Helen Anderson had a very demanding assignment as senior Information Technology Director for the School of Engineering and Applied Sciences (SEAS). But with what has become a hallmark of Helen’s commitment to this institution, she enthusiastically assumed leadership of the task to implement a web-based course management system for the whole University. This new software system would enable faculty to integrate technology into many facets of their teaching.

Helen understood that there were varying needs in Penn’s academic environment and that our faculty had a wide range of technology skills. She took the initiative to pull together a talented team of internal consultants to clarify the needs of this diverse campus environment.

Helen also worked with the consultants to identify the right tool to meet these needs. Blackboard Courseinfo was selected, and Helen led a successful pilot experience within SEAS to test it out.

Once the testing was completed, Helen devised an approach for introducing Blackboard Courseinfo into other academic environments on campus.
HELEN ANDERSON

Models of Excellence

HELEN ANDERSON (continued)

Helen knew that the success of this program would depend on faculty’s understanding the potential these tools offered for enhancing teaching and learning. She molded a team of marketers out of a group inexperienced with this role, and took the show on the road.

Faculty use of Blackboard Courseinfo exceeded original projections almost from the start. Helen’s detailed planning, outstanding capability, strong leadership and attention to the needs of the customer, in this case, our faculty members, were key to acceptance of this program and the concept behind it.

Use of Blackboard Courseinfo continues to grow each year. With this program, and Helen’s important contribution to its acceptance, teaching and learning at Penn have been transformed.

But Helen’s commitment did not end there. With her usual ability to anticipate needs, Helen transitioned responsibility for the system from SEAS to the Library, where a secure, ongoing base of funding and service would exist. She continues, to this day, to support the program’s success. She serves as an important resource for its on-going maintenance. In fact, Helen is at the Library so often; they have dubbed her “Honorary Librarian.”
COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) POSTVENTION TEAM
Vice Provost for University Life

Penn’s Counseling and Psychological Services (CAPS) has a central role in the welfare of our students. The members of the CAPS office are well-known for their talent and compassion. They often are called on to provide “postvention” services following traumatic incidents.

“Postvention” services are interventions following any trauma or crisis that affects the emotional well-being of individuals and groups. These services are designed to create a caring and safe environment for community members to understand the trauma, and to empower these individuals to function constructively and productively.

Needless to say, the need for postvention services was never so great as following the terrorist attacks of September 11, 2001. The CAPS office went into action immediately and turned to a liaison system they had put in place previously to deliver urgent services to the campus. Each member of CAPS is a direct liaison with a school, college house, or administrative area of the university. Within 20 minutes of the attacks, the CAPS staff assembled in academic departments, college houses and administrative meeting rooms with their liaisons, to provide individual and group guidance, on the spot, and to arrange for counseling services for students and faculty in need. Working in tandem with University Life, they arranged for around-the-clock support for our students and the broader University community.

Because of their proactive efforts to develop a network with which to work in the event of a traumatic incident, services to our campus on 9/11 and during the aftermath were organized, effective and valuable.

Unfortunately, their postvention services were called upon several more times during the 2001/2002 academic year.

(continued on next page)
While maintaining a very demanding workload, the CAPS team had to spring into action again and again as Penn experienced several other traumatic events involving our students, faculty and staff members. With each event, CAPS staff moved into their collaborative mode with other groups on campus smoothly, quickly and effectively, increasing the impact of the postvention services they offered.

The CAPS Postvention Team sets the standard for developing and utilizing strong, constructive and productive relationships to enable goals to be met that would be impossible otherwise.

