residents but enhances the intellectual and social development of the students involved.

**Promotes Involved Citizenship...** CCP provides students with hands-on, real-world, problem-solving experience that helps cultivate a spirit of citizenship and engagement from which individuals and society benefit.

**Realizes the Rewards of Diversity...** CCP brings students together with people of different races and backgrounds in a mutually beneficial exchange. Students gain compassion and insight through these interactions, which not only change lives but also reveal and reaffirm our common humanity.



*CCP has evolved into a Levine family project. Ben, C'07, and Jessica, C'09, are ABCS alumni and regular student volunteers; their mother, Randi, is a member of the CCP Advisory Board and one of CCP's greatest advocates.*

*Eileen Romero, C'07 (below), has been engaged with CCP since her freshman year. Here she works with local students at their produce stand, one of UNI's most successful initiatives.*



# From Penn to PolyU

## *Students Team Up to Learn and to Serve*

As spring classes came to a close for most students last May, 12 undergraduates were just beginning an academic service program that would take them across the world and into one of China's poorest communities. Members of the first class of the Global Biomedical Service (GBS) program, the group of SEAS and SAS students was undergoing five weeks of classroom preparation for 16 days they would spend in China, designing, building, and fitting prostheses for industrial accident victims in Guangdong province.



"It was," reports Chrysta Irolla, ENG'08, of the program, "an amazing experience. I often talk about wanting to do something that matters and helps someone, and to have those words translated into actions was more meaningful than anything else I have ever done."

On a campus where global service projects continue to multiply, GBS stands out as one of Penn's most innovative and exciting initiatives. Its success is in many ways the result of the fact that despite the tremendous

physical distance it covers, GBS remains an intensely personal program—built on individual relationships, and carried forward on the strength of the connections the experience cultivates.

In fact, a Penn friendship provided the genesis for GBS. In 2004, SEAS' Director of Academic Affairs Joseph Sun and former Penn Bioengineering Professor Arthur Mak, now Chair of Rehabilitation Engineering at the Hong Kong Polytechnic University, discussed setting up a collaboration between Penn and PolyU in which students would provide prosthetic services to the underserved in China and Southeast Asia. "It was, in many ways, a natural collaboration," says Sun. "PolyU has a world-class prosthetics faculty and facilities, and both universities are committed not only to building relationships across global lines but also to engaging in meaningful public service."

Over the 2005-06 academic year, Sun invited Bioengineering Professor Dan Bogen, Bioengineering Associate Director for Advising Valerie Dorn, and undergraduate Elaine Khoong, M&T '07, to put together the GBS program: preparatory coursework at Penn designed to familiarize students with the techniques of building prosthetics, cultural differences between China and America, and clinical skills necessary to work with patients, followed by a 16-day trip to China. There, teams of Penn and Poly U students would work with amputees at a local clinic — a

six-day process that involved getting to know the patient and his or her needs; measuring, designing and building the prosthesis; then returning to the clinic to work with the patient to ensure proper fit.

For the students involved, it was a powerful experience, adding a dimension to their studies that even a Penn engineering lab designed to provide hands-on experience could not give them. "Our interactions with patients," says Chrysta Irolla, "were the most remarkable part of this program. We were not just making a prosthetic for practice. We were making it for a particular person who needed it. Seeing someone benefit directly from something I made was the most incredible feeling in the world."

It's a feeling that many members of the program shared and that led them to become actively involved in developing GBS. After returning home, all 12 worked together over the summer to draft a 73-page

**"PolyU has a world-class prosthetics faculty and facilities, and both universities are committed not only to building relationships across global lines but also to engaging in meaningful public service."**

review of the program that included suggestions for improvement, a proposed syllabus with readings, and a proposal for a linked lab course. "We benefited so greatly from this experience" says Osama Ahmed, ENG'09 "that we all wanted to help shape it into something even better."

Planning for this spring's program is already underway, with many of last year's participants involved in spreading the word.

"This program has succeeded on so many levels," says GBS Student Coordinator Elaine Khoong, "but the class's incredible interest in build-



ing GBS up even further tells me we succeeded in what may have been our biggest and most ambitious goal of all: empowering students to believe in their ability to make a difference."

