

PENN GSE

Spring 2014

UNLOCKING ANSWERS

PROFESSOR JOHN FANTUZZO
and the Key to Integrating Data
on At-Risk Children

page 6

Developing Education
Around the Globe

page 14

Learning and Emotions
in the Workplace

page 10

Penn announced after press time that the next Penn GSE dean is Pam Grossman. Dean Porter's term will continue until Grossman begins her term on January 1, 2015. Visit the News section of www.gse.upenn.edu for details.

THE GRADUATE SCHOOL OF EDUCATION ALUMNI MAGAZINE | UNIVERSITY OF PENNSYLVANIA

Teaching in Philadelphia / page 18 Take the Quiz on Minority Serving Institutions / page 23

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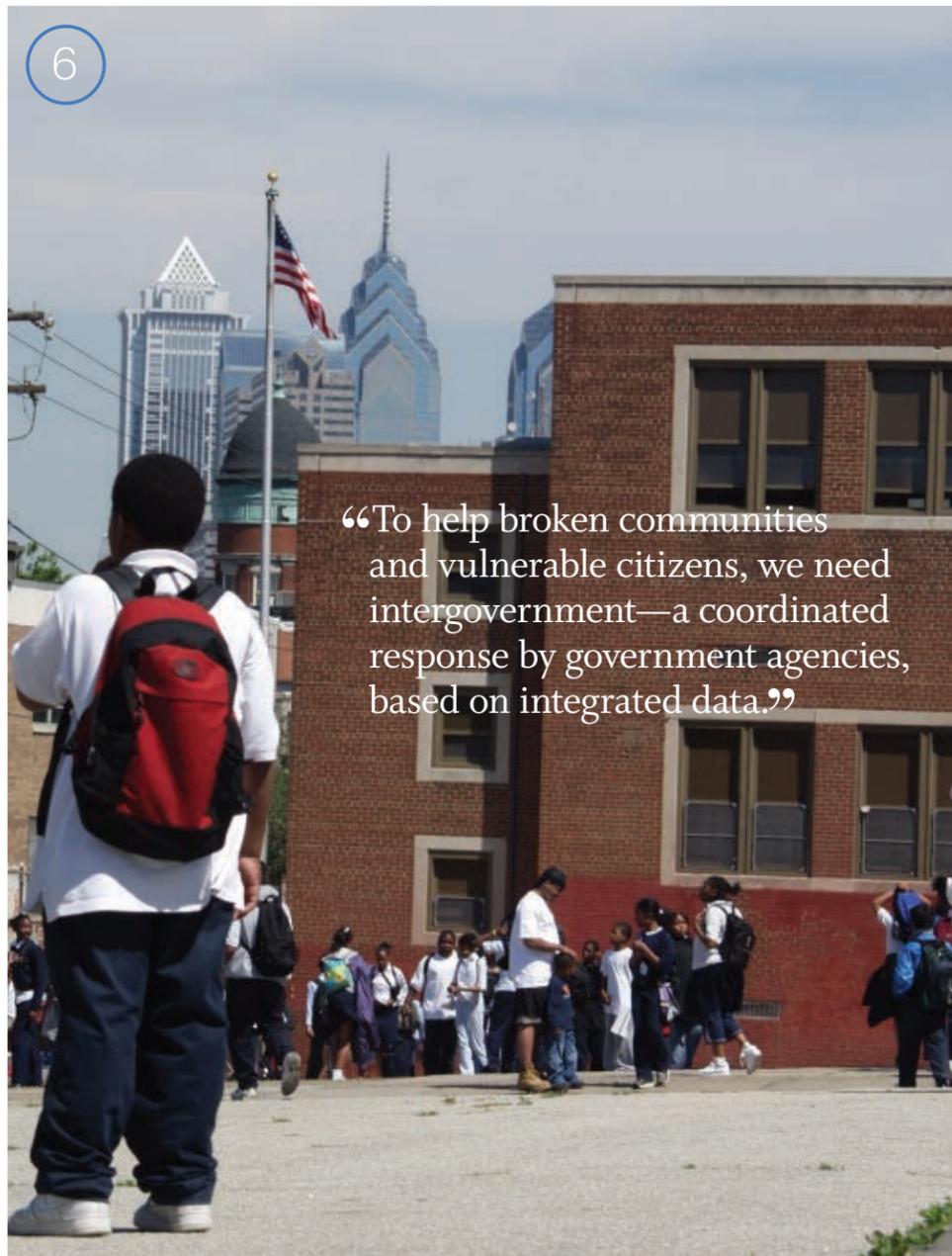
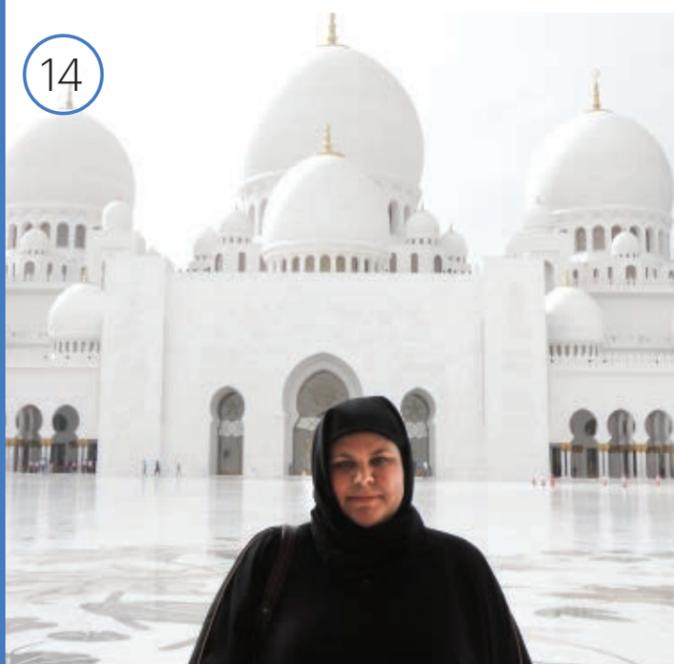
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page 25 →
Education Alumni
Association
Award Winners