**William Alexander**, PhD, Deputy Director, Counseling and Psychological Services

**Katharine Berg**, MSW, LSW, Staff Social Worker, Counseling and Psychological Services

**Aurora Casta**, MD, Staff Psychiatrist, Counseling and Psychological Services

**Elan Cohen**, PhD, Staff Psychologist, Counseling and Psychological Services

**Mitchell Cohen**, PhD, Staff Psychologist, Counseling and Psychological Services

**Betsy Conston**, MSS, LCSW, Coordinator, Social Work Training Program, Counseling and Psychological Services, VPUL

**Christine Davis**, Administrative Assistant, Counseling and Psychological Services, VPUL

**Michele Downie**, PhD, Psychologist and Coordinator, Groups Program, Counseling and Psychological Services, VPUL

**Margaret Fichter**, PhD, Coordinator, Eating Disorder Program, Counseling and Psychological Services, VPUL

**Allan Goldberg**, PhD, Associate Director, Counseling and Psychological Services,

**Meeta Kumar**, PhD, Psychologist and Coordinator of Outreach, Counseling and Psychological Services,

**Eric Levin**, PhD, Staff Psychologist, Counseling and Psychological Services,

**Marilia Marien**, PhD, Coordinator, Psychology Practicum Training, Counseling and Psychological Services,

**Beth Mark**, MD, Staff Psychiatrist, Counseling and Psychological Services,

**Kenneth Meehan**, MSW, Staff Social Worker, Counseling and Psychological Services,

**Ella Ray**, PhD, Staff Psychologist, Counseling and Psychological Services,

**Pamela Rootenberg**, MD, Staff Psychiatrist, Counseling and Psychological Services,

**Ilene C. Rosenstein**, PhD, Director, Counseling and Psychological Services,

**Marilyn Silberberg**, MSW, LSW, Social Worker, Counseling and Psychological Services,

**Ann Steel**, MD, Staff Psychiatrist, Counseling and Psychological Services,

**Bradley Wolgast**, PhD, Staff Psychologist, Counseling and Psychological Services,
In 2001, the University designated Martin Luther King, Jr. Day as an officially recognized University holiday. All classes and administrative activities were cancelled. In the past, when the University hosted MLK Day events, they were attended by faculty, staff and students already on campus. Now activities would have to be enticing enough to draw faculty, staff and students to the campus, to have MLK’s birthday celebration become a “day on” for service, “not a day off.”

A team of committed, passionate volunteers came together to design the university’s activities. When they got together, the group decided that good programs were the best draw and that several days of activities would be better than just one. The more they considered the possibilities; the more options they realized were available. Soon they had a program that spanned several weeks and provided a wide range of activities, both academic and social.

Penn students were paired with local school children for a variety of community service activities in West Philadelphia. Musical concerts were performed. Documentaries and lectures were arranged to bring the community together to celebrate Dr. King’s life and focus on his teachings.

The Committee’s results far exceeded hopes. Due to the creativity of the offerings and the greatly expanded publicity, the Martin Luther King Symposium attracted not only members of the university, but also individuals from the surrounding communities. New relationships were forged. For several events, there was standing room only. Penn’s MLK commemoration activities became a hub for the entire region, not only on Dr. King’s birthday but during the days that followed.

The Executive Committee’s achievements represent a model for how cooperative ventures within Penn can succeed, and how the University can engage members of the local community to join in endeavors that are mutually beneficial. Through this Committee’s work the University’s relationship with the community has been deepened.
Models of Excellence

MARTIN LUTHER KING, JR.
SYMPOSIUM COMMITTEE (continued)

Malcolm Bonner, PhD, Director, McNair Scholars Program, Office of the Provost/VPUL

Jeremy Brochin, Director, Penn Hillel, Office of the Chaplain, The President’s Center

Glenn Bryan, Assistant VP and Director, City and Community Relations, Office of Government, Community and Public Affairs, The President’s Center

Max-Henri Covil, Program Coordinator, The Office of the Chaplain, Office of the Provost

Erin G. Cross, Associate Director, The Lesbian Gay Bisexual Transgender Center at PENN, VPUL

Valerie De Cruz, Director, Greenfield Intercultural Center, VPUL

James Gardner, Sr. Staff Writer, Office of the President, The President’s Center

Anita Gelburd, PhD, Assistant to the Deputy Provost, Office of the Provost

William Gipson, University Chaplain, The Office of the Chaplain, Office of the Provost