# Initiative Brings Internships into the Classroom

**T**hanks to a smart new twist on the traditional internship experience, it is now possible for undergraduates to extend summer into fall — and get credit for it. “For years, students were coming back from internships in DC wanting to put what they had experienced into an academic context and ending up undertaking independent study projects,” explains Internship Director Deirdre Martinez. “We thought, why work alone when they could come together and benefit from each other’s experiences?”

The result is the Fels Public Policy Internship Program, a multi-faceted program that offers Penn undergraduates a summer internship in Washington, followed in the fall by a special seminar taught by Dr. Martinez. For those who enroll, The Public Policy Practice seminar gives students theoretical perspectives on the policy process and challenges them to apply their experiences in Washington to those theories. A speaker series featuring high profile public policy makers complements the class. “We are committed,” says Fels Director Donald Kettl, “to bringing the internship into the classroom.”

There are other dimensions to the program as well. An extensive new mentorship initiative pairs interested

undergraduates in the program with Penn alums and parents working in public policy in DC. Mentors attend a program-wide reception with student interns early in the summer and continue contact throughout the internship, providing an additional level of support beyond the student’s internship sponsor. It’s an element of the program that undergraduates have found tremendously valuable, says Dr. Martinez.

A collaboration between the College of Arts and Sciences, the Fels Institute of Government, and the Office of Career Services, the Fels Public Policy Internship Program consolidates many initiatives already in place on campus and aims to function as Penn’s public policy internship clearinghouse.

“I have been so impressed by this program,” says Harry Morgan, C’07, who participated in the inaugural internship program this past summer and then enrolled in Dr. Martinez’s public policy seminar. “The help I received in securing an internship that fit my interests was invaluable, and being able to supplement my work there with the public policy seminar has enabled me to get even more out of what was already an incredible experience.”



*Political Science major Natalia Rimolo got an insider’s perspective on our government as a summer intern for U.S. Representative Xavier Becerra from southern California.*

## CALLING ALL PARENTS...

Do you work in a public policy-related field? The Fels Public Policy Internship Program is looking for mentors and internship sponsors. Please contact Deirdre Martinez, Program Director at 215-746-3849 or [d\\_martinez@sas.upenn.edu](mailto:d_martinez@sas.upenn.edu)

## ... AND STUDENTS, TOO.

Interested in a Fels Public Policy Internship? Applications are due February 15, 2007. Learn more at <http://www.fels.upenn.edu/introduction.htm>



## A BIT OF OLD ENGLAND AT PENN

**The Quad** Penn’s first residence halls opened at 37th and Spruce Streets in 1895. Designed by Cope and Stewardson and modeled on the colleges at Oxford and Cambridge, the buildings quickly became a campus landmark. Much more than a residence, the Quad has long been an important part of undergraduate life. Traditions such as Bowl Fights, Hey Day, Convocation, and Spring Fling evolved in the Quad. The greens are often the site of impromptu Frisbee contests and pick-up games played in the shadow of Provosts’ Tower and the Fisher Hassenfeld Gateway at Memorial Tower. ■ The Quad was completed in stages between 1894 and 1929, with the final buildings added in 1954. In 1998, Penn embarked on a multi-year restoration project through which buildings were reconfigured to support the University’s new College House residential program. (Three of Penn’s 12 College Houses call the Quad home: Fisher Hassenfeld, Riepe, and Ware.) The initiative, known as the “Quad Renewal Project,” created new lobbies, computer labs, fitness rooms, music practice rooms, lounges with kitchens, libraries and seminar rooms. In addition, the architectural features of the Quad buildings were restored and the systems updated; the landscape was enhanced as well to provide outdoor spaces for each college house and for all Quad residents. Today the Quad encompasses 38 interlocking buildings surrounding five interior courtyards. Students enjoy round-the-clock access to computing advisors, tutoring services, academic advising and library resources right in their rooms. ■

# Family Connects at Penn

“CONNECT,” PRESIDENT GUTMANN TOLD NEW STUDENTS AND THEIR FAMILIES AT THE OFFICIAL WELCOME TO PENN THIS FALL. THE MESSAGE RESONATED WITH THE CROWD — AND WITH ONE WOMAN IN PARTICULAR: VALANTINA HEDVAT.



