April 2006

Dear Colleagues,

We are pleased to announce the Models of Excellence and Honorable Mention award winners for 2006.

The Models of Excellence program recognizes innovative staff accomplishments at the University that reflect initiative, leadership, collaboration, increased efficiency, and a deep commitment to service. Launched in 1999, this program encourages excellence, provides inspiring role models for emulation, and rewards the remarkable accomplishments of Penn’s staff.

A committee of Penn leaders selected the award winners from among 116 staff members nominated by peers, colleagues, and managers. Inside you will find the winners’ names and a brief description of their achievements. Please take the time to find out more about these accomplishments by visiting the Models of Excellence website at www.hr.upenn.edu/quality/models. We encourage you to consider how these approaches to problem-solving may be applied to your work. At the very least, we hope these examples will serve as models for your actions at Penn.

Please join us in congratulating these outstanding staff members.

Amy Gutmann
President

Ronald J. Daniels
Provost

Craig R. Carnaroli
Executive Vice President
Traditionally, the Senior Class Gift Drive is the first time students are asked to make a gift to Penn. This year, the campaign had the largest dollar amount goal in the university’s history, giving a helping hand for. When Elise Betz took responsibility for the drive, it had a 20 percent participation rate. She was not to make the case that contributed to the University is an opportunity for preserving the Penn experience for future students and for helping Penn win its position in the rankings. She developed “Penn Traditions: Building Our Community,” to connect with students in their freshman year with a tour through Penn at Penn. She invited the President of Penn Alums to address the incoming class. In collaboration with the new Student Orientation teams to satisfy the class early and connect fresh Penn to the Penn’s raison d’être. He has previously helped students to further cement class unity and create a desire to connect with Penn’s future. She worked with key student organizations to encourage peer-to-peer fundraising to help students give an appropriate amount to Penn. She succeeded in developing effective collaborations. Elise’s programming increased participation in the Senior Class Drive, with 24 percent near only not has low-achievement consequences in long-term alumni giving, her program has proven to be one that improves student retention while at Penn.

NEOLA M. GENTIL, Associate Director of Drama Studies, Department of English, SAS

Nicola Gentil is being recognized for his important contributions to the development and introduction of Penn’s new Cinema Studies Program. He tackled difficult administrative activities, such as identifying classroom and screening space for the new film courses, a challenging task in an environment where space already is at a premium. He oversaw the development of film major, a film minor, a graduate certificate, and film concentrations in the departments of English and Spanish. He significantly expanded collaborations with other Penn departments and external organizations to identify shared funding and promotion opportunities, expanding the impact of limited resources. He introduced activities to connect Penn’s Cinema Studies students to each other and the community, including the Penn Cinema Association, an active student group, a film and screen wa. The Library Diversity Team members worked collaboratively with the Center for Communitystillness to enhance the impact of Library Diversity Team’s work. They seized the opportunity to make Penn’s own film and screening activities more accessible to the broader community. They worked with the Center for Communitystillness to ensure that students and faculty are aware of the resources available to them. They are committed to bridging the gap between the Library and outside organizations in order to distribute the cost of MAGPI beyond Penn. To meet this goal, they needed to identify likely partners and help these partners understand the technology and its potential through special orientation and training programs. The program’s efforts have been exceedingly successful. MAGPI membership has grown from 2 to 217 member institutions, including the Pennsylvania Department of Education, Princeton University, and other higher education institutions in Delaware and New Jersey. In addition to achieving the original cost-saving goal, the MAGPI Team has created phenomenal goodwill for Penn by demonstrating its dedication to the advancement of technology as a means for fostering relationships across academic and community boundaries in the United States and internationally to those communities that are important to Penn.

The Library Diversity Team

LINDA M. GOOD, Librarian, Africana Library, Van Pelt-Dietrich Library

The Library Diversity Team designed a unique internship program to introduce minority and students to the profession of academic librarianship. The program has proved successful with more students enrolling in the program than in the past 5 years of Library Diversity, from 2002 to 2006. The program is designed to attract minority students who are interested in pursuing a career in academic librarianship. The team is proud to have had a significant impact on the diversity of the library workforce. The program has been successful in attracting and retaining diverse employees in the library. The team is dedicated to providing equal opportunities to all members of the community and to promoting diversity within the library workforce. The team is committed to creating a diverse and inclusive workplace that reflects the diversity of the community.

The Freshmen Move-In Student Orientation Planning Team

A positive first exposure to college is critical for incoming students and their parents. Each year, Penn must welcome roughly 2,500 new students and introduce them to college life in a few weeks. Recognizing the complexity and importance of this experience, staff from Housing and Conference Services, Colleges and Academic Services, and Real Estate Services came together to improve all aspects of student and New Student Orientation. The results were impressive. They made the website more interactive and user-friendly. They designed new, efficient inspection and repair procedures to make sure that every room and shared space was ready for the new students. They decentralized check-in and maintenance request activities for greater convenience to families. They created optimal traffic patterns and support that reduced move-in traffic to negligible levels. They also introduced new, post-move-in events to familiarize the incoming students with the university. The University City, and Phila, so that the freshman immediately would be connected with their new community. To help with these major new activities, they recruited over 600 student volunteers and introduced the Penn Helping Incoming New Students (PHINS) Program, for mentoring support. As a result, all elements of move-in, orientation, and academic preparation have been upgraded substantially and parents report greater confidence about leaving their children in our hands.

QUESTIONS?
For more information about this program, see www.hr.upenn.edu/quality/models or contact
Marilyn Kranz, Director, Quality of Worklife Programs (kranz@hr.upenn.edu or 689-0385).