Felicia Green, Project Coordinator, Office of Government, Community and Public Affairs, The President’s Center

Valerie Johnson, Assistant to the Director, Office of City and Community Relations, The President’s Center

Mary O'Rourke LeCates, Administrative Coordinator, The Office of the Chaplain, Office of the Provost

Jack B. Lewis, Associate Director, Admissions and Recruitment, School of Social Work

Luz Marin, Administrative Coordinator, Women's Studies Program, The Alice Paul Center for Research on Women and Gender, SAS

Jacqueline Posey, News Officer, Office of University Communications, The President’s Center

Machamma Quinichett, Associate Director, African American Resource Center, The President’s Center

Afi Roberson, Staff Assistant, African American Resource Center, The President’s Center

Pamela Robinson, Associate Director, Office of College Houses, Office of the Provost

Rodney V. Robinson, Assistant Director, Student Life Programs, VPUL

Isabel Sampson-Mapp, Associate Director, Faculty, Staff and Alumni Volunteer Services, Center for Community Partnerships, The President’s Center

Leah Smith, Director of Communications, Vice Provost for University Life, VPUL
The BEN Financials Team is accorded Honorable Mention for using an outstanding collaborative process to develop and implement upgrades to Penn’s web-based financial management system.

A team of specialists from Information Systems and Computing, Business Services, and the Division of Finance came together to develop a “suite of web-based applications” to better support University financial functions.

The team established the following goals for their work:
- They wanted the new capabilities to be user-friendly.
- They wanted to provide easy access to information.
- And they sought increased operational efficiencies.

The team realized that multi-level, multi-discipline input was needed to reach these goals. Campus-wide advisory groups were brought together to define needs, provide feedback on plans, evaluate alternatives, and participate in system’s testing.

The team also wanted to make sure that end-users would be well-prepared to adopt the new systems.

The team also wanted to make sure that end-users would be well prepared to adopt the new systems. They established a multi-tiered communication structure to keep all constituencies informed of progress. They designed a training program with online and in class components. Then they set up a support structure, known as BEN Helps, to provide frontline personnel to answer questions and resolve problems.
As a result of this collaborative approach, the community embraced the new systems: BEN Buys (which is the name for the new purchasing system), BEN Pays (our accounts payable operations), and BEN Balances (our general Ledger).

The BEN Financials applications save millions of dollars through streamlining and multiple-user efficiencies. As an additional benefit, BEN applications extend access to financial information to a broader community. Researchers now can check instantly the status of grant budgets or research protocols. Department chairs can check departmental budget balances. Faculty and staff can select products and services online, in the Penn Marketplace, where products are displayed from many service providers simultaneously.

The success of this program has many facets. Regardless of where you look, feedback on the BEN Financials applications continues to be excellent and the campus is indebted to this team’s commitment to excellence.

Kalyani Balasubramanian, Sr. Programmer Analyst, Administrative Information Technologies, Information Systems and Computing (ISC)

Roxanne Bataitis, Associate Director, Financial Systems, Office of the Comptroller, Division of Finance

Stuart Benoff, Sr. Programmer Analyst, Administrative Information Technologies, ISC

Alaknanda Bhaumik, Sr. Systems Analyst/Programmer, Administrative Information Technologies, ISC

Tessa Bocage, Sr. IT Project Leader, Administrative Information Technologies, ISC