[CONTENTS]

2 Letter from the Dean

[NEWS]

4 Faculty Bookshelf, Awards, and Honors

5 News Briefs

[FEATURES]

6 Data and Determination:
Professor John Fantuzzo, Penn, and Philadelphia Unlock Answers for the Nation's At-Risk Children

10 Learning to Lead:
How Education and Emotions are Transforming the Workplace

13 Profile:
Board of Overseers Member Gustave K. Lipman, W'94, on Education in the Security Industry and Beyond

14 Careers with Global Impact:
International Educational Development Program Internships Build Practical Knowledge

18 Alumni Profile:
Philadelphia Teacher Andrea Gray, GED'93, Interviewed by Jill Sunday Bartoli, GR'86

[NOTEWORTHY]

20 Alumni Notes

[RECESS]

23 What's Your MSI IQ?
Take the Quiz on Minority Serving Institutions

“As a close-knit learning community in a world-class setting, we attract the best students that I have ever worked with in my career.”



Photo by Darryl W. Moran Photography

Letter from the Dean

Dear Alumni and Friends,

My term as dean ends this summer, and I will be retiring. I feel privileged to end my forty-seven-year academic career at Penn GSE. It's a great education school that's part of an outstanding university, with a talented and committed community of faculty, staff, students, and alumni.

When I came to Penn nearly seven years ago, I was thrilled to find that this 250-year-old Ivy League university had so much momentum and was so supportive of the kinds of innovations that I, along with almost everyone else at GSE, wanted to make.

A lot of people don't realize that in the midst of this large university, GSE is a tiny place, or that among the education schools ranked in the top ten by *U.S. News and World Report*, we are by far the smallest. Being so small in such a distinguished place has allowed us to do great things.

As a close-knit learning community in a world-class setting, we attract the best students that I have ever worked with in my career. Throughout our master's and doctoral programs, GSE students are exceptionally bright, strongly committed to social justice, and determined to become leaders in their fields. Students who come to Penn GSE have big plans; they want to change what education looks like, and they know that a GSE degree will give them the knowledge and experience they need to shape education's future.

Being small in a great place also allows us to foster innovation more nimbly than larger schools. We were the first education school to sponsor a business plan competition. Now in its fifth year, the Milken–Penn GSE Education Business Plan Competition has been a huge success, connecting education research and practice and providing the impetus for the Education Design Studio, Inc. (EDSi) that launched this past fall. I like to think of EDSi as a business incubator on steroids, and it's off to an impressive start helping the competition's finalists bring their ideas to the marketplace.

I am excited to announce that the School will offer a new M.S. Ed. in Education Entrepreneurship beginning in the fall of 2014. This two-year degree program will teach the key elements of education, business, and entrepreneurship, preparing students to develop, manage, and lead effective innovations in education. As we look forward to programming innovations, we are also exploring online education as another new subject area. We believe Penn GSE can play an important role in setting professional standards for this emerging field.