As proud Penn parents not once, or twice, but thrice, Valantina and her husband Ned have a lot of experience connecting at Penn, helping to forge links between Penn and parents around the world. “It’s all facets of the school connecting, converging,” she explains, “not just the kids, but the parents, alumni, everyone. We can all be part of moving the University forward.”

Though neither is an alum, all three of their children chose Penn Engineering: Lauren, ’05 (plus SAS’06, GENC’06); Shannon, ’07; and Brandon, ’10. Valantina says, “Each has special strengths and interests — each chose Penn for his or her own reasons.”

The same could be said of Valantina, who is proud to carry on a long family tradition of support for education by actively engaging at Penn. “Seeing our children deriving benefit from and learning and thriving at a particular place has made us want to give back.” And give back they do. The Hedvats help host welcome receptions and special events, work on phone-a-thons, assist with New Parent Orientation, and act as liaisons for fellow parents. Valantina, born in Iran and fluent in four languages, is especially helpful with international families and derives great joy in learning what draws families to Penn.

“Penn parents want to provide their children with the best education, while teaching the values of community building and giving back,” she says. “You see it across the board, no matter where they’re from.”

For a generation of very engaged parents, the Penn call for parent participation in campus life is a welcome one. As Valantina has found, volunteering offers her a way to be involved with her children without being over-involved. “It’s gratifying,” she says. “You teach your children values. Then you get to sit back and see your values at work.”

By all accounts, the Hedvat children have embraced the family tradition of engagement and service. At Penn, Lauren and Shannon have both been peer advisors and active in their sororities and senior gift drives. Brandon, the newest Hedvat on campus, hit the ground running, taking on the job of webmaster at his College House and running for student office. All are involved in student-run organizations and participate in Kite and Key, Penn’s oldest and largest service organization, which among other things conducts tours of Penn for prospective students. As Lauren notes, “It’s easy to talk about something for which you have a lot of passion.”

## Meet New Parents Council Chairs

With one child in her senior year and a second child in her sophomore year, Nancy and Steve Kreider have plenty of Penn experience — as advocates for their children and equally strong advocates for Penn. After two years as Parents Council members, the Kreiders are now leading the group, continuing the impressive record of achievement set by outgoing Council Chairs Shelley and Michael Warsavsky, PAR’07, PAR’09, and Parents Fund Committee Chairs Karen and Jay Kasner, PAR’08, PAR’10.



Playing such an active role at Penn comes naturally for the Kreiders, who have always been involved with their children’s education (“What could be more important?” says Nancy.) Like many parents, Nancy and Steve expected that their involvement in the academic life of their children would come to an end when the college years arrived. The Parents Council changed all that, providing

them an avenue for engaging in the University attended by their daughters, Katie and Suzanne. As Nancy explains, their work with the Council has been especially rewarding “because there’s a lot of benefit that comes to both the University and the parent community through your efforts.”

She and Steve enjoy extending themselves to new Penn parents, by welcoming new families to the Penn community and by encouraging them to get involved. The Kreiders are particularly enthusiastic about fundraising, especially for unrestricted giving. As Nancy describes it, “[Unrestricted giving] allows Penn the flexibility to take care of needs that arise that may not be as visible as others, but are still imperative to the bottom line of making the University the best it can be. This is a great thing not only for our kids, but for all of the students and for the community as a whole.”