Timothy Bouffard, Programmer, Administrative Information Technologies, ISC

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# Honorable Mention

**BEN FINANCIALS** (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Division</th>
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<tbody>
<tr>
<td>William Branan</td>
<td>Sr. Systems Analyst, Administrative Information Technologies, ISC</td>
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<tr>
<td>Janice L. Brown</td>
<td>Financial Systems Support Specialist, Office of the Comptroller, Division of Finance</td>
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<tr>
<td>M. Suzanne Burke</td>
<td>System Administrator, Office of the Comptroller, Division of Finance</td>
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<tr>
<td>Marion Campbell</td>
<td>IT Tech Director, Program Manager, Administrative Information Technologies, ISC</td>
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<tr>
<td>David Curran</td>
<td>Systems Analyst, Administrative Information Technologies, ISC</td>
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<tr>
<td>Gregory Dick</td>
<td>Systems Programmer, Systems Engineering/Operations, ISC</td>
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<tr>
<td>Christopher Edelstein</td>
<td>IT Sr. Project Leader, Systems Engineering/Operations, ISC</td>
</tr>
<tr>
<td>Kahin Farah</td>
<td>Database Administrator, Systems Engineering/Operations, ISC</td>
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<tr>
<td>Faina Goldman</td>
<td>Programmer/Analyst, Administrative Information Technologies, ISC</td>
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<tr>
<td>Karen Higgins</td>
<td>Business Operations Manager, Purchasing Services, Business Services</td>
</tr>
<tr>
<td>Vira Homick</td>
<td>Project Manager, Purchasing Services, Business Services</td>
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<tr>
<td>Renee Jordan</td>
<td>Sr. Systems Analyst, Administrative Information Technologies, ISC</td>
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<tr>
<td>Edda Katz</td>
<td>Dir. Communications Group, Data Administration and Information Security, ISC</td>
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<tr>
<td>Bob Lee</td>
<td>IT Project Leader, Office of the Comptroller, Division of Finance</td>
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<tr>
<td>Jeffrey Linso</td>
<td>Director of IT Support, Office of the Comptroller, Division of Finance</td>
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<tr>
<td>Ralph Maier</td>
<td>Associate Director, Purchasing Services, Business Services</td>
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<tr>
<td>Kevin McBride</td>
<td>Financial Analyst, Office of the Comptroller, Division of Finance</td>
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BEN FINANCIALS TEAM (continued)

Barbara Murray, Manager, Financial Training Department, Division of Finance

Robert Palmer, Systems Programmer, Systems Engineering/Operations, ISC

Brent Parker, Sr. Training Specialist, Financial Training Department, Division of Finance

William Ramirez, IT Technical Director, Systems Engineering/Operations, ISC

Colleen Reardon, Procurement Specialist, Purchasing Services, Business Services

James Riley, Business Administrator, Center for Clinical Epidemiology and Biostatistics, School of Medicine

Deborah Schmidt, Purchasing System Administrator, Purchasing Services, Business Services

Laural Seebadri, Sr. Systems Analyst, Administrative Information Technologies, ISC

Daniel Sheehan, IT Director, Database Administration, Systems Engineering/Operations, ISC

J. Stephen Stines, IT Sr. Director, Office of the Comptroller, Division of Finance

John Jianzhu Tong, Sr. Database Administrator, Systems Engineering/Operations, ISC

Cheryl Walker, Manager, Accounts Payable, Office of the Comptroller, Division of Finance

Paul Weidner, Director, Financial Training Department, Division of Finance
The Career Coaching at Penn Team is receiving Honorable Mention for developing a Career Coaching initiative to proactively address the University’s talent retention goals and respond to staff members’ career management interests.

In the late ’90’s, the job market was vibrant and turnover at Penn was higher than usual. Exit survey data and anecdotal feedback revealed that staff members preferred to develop professionally within Penn or to move to another position at Penn, rather than leave if a job was not working out. However, they expressed frustration with the difficulty of finding professional growth or transfer opportunities. Many left reluctantly. Human Resources assessed the situation and developed a “Career Coach” to reverse this trend.

The Career Coach position could have served solely as a clearinghouse for internal job opportunities; however, the Learning and Education Office took a more creative approach. In addition to providing information about job opportunities at Penn and assisting with resume development and interviewing skills, the Career Coach serves as a sounding board and advisor.

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CAREER COACHING AT PENN

As it turns out, assistance is sought by staff earlier in their careers than expected. Many of the Career Coach’s clients are focusing on their long-range professional goals, rather than trying to leave an unsatisfactory position or find an opportunity for advancement.

As the word spread, managers recognized that the Career Coach was a valuable resource. They started recommending to their staff that they seek the Career Coach’s assistance in planning for their future.