I am delighted that our pursuit of excellence is reflected in our steady climb in the *U.S. News & World Report* national graduate school rankings. Penn GSE has moved up two notches to 5th place for 2015.

Our mission is to be the most intellectually exciting place in education. We pursue that goal through two strategies. First, we instill a culture that fosters ideas—from groundbreaking research to programs like the ones that I just described. Second, we produce the leaders of leaders. Because we enroll such talented students and have such high-caliber faculty, it is inevitable that our graduates will fly—and that's what they do. Alumni and friends of the School such as yourself know this well. Your participation in our efforts and support of our work have been a tremendous source of inspiration for me.

Penn GSE is not an easy place to leave, and before I do, I'd like to be the first one to wish the School a happy 100th birthday. We have some special events planned to celebrate our Centennial year. In April, we are welcoming the annual AERA conference to Philadelphia for the first time ever.

Thank you for all you have done and will continue to do to make Penn GSE thrive. Here's to the next 100 years of excellence in education.

A handwritten signature in black ink that reads "AC Porter".

Andrew C. Porter
Dean, Penn Graduate School of Education
George and Diane Weiss Professor of Education



Faculty Awards & Honors



Laura W. Perna (1) was elected president of the Association for the Study of Higher Education. Dr. Perna will serve as the president-elect until her term begins in November 2014. **Amy Stornaiuolo (page 5)** received the 2013 Promising Researcher Award from the National Council of Teachers. **Susan Yoon (2)** was elected to the governing board of directors of the International Society of the Learning Sciences. Dr. Yoon also became associate editor of the *Journal of the Learning Sciences* in January 2014.

News headshots courtesy of Candace diCarlo, Stuart Goldenberg, and Darryl W. Moran Photography

Faculty Reads



The nonfiction equivalent of *The Lord of the Rings*.
—**John L. Puckett, Professor of Education**

"*The Years of Lyndon Johnson*, the multivolume biography of Lyndon Baines Johnson by Robert A. Caro, is the best narrative political reading in the world. Absolutely gifted, compelling writer. Once I got into the first volume, I couldn't put it down; ditto for volumes 2-4.



And Nate Silver's *The Signal and the Noise: Why So Many Predictions Fail—but Some Don't* is delicious in debunking talking heads/TV pundits and professors given to punditry."
—**Bob Boruch, University Trustee Chair Professor of Education and Statistics**

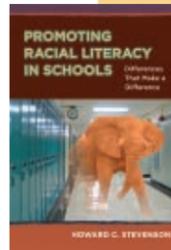
"Primo Levi's *The Periodic Table* ought to be read by anyone with a taste for languages (Italian and English) and chemistry, and his essays on his horrific and unusual concentration camp/factory experiences during World War II are a wonder.



who is growing up albino in rural Tanzania. Read this transgressive text for yourself, then decide whether it's appropriate for your teen."
—**Ebony Elizabeth Thomas, Assistant Professor**

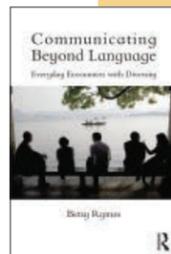
"I continue to be both pleased and astounded by the range of risk-tasking in recently published literature for adolescents and young adults. Tara Sullivan's *Golden Boy* focalizes one current humanitarian crisis through the eyes of young Habo,

Ever wonder what Penn GSE's professors read in between shaping education research and inspiring future educators? Here are a few faculty favorites that you may want to add to your reading list:



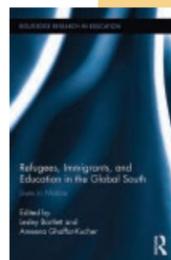
Promoting Racial Literacy in Schools: Differences That Make a Difference

Howard C. Stevenson
Published January 2014 by Teachers College Press
Stevenson shows how racial conflict tends to remain hidden in schools, negatively impacting the school climate, the well-being of students of color, and student achievement. He discusses why schools fail to act on these issues and provides strategies for students, educators, and social service support staff to confront and resolve them.



Communicating Beyond Language: Everyday Encounters with Diversity

Betsy R. Rymes
Published December 2013 by Routledge: Taylor & Francis Group
Rymes explores the concept of communicative repertoires—the resources we use in our daily lives to define who we are, from how we dress and gesture, to how we tell stories. She suggests that by looking at communicative repertoires, we can find common ground when interacting with others in schools, workplaces, and other social spheres.