# RAVE REVIEWS



*“Let this be a house of music, performance, laughter and theater... a house where bonds are formed and friendships are made... a house where dreams are born and journeys begun.”*

*Marc E. Platt, C’79, Platt Student Performing Arts House Dedication, October 10, 2006*

BREATH TAKING.” “PHENOMENAL.” “FABULOUS.” This is the house that Penn parents helped build — and the place where Penn students will sing, dance, joke, and stage manage their way to engagement with each other and the community. ■ “It’s just an incredible space,” says Shaybe Wagman, C’08, a member of the Jazz group *Counterparts* and a member of the Performing Arts Council. “It’s a community really, a place where all the different groups can come together, get to know each other, learn from each other.” ■ In every way, the 13,000-square-foot Platt Student Performing Arts House is a performer’s dream come true, with a cabaret stage and lounge, rehearsal rooms, offices, a Penn Band room, a library of theater resources, and video and computer equipment for the creation of everything from lights and music to posters and programs. The dedicated space will also allow for new creative initiatives such as an artist-in-residence program and a community service arts-in-education program. ■ A special thanks goes to the Parents of the Classes of 2004, 2005, and 2006, who honored their graduating children by supporting the Platt House.

**PARENTS OF THE CLASS OF 2007...** will continue the tradition of making a gift to the University in honor of their graduating children. The project they have chosen to support is the Locust Walk Plaza at 40th Street and Locust Walk.



*Photos, from top: Dozens of alumni and friends join the celebration in the new cabaret lounge; Jonah Platt, C’08, sings with his group Off the Beat; Marc E. Platt, C’79, and Julie Beren Platt, C’79, PAR’05, PAR’08, join President Gutmann in cutting the ceremonial ribbon. Looking on is Platt House Director Ty Furman.*

# Penn Students Make Their Voices Heard

**Making the political process more accessible to Penn students is the central goal of Penn Leads the Vote.**

“LET THIS ELECTION OPEN A NEW ERA OF RENEWED CIVIC ENGAGEMENT” said President Amy Gutmann of Penn’s remarkably high level of voter registration and turnout for the presidential contest two years ago.★ Since then, there has been no shortage of Penn programs, classes, and student groups eager to help usher in that era. Among the most active organizations on campus this semester is Penn Leads the Vote (PLV), a nonpartisan voter education and mobilization group committed to building a culture of voting on campus and a lifetime of civic involvement.★ Run by the Fox Leadership Program and founded in 2004 by a College sophomore, PLV operates on the premise that peer-to-peer contact is the most effective way to engage young voters. At Penn, this has meant “organizing students to vote through the organizations they are already investing time and energy into, and with the help of students whom they respect as leaders of these organizations” says PLV President Bren Darrow.★ In preparation for the 2006 congressional elections — the first time many Penn students will be eligible to vote — he and fellow PLV members worked to register

undergraduates by attending student group meetings and speaking to them about the importance of voting. In addition, the program maintains a powerful presence on Locust Walk, with a banner spanning the well-traveled campus thoroughfare and a fully staffed information table.★ Making the political process more accessible to Penn students has been the central goal of the group, which has been instrumental in increasing the number of campus polling sites from one to six, and which provides a comprehensive guide to registration, campus voting places, and what Darrow describes as “policy analysis by respected think tanks on both sides of critical issues” on its newly minted website, [www.leadthevote.com](http://www.leadthevote.com).★ While the push so far has been on the 2006 election, a major effort is planned for the 2007 Philadelphia mayoral election and the 2008 presidential election. Darrow also has high hopes for the website: “We want it to be a nationally relevant resource, a reliable bank of information for young people who are interested in learning more about the issues without feeling subject to political propaganda or party lines.”★



# PHILADELPHIA GREEN

**“For every tree planted, every swath of land cleared, and every group of citizens engaged in community greening, there is a corresponding burst of hope and sense of renewal.”**

— LIVE, GROW, THRIVE IN A GREEN PHILADELPHIA, PHS VIDEO

It's the largest, most comprehensive greening program in the nation, and it thrives right here in the city of Brotherly Love. Philadelphia Green. Since 1974, this urban greening program of the Pennsylvania Horticultural Society (PHS) has worked with neighborhoods, community organizations, government agencies, and other partners across the city to make Philadelphia a better place to live, work, and visit. If it is “clean and green,” chances are Philadelphia Green had something to do with it.

Reclaiming vacant lots... growing community gardens... revitalizing parks... energizing civic spaces... and transforming streetscapes and transportation corridors are all part of Philadelphia Green's inspired mission. For residents and visitors to the city, the results are beautiful — and practical as well.