The entire Learning and Education team supports the activities of the Career Coach. As a result, in the first six months, the Coach worked with 195 clients and the numbers keep growing. Feedback about services is very positive and a majority of coaching clients report that they have taken action as a result of their experience. Now Penn can plan to hold on to more of its best and brightest.
Penn has a complex curriculum for its undergraduates, with 50 majors and over 2000 courses for the students in the College of Arts and Sciences. The College Academic Advising Office wanted to increase the assistance students receive as they navigate this complex environment.

They took a look at the existing system and implemented several dramatic changes. First they streamlined the number of advisors a student has during his or her undergraduate career at Penn. Previously, students had four advisors as undergraduates: a Peer Advisor, a Faculty Advisor, a House Dean, and a College Advisor. This was changed to just one advisor as the main point of contact throughout an academic career; one who would be trained to answer questions about a broad range of topics. They set up training and mentoring systems to assure quality advising at all levels.

The team also set up weekly meetings with other student support organizations; such as, Student Academic Services, the Office of International Programs, and Counseling and Psychological Services. That way, no student would fall between the cracks and all would get consistent support when in contact with these different offices.

Next they set up an Advising Help Desk to provide students with quick answers to questions by phone, online, or in person. They also restructured student handbooks and their website to better provide information about general advising issues.

The final change to the program was the way students are matched with advisors. They moved to the College House system as the basis for assigning advisors. This allows students to get help where they live during their first year on campus.
Both students and faculty report that the advising system is more effective than ever before. The team has gone beyond the responsibility for assuring that our students get through their college career successfully. They have created an environment that supports student self-actualization and our students will reap the benefits of these changes for years to come.

Flora Campos Cornfield, Assistant Dean for Advising and Study Abroad, College of Arts and Sciences, SAS

Janice Curington, Assistant Dean for Advising and Minority Affairs, College of Arts and Sciences, SAS

Hocine Fetni, PhD, Assistant Dean for Advising, College of Arts and Sciences, SAS

Godlove Fonjweng, PhD, Assistant Dean for Advising, College of Arts and Sciences, SAS

Diane Frey, PhD, Director of Academic Services, College of Arts and Sciences, SAS

Srilata Gangulee, PhD, Assistant Dean for Advising, College of Arts and Sciences, SAS

Alice Van Buren Kelley, PhD, Assistant Director and Assistant Dean for Advising, College of Arts and Sciences, SAS

Niel McDowell, PhD, Assistant Dean for Advising, College of Arts and Sciences, SAS

Guna Mundheim, Assistant Dean for Advising, College of Arts and Sciences, SAS

D.E. Lorraine Sterritt, PhD, Dean of Freshmen and Director of Academic Advising, College of Arts and Sciences, SAS

Margaret Mary Thomas, Administrative Assistant, College of Arts and Sciences, SAS

Paul F. Watson, PhD, Assistant Dean for Advising, College of Arts and Sciences, SAS

Barbara Woodford, Administrative Assistant, College of Arts and Sciences, SAS
There is no training manual for how to respond to an unprecedented event like 9/11. Leadership, following an event of this magnitude, requires calm in the face of an ever-changing environment and quick, careful, and effective action. The Office of International Programs not only met and mastered this challenge, but also served as a model for other academic institutions.

As the events of 9/11 unfolded, the OIP staff immediately went into action. They contacted every one of the 79 sites where over 400 of our students were studying abroad, confirmed our student’s safety, arranged for support, and conveyed assurances to their families. If you think back, you can appreciate how difficult this was on 9/11, and the importance of these communications.

OIP held staff meetings every morning to share information and plan communications to our students studying abroad and to their parents. They followed initial e-mail communications with daily announcements, via the OIP website, including Department of State travel warnings and Public Safety bulletins. One parent wrote: “Your frequent memos to us after the 9/11 tragedy were invaluable. Thank you for being so sensitive to our needs as parents.” A colleague from another Ivy institution posted to a study abroad listserve, “Penn has provided a model which we can adapt for our students.”