Refugees, Immigrants, and Education in the Global South: Lives in Motion

Edited by Lesley Bartlett and **Ameena Ghaffar-Kucher**
Published June 2013 by Routledge: Taylor & Francis Group
Awarded the 2014 Jackie Kirk Outstanding Book Award given by the Comparative and International Education Society, this volume examines the role of schooling in immigrant incorporation or exclusion. Through case studies of Thailand, India, Nepal, Hong Kong/PRC, the Philippines, the United Arab Emirates, Jordan, Kenya, Egypt, South Africa, Senegal, Sudan, Mexico, and the Dominican Republic, the book reveals significant implications for educational inclusion and equity.

Names in **bold** are members of the Penn GSE faculty

FACULTY BOOKSHELF



Getting to Know... Amy Stornaiuolo

Assistant Professor
Amy Stornaiuolo of the Reading/Writing/Literacy

division is now in her second academic year at GSE. We asked her a few questions to help introduce her to the GSE community.

Your research focuses on the impact of online communication on teachers and adolescents. What is your favorite way to communicate digitally?

While I still use email most frequently, I spend a lot of time on my social networks. I particularly like how Twitter has become a place for educators to develop professional networks.

If you were a teenager in school now, what do you think you'd be doing online?

Like many other teens, I think that I would be negotiating my relationships online and seeking platforms that adults are less likely to dominate, like Tumblr or Instagram. But I think one of the biggest ways I would participate would be to join affinity communities for reading and writing. I was always an avid reader and writer, but as a teenager I often felt very isolated in those activities and would have immediately fallen into online communities like Figment, Wattpad, and Goodreads as a means of seeking out kindred spirits.

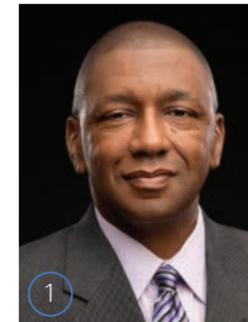
What do you think are the greatest challenges of social media for teachers and students?

When it is so easy to connect at all times, attention management becomes one of the most challenging issues facing us all—but especially teachers and students. A second major challenge is an ethical one, as educators and young people have to negotiate boundaries about appropriateness, privacy, and courtesy. Certainly cyberbullying is a real concern that has been garnering increased attention, but the underlying issues of how young people are learning more generally to be responsible, respectful, and hospitable communicators are central ones for educators, and something I study in my research.

What are the potential benefits of social media for teachers and students?

More people than ever before are reading and writing for mass audiences, connecting with others on a scale and scope previously unimaginable, with countless new resources for self-expression, civic engagement, and connected learning. Another major benefit is the global dimension of learning afforded by social media. As educators, we can capitalize on this by connecting young people across traditional geographic, linguistic, and cultural divides.

News Briefs



Penn's Office of the Provost selected **Laura W. Perna (page 4, 1)** as a 2014 Penn Fellow, an honor bestowed on only eight faculty members from across the University each year. Penn Fellows are recognized as up-and-coming leaders in Penn's distinguished faculty. Over the next year, they will work to develop cross-university networks, think strategically about higher education and the future of Penn, and build leadership capacity across the University. Dr. Perna, a professor in GSE's Higher Education Division, is a nationally renowned expert on access, choice, and equity in higher education and is executive director of the Alliance for Higher Education and Democracy.



GSE named **Howard C. Stevenson (1)** the Constance E. Clayton Professor in Urban Education. Dr. Stevenson joined GSE in 1990. He has studied racial literacy and socialization for the last two decades. His research identifies cultural strengths that exist within families and integrates those strengths into coping interventions to improve the emotional well-being of children, adolescents, and families.



Professor **Marybeth Gasman (2)** and her team launched The Penn Center for Minority Serving Institutions on January 21, 2014. Directed by Dr. Gasman, the Center is the first of its kind. It is dedicated to studying the integral role of Minority Serving Institutions (MSIs)—such as Historically Black Colleges and Universities; Tribal Colleges and Universities; Hispanic Serving Institutions; and Asian American, Native American and Pacific Islander Serving Institutions—in American higher education. (*Learn more about the Center and its research by taking the quiz on page 23.*)

With the aim of helping secondary schools provide a greater global experience for students, Penn GSE and American Friends of Winchester College sponsored "Educating for a Global World," their second forum on the topic of global education, on October 25 and 26, 2013. The Global Education Forum was the brainchild of cofounder Dan Gordon, who seeks to improve the ways in which young people are taught global values, skills, and competencies. At this year's event, Penn GSE Senior Lecturer **Sharon Ravitch (3)**, Director of Executive Leadership Development and Founding Co-Director of Penn's Inter-American Educational Leadership, gave the keynote address, "Considering Complexities and Possibilities in Global Education."

GSE held its third annual conference on educational leadership with Catholic University in Santiago, Chile, on January 6-8, titled the 2014 International Education Summit.

News headshots courtesy of Candace diCarlo, Stuart Goldenberg, and Darryl W. Moran Photography

DATA & DETERMINATION

How Professor John Fantuzzo, Penn, and Philadelphia are Unlocking Answers for the Nation's At-Risk Children

by Juliana Rosati



← Professor John Fantuzzo teaches in Penn GSE's Education Policy division, which prepares students for careers in academic, governmental, and nongovernmental research settings.

Photo by JPG Photography

has been obstructed by legal and operational challenges.

Dr. Fantuzzo believes that schools cannot serve students better without understanding the circumstances tracked by agencies outside of education—such as homelessness, low maternal education, lead toxicity, and other factors. And he is both passionate and irreverent when he describes the challenge.

“I affectionately call it a ‘duh moment’ to realize that you need to look at the risks that happen outside of school to solve problems in education,” says Fantuzzo, the Albert M. Greenfield Professor of Human Relations and Director of the Penn Child Research Center. “If you want to win a race, and you’ve got an injured leg but you don’t pay attention to it, you’re not going to stay ahead for very long. You have to realize there are two legs and the injured one needs mending before you can run. Education tends to think it can hop along. And it can’t.”

For more than fifteen years in Philadelphia, Fantuzzo and Professor Dennis P. Culhane, the Dana and Andrew Stone Chair in Social Policy at the Penn School of Social Policy & Practice, have led the way in opening the doors that keep government entities separate, so that researchers and policymakers can gain a fuller picture of children’s lives and how to improve them. Now, Fantuzzo and Culhane are co-leading a new initiative that takes those efforts to a national level.

“This work stems from a commitment to vulnerable children, and is all about breaking down the boundaries between bureaucracies and getting them to be on the same page to dialogue about what’s in the children’s best interest,” says Fantuzzo.

Though there’s no lightning involved, the results promise to be electric as Fantuzzo

and colleagues lead the charge to transform precise measures of children’s experiences into improved social policies.

Looking at Risk Outside of the Classroom

To attain the benefits of integrated data for Philadelphia children in need, Fantuzzo and Culhane began by establishing a groundbreaking collaboration between the City of Philadelphia, the School District of Philadelphia, Penn, and funders. They unlocked the doors that typically keep separate databases apart, working long and hard to negotiate agreements that met federal data regulations. The result was the Kids Integrated Data System (KIDS), one of the first data systems of its kind in the country, which Fantuzzo, Culhane, and Professor Trevor Hadley of Penn Medicine co-founded in 2000 with funding from the William Penn Foundation.

KIDS linked data to give approved researchers access to relevant information the city collected about children from 1990 to 2008. By integrating the public health, social services, and educational records of those children while still protecting their privacy, KIDS allowed Fantuzzo’s team to pinpoint and analyze eight different factors that affect a child’s educational achievement from birth to age eight.

In a series of studies that continues today, the researchers found that poor academic records and classroom behavior were linked to lead toxicity, preterm birth, low birth weight, inadequate prenatal care, being the child of a teen mother or a mother without a high school education, substantiated child maltreatment, and homelessness. The studies controlled for poverty to show the isolated impact of each risk.

Homelessness proved one of the strongest indicators of school absenteeism, school suspensions, and poor social skills. Low maternal education emerged as one of the strongest predictors of poor educational

With a key on the string of a kite, Penn founder Benjamin Franklin is said to have unlocked electricity from a stormy Philadelphia sky.

Today, Penn GSE professor John Fantuzzo is unlocking evidence of the greatest risk factors threatening children’s educational well-being. The metaphorical key in this case is integration—of data, systems, and mandates across governmental authorities so that previously inaccessible information can be synthesized for research. And some of the first results will show how a literal key to a stable living space can impact children’s educational prospects, both locally and nationally.

Today, technology and “big data” are transforming business, as companies analyze vast quantities of complex information about customers to better understand their needs. Government agencies, however, have been working in a virtual dark age of data. Although the public systems for education, housing, juvenile justice, mental health, and other areas serve many of the same individuals, historically these systems have maintained separate databases. Combining such databases for research may seem like common sense, but it is a revolutionary concept for public agencies, and one that

“This work stems from a commitment to vulnerable children, and is all about breaking down the boundaries between bureaucracies and getting them to be on the same page.”