Learn more at [www.pennsylvaniahorticulturalsociety.org](http://www.pennsylvaniahorticulturalsociety.org)



*PHS views greening as an integral way to bring urban neighbors together and create a higher quality of life throughout the city.*



## BEAUTY AND PURPOSE

Take in the beauty of the Philadelphia Flower Show and help make Philadelphia green!

Proceeds from PHS's signature event go to support its community outreach efforts, including the Philadelphia Green program. This year's show, *Legends of Ireland*, is set for March 4-11, 2007. For details, visit [www.theflowershow.com](http://www.theflowershow.com).



**PENN HUMANITIES FORUM**

Join the writers, thinkers, and voyagers in the 2006-07 Penn Humanities Forum on Travel! Public events extend through April 2007 and will include a special 50th anniversary celebration of the late Jack Kerouac's On the Road. Explore it all at [www.humanities.sas.upenn.edu](http://www.humanities.sas.upenn.edu)

# A 2006-07 PENN PLANNER

**November 12**  
*Amarna, Ancient Egypt's Place in the Sun* Exhibit Opens  
Penn Museum

**November 16-18**  
*West Side Story*  
The Pennsylvania Players  
Platt Student Performing Arts House

**November 22-26**  
Thanksgiving Break

**November 24-December 31**  
Holiday Garden Railway Display  
Morris Arboretum

**November 28**  
On-Campus Fall Volunteer Activity  
Be a parent volunteer;  
call the Parents Program.

**December 2**  
Penn Symphony Orchestra  
Schumann and Elgar  
Irvine Auditorium

**December 2**  
Family Workshop:  
Decorative Dashiki  
Penn Museum

**December 20**  
Fall Semester Ends

**January 8**  
Spring Semester Begins

**January 15**  
Dr. Martin Luther King, Jr.  
A Day of Service

**January 20**  
World Culture Day:  
Chinese New Year  
Penn Museum

**January 24**  
On-Campus Winter Volunteer Activity  
Be a parent volunteer;  
call the Parents Program.

**February 3-September 30**  
*Tutankhamun and the Golden Age of the Pharaohs*  
Franklin Institute

**February 17**  
World Culture Days:  
Celebration of African Cultures  
Penn Museum

**February 24**  
Penn Symphony Orchestra  
Adams, Higdon, and Berlioz  
Irvine Auditorium

**March 3-11**  
Spring Break

**March 4-11**  
Philadelphia Flower Show  
Pennsylvania Convention Center

**April**  
Penn Preview Days  
Be a Parent volunteer;  
call the Parents Program.

**April 5-18**  
Philadelphia Film Festival

**April 20**  
Penn Symphony Orchestra  
Verdi's *Requiem* with  
the University Choral Society  
Irvine Auditorium

**April 29-May 5**  
Philadelphia International Children's Festival  
Annenberg Center

**April 26-28**  
113th Penn Relays  
Franklin Field

**May 11-12**  
Dad Vail Regatta  
Kelly Drive, Schuylkill River

**May 11-14**  
Alumni Weekend

**May 14**  
Commencement

## PENN PARENTS PROGRAM

**OFFICE**

601 Franklin Building  
3451 Walnut Street  
Philadelphia, PA 19104-6285  
Tel: 215.746.4646  
Fax: 215.898.5545  
[ppparent@ben.dev.upenn.edu](mailto:ppparent@ben.dev.upenn.edu)  
[www.pennparents.org](http://www.pennparents.org)

**STAFF**

Rachel Sigman, Director  
[sigmanr@ben.dev.upenn.edu](mailto:sigmanr@ben.dev.upenn.edu)  
215.746.8844

Alexandra Pelberg, Assistant Director  
[apelberg@ben.dev.upenn.edu](mailto:apelberg@ben.dev.upenn.edu)  
215.898.3639

L. Wayles Wilson,  
Administrative Assistant  
[wayles@ben.dev.upenn.edu](mailto:wayles@ben.dev.upenn.edu)  
215.746.4646



Penn Parents Program  
601 Franklin Building  
3451 Walnut Street  
Philadelphia, PA 19104-6285

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