At the same time that OIP was dealing with our students abroad, they had to manage the substantial needs of our international community of nearly 4,000 international students from 128 countries (which is 17% of Penn’s total environment), and the approximately 2,000 researchers and faculty members at Penn, from over 103 countries. With the changing regulations under the new Homeland Security agenda, these students, researchers and faculty members faced the realization that, as non-immigrant Visa holders, their studies or research prospects in the U.S. were uncertain. OIP kept abreast of changes, updated the OIP website with real-time information, and held meetings to notify
OFFICE OF INTERNATIONAL PROGRAMS (continued)

Affected constituencies of actions to maintain legal status in the United States.

The increased support continues to this day, for new students utilizing study abroad options, for our foreign students and faculty as they struggle with the changed international landscape, and for admitting and hiring offices struggling with new record-keeping requirements.

All would agree that the staff of the Office of International Programs proved their mettle in the crucible of world-shattering events and serve as important partners in today’s transformed world.

**Shalini Dev Bhutani**, Director, International Student and Scholar Services

**Renee Boroughs**, Advisor, International Student and Scholar Services

**Donna M. Butler**, Overseas Program Manager, Undergraduate Study Abroad

**Lisa Felix**, Advisor, International Student and Scholar Services

**James S. Fine**, Senior Advisor, International Student and Scholar Services

**Donald F. Fry, Jr.**, IT Support Specialist

**Sheila Kelly Gaarder**, Advisor, International Student and Scholar Services

**Geoffrey E. Gee**, Director, Undergraduate Study Abroad

**Martha Hanson**, Business Services Assistant

**Marcia W. Henisz**, Overseas Program Manager, Undergraduate Study Abroad

**Inge Herman**, Overseas Program Manager, Undergraduate Study Abroad

**Alan Johnson**, SEVIS Coordinator/Immigration Specialist, International Student and Scholar Services

**Ping Loveland**, Office Administrative Assistant

**Patricia C. Martin**, Sr. Overseas Program Manager, Undergraduate Study Abroad
Honorable Mention

OFFICE OF INTERNATIONAL PROGRAMS (continued)

Traci Martin, Resources Coordinator, International Student and Scholar Services

Elva Power, Administrative Coordinator

Joyce M. Randolph, Executive Director

Emily Sheesley, Resources Coordinator

Julie Shuttleworth, Business Administrator

Shyrmaine Sin, International Scholar Specialist, International Student and Scholar Services

January Stayton, Admissions Coordinator, Undergraduate Study Abroad

Kuntal Shah Warwick, Advisor, International Student and Scholar Services
Honorable Mention

STEPHANIE WALDMAN
Hematology-Oncology Division, Department of Medicine

Stephanie Waldman is the Administrative Assistant for the Hematology-Oncology Division of the School of Medicine. While performing her traditional clerical responsibilities, she also serves as the human, and very humane, contact between the division and its often distressed and desperate patients. Stephanie takes this role to a new level of service (with a capital “S”).

Stephanie helps patients with their referrals and appointments, deftly and tirelessly probing the daunting health care system to make sure that the best possible arrangements are made. Impressively, she handles all of this with unprecedented energy, and professionalism.

Stephanie has taken courses in the School of Social Work to increase her effectiveness with helping patients navigate the medical system and understand and manage the demands of their disease. But she does not stop there. Stephanie develops a caring relationship with all of our patients; she even visits them if they are hospitalized.

Because of Stephanie’s amazing empathy and heart, our patients rapidly come to trust her and to see her as a vital member of the health care team. In fact, she literally transforms the experience of being a patient at Penn, from what could be a scary and impersonal ordeal, to a caring and sympathetic journey.

Accolades about Stephanie constantly pour into the office, extolling the level of care she provides. Letters are received daily from patients, their families and even other physicians.

Stephanie has made a remarkable impact both on the University of Pennsylvania and on the greater Philadelphia community because of her compassion and caring and her dedication to her career. Stephanie shines as a unique, treasured member of our community and a true model of excellence.