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outcomes. And the likelihood that those risks would lead to negative outcomes increased with each additional risk a child experienced.

When the researchers looked at sub-populations of students, they found that African American boys faced a higher incidence of risks compared to their peers. And a study released this year shows that risk may be contagious—schools with high concentrations of children with low maternal education, inadequate prenatal care, homelessness, and maltreatment are shown to produce the poorest educational outcomes for all children, even accounting for poverty.

By offering powerful evidence of which risks count the most, KIDS has propelled the School District of Philadelphia and city agencies to make program and policy changes to improve children’s well-being. For example, the City Council of Philadelphia used research findings on the educational impact of lead toxicity to enact stricter regulations for lead testing.

“In partnership with GSE and the School of Social Policy & Practice, Philadelphia has built capacities that allow it to investigate its problems and move towards solutions,” says Fantuzzo. “That model is now enabling us to investigate the same problems in a national context.”

Taking a Philadelphia Story National

Culhane and Fantuzzo are unlocking the potential of integrated data on a national scale as co-leaders of the Actionable Intelligence for Social Policy (AISP)



“Yes, learning is hard. It's a struggle,” says Fantuzzo. “Learning, under any circumstance, is difficult. Imagine learning if you don’t have basic resources—if you don’t have a stable place to live.”

initiative. Based on the success of KIDS, The John D. and Catherine T. MacArthur Foundation awarded the researchers a pair of three-year grants to create AISP, one in 2009 and one in 2012.

System reform is at the heart of AISP’s mission and name. “Actionable Intelligence,” the “A” and “I” in the acronym, means data that are both reliable and relevant. “Not all data are worthy to be used,” explains Fantuzzo. “Our government pays a lot of money to collect bad data.” The latter half of the acronym, “S” and “P” for “Social Policy,” indicates that the data must be applied to produce solutions for vulnerable citizens, an aim Fantuzzo describes as “smarter, more effective, more efficient, and more ethical government.”

AISP is identifying counties, cities, and

↓ By integrating the public health, social services, and educational records of Philadelphia children, Professor Fantuzzo’s team identified eight factors that affect a child’s educational achievement from birth to age eight.

Photo © iStock.com/Maciej Noskowski

states across the country with well-developed integrated data practices and helping to take those efforts to the next level, creating an AISP Network to set national quality standards and conduct studies across multiple sites.

For the first AISP study, “Educational Well-being of Children in Assisted Housing Programs,” six sites across the United States are now combining housing and education data to understand whether children served by assisted housing programs fare better at school than their low-income peers. Proof of how assisted housing benefits children is urgently needed as federal budget negotiations threaten funding for relief programs and homelessness rises in cities across the United States. Funded by MacArthur and The Bill and Melinda Gates Foundation, AISP is collaborating with the U.S. Department of Housing and Urban Development (HUD) and the Institute of Education Sciences, the research arm of the U.S. Department of Education.

Fantuzzo makes it clear that this work is intended to speak to the policy makers who shape education, housing, and other programs to help the poor. “We need a new model of government,” says Fantuzzo. “To help broken communities and vulnerable citizens, we need intergovernment—a coordinated response by government agencies, based on integrated data.”

Fantuzzo and his team have already successfully unlocked major doors to intergovernment on a national level, negotiating access to HUD data for the assisted housing study’s six sites: Philadelphia; Allegheny County in Pennsylvania; the State of South Carolina; Washington State; Milwaukee, Wisconsin; and New York City.

“HUD has housing data on every county



← Dr. Whitney LeBoeuf, GR’13, coauthored Philadelphia-based integrated data studies as a doctoral student at Penn GSE. She is now a research associate coordinating the national study co-led by Professor Fantuzzo on the educational impact of assisted housing.

Photo by JPG Photography

in the United States, and nobody was using it for research because they hadn’t figured out a legal mechanism to share it for policy-relevant research,” says Fantuzzo. “We are working with the leadership at HUD to change how the agency operates to share data. So there’s a wonderful opportunity for system reform, which is exciting.”

Unlocking the Link Between Housing and Education

If a child’s family receives assisted housing support, does that child have a better chance of educational success than he or she would in less stable housing conditions? Will that child be more likely to achieve reading and math proficiency, progress to the appropriate grade level, consistently attend class, avoid suspensions and expulsions, and graduate on time? Fantuzzo and Culhane believe that the answer is yes, because homeless students often move from school to school as their temporary living conditions change, whereas students in assisted housing have the opportunity to stay longer in one place.

A recent KIDS study showed the devastating effects of frequent moves for a cohort of Philadelphia third-graders: those who lacked both a stable home and a consistent school fared the worst in terms of academic achievement and classroom engagement.

“I had an undergraduate say to me today, ‘Dr. Fantuzzo, this assignment is so difficult—it requires that I learn a lot.’ And I said, ‘Yes, learning is hard. It’s a struggle,’” says Fantuzzo. “Learning, under any

circumstance, is difficult. Imagine learning if you don’t have basic resources—if you don’t have a stable place to live.”

In addition to documenting the overall benefits of assisted housing, the AISP study will answer further questions posed by HUD: Are families in assisted housing able to access high-quality public schools? And does assisted housing enable children to stay at the same school longer than they otherwise would have? The answers will help HUD improve its services for children in need, and will increase school districts’ understanding of what is happening to their students outside of school.

This spring, AISP will present a preliminary report to HUD summarizing the integration of local education data and national housing data across the six sites. From there, AISP will conduct in-depth analysis and produce a comprehensive report for HUD, the MacArthur and Gates foundations, and the public, with a scheduled release date of May 2015.

“The final report is scheduled to come out about a year and a half from the time that we received the data,” says Dr. Whitney LeBoeuf, GR’13, who is coordinating the study and coauthored KIDS studies as a doctoral student at GSE. “The timeline is pretty unprecedented for a project of this scope, and that’s a huge benefit of integrated data systems—being able to do large-scale, longitudinal research in a very short period of time, cost effectively.”

As the work progresses, the six sites in the housing study are gaining access for

the first time to the HUD data as well as the other sites’ experiences via regular conversations. “The sites have fully developed integrated data systems, and with AISP we’ve created the opportunity for them to do something they didn’t have the data or the revenue to do,” says Fantuzzo. “We’ve also created a learning community where they can benefit from shared expertise.”

Liz Coker, an education expert at the Washington State site, remarks, “Through the work with AISP, we’ve really recognized this work as crucial going forward and something that needs to be continually supported. Data integration can offer not only a better understanding of children’s needs, but a case management application that will help schools and social service providers better serve children.”

Kathryn Collins, a researcher at the Allegheny County site, expects that the study will help Allegheny tackle one of the top education problems in the City of Pittsburgh, chronic absenteeism, by giving housing authorities information to support targeted interventions within their assisted housing communities. “We find that attendance is such a community problem—it’s not a school problem, it’s everybody’s problem, because the reasons for absenteeism are so varied,” she says. “When more people understand it and address it, the kids have a better chance of making it to school.”

The goal of better outcomes for children is what keeps Fantuzzo opening new doors to answers. “Educating kids in large urban settings isn’t just about reading, writing, and arithmetic,” says Fantuzzo. “If we’re able to reveal the impact of risks like homelessness and create collaborations, we’ll have a real chance of putting better educational trajectories within reach for children in need.” ■

To learn more about AISP and find updates on its work, including the assisted housing study, visit www.aisp.upenn.edu.

↓ PennCLO students and alumni manage workplace education at a host of major companies, including American Express, The Ritz-Carlton, eBay, Procter & Gamble, Google, and more.



Learning to Lead

How education and emotions are transforming the workplace

by Carise Mitch

As a trailblazing researcher and an advisor to global executives, Dr. Annie McKee has seen firsthand the rapid rate of change in the modern workplace. And she knows that two things are more important than ever before: education and emotions.

Education in the workplace is often managed at the highest levels by Chief Learning Officers (CLOs)—including prominent graduates of GSE’s PennCLO Executive Doctoral Program, which is directed by McKee. A bestselling author, McKee has seen education within the workplace rise from its former place as a technical, back-office activity. Due to the demands of an increasingly global and electronic marketplace, education has become a vital strategic function that helps employees engage with unfamiliar cultures, master the latest technology, and more.

“The need to create cultures where people can be at their best—where they can learn, adapt, try new things, and take risks without fear of losing their jobs—is something that companies are taking seriously,” McKee says. “So how people learn is at the top of the talent agenda, which I think is really wonderful.”

According to McKee, that learning must take into account emotions—specifically the intelligence required to understand emotions effectively—so that employees from the ground floor to the C-suite and across for-profit and nonprofit organizations can learn to be better leaders.

“In the social sciences we now have hundreds of studies that indicate emotional intelligence is the key to success in leadership,” she says, “And today, everyone needs to be a leader.”

Beyond Traditional Education

Workplace learning is not a traditional area for an education school to consider, but GSE’s legacy of innovation in education gave birth to the cutting-edge program that benefits today from McKee’s influential work in emotional intelligence.

From the founding of Motorola University in 1981 and the appointment of the first CLO at GE in the 1990s—current PennCLO Advisory Board member Steve Kerr—managers of workplace education and training have gained broader and more prominent roles. In response to that growth, in 2006 Penn and the American Society for Training and Development completed a survey of ninety-two executives serving as CLOs or in similar roles. The survey demonstrated that the top five attributes CLOs must develop are leadership, the ability to articulate value, business acumen, strategic planning skills, and knowledge of one’s company and industry. It also showed a need for CLOs to shape their companies as strategic leaders.

In light of those findings and at the urging of an advisory group of executives, GSE launched the PennCLO Executive Doctoral Program in 2006 with collaboration from The Wharton School. The program was the first of its kind and to date is the only executive doctorate designed to prepare leaders of learning for their professions. It draws on faculty across the University for their expertise in computer science, medicine, management, psychology, marketing, and more.

Spearheading the program was a natural step for GSE. “Among other things, our commitment to innovation means recognizing

the significance of learning that occurs beyond traditional K-12 and college classrooms,” says Penn GSE Dean Andy Porter. “Through the PennCLO program, we bring our expertise to bear on the education that takes place in the workplace.”

An adjunct professor at GSE since 2002, McKee was appointed in 2012 as Senior Fellow and Director of both the PennCLO program and the Med Ed Master’s Program for medical educators.

“Annie McKee has been the perfect person to lead the PennCLO program,” reports Dr. Stanton E.F. Wortham, the Judy & Howard Berkowitz Professor and Associate Dean for Academic Affairs at GSE, who teaches in the program. “She’s a first-rate researcher, and she understands faculty perspectives and the university environment. Plus she has worked for decades with organizations, and she understands their perspectives and needs. It has been a pleasure to work with her on this unique and powerful program that is creating an extraordinary community of learning leaders that stretches around the world.”

The program is dedicated to developing what McKee calls scholar-practitioners: professionals who bring both practical, hands-on experience and scholarly rigor to their work.

“It is phenomenal to see the kind of people attracted to this program. They come from the biggest companies in the world and from the most successful start-ups,” says McKee.

At a host of major companies, including American Express, The Ritz-Carlton, eBay, Procter & Gamble, Google, and more, PennCLO students and alumni tackle a range of challenges. They lead the charge to deliver workplace education that is flexible, innovative, and responsive to change. They work to attract people with top skills and develop the next generation of leaders. In addition, they embrace the larger, strategic role of fostering a culture aligned with their organization’s business goals. For all of these responsibilities, strong leadership is a must.

Understanding that their emotions have immense power to influence their environments, outstanding leaders find a way to renew themselves daily.

Learning to Tune In

McKee believes that in the contemporary workplace, it is “resonant leaders”—those who have the ability to “tune in” to the people around them and create a culture where workers are inspired and motivated to do their best work—who will be the most successful. Resonant relationships are built by executives who embrace the following qualities: They are mindful of their own emotions and able to manage them. They are hopeful, which she defines as “believing that the future we envision is attainable.” And they are compassionate, with a deep concern for others and

a willingness to act on those concerns.

According to McKee, these qualities are critical due to one of the greatest changes in corporate environments—the shift away from authoritative, hierarchical management structures. “Many theories of management and leadership were developed in the middle of the last century and they just do not apply to the way we work now,” she says. Employees more often work in teams, on a project basis, and in “soft partnerships” where authority is ambiguous.

McKee’s philosophy is based on the principles of emotional intelligence, a field that she helped pioneer. First popularized by psychologist Daniel Goleman, emotional intelligence holds that great leaders cultivate the qualities of self-awareness, self-management, and social awareness.

“When we started doing this work around emotional intelligence in the early ’90s, people would first ask, ‘What is that?’ and then, ‘Isn’t that just the people stuff?’” says McKee. The so-called “people stuff,” it turns out, is the most important part of effective leadership, and hundreds of scientific studies now prove that self-awareness, self-management, and social awareness have positive, measurable physiological and psychological effects. These qualities also enable leaders to get results.

Advances in neuroscience have proven that feelings impact cognition and, in turn, behavior. The data show that stressed brains don’t function well, and that angry people don’t make good decisions. Cynical people tend to alienate others rather than encouraging them to succeed. Positive emotions—which McKee describes as “living most of the time in a place of hope and optimism and enthusiasm”—are proven to be contagious, and negative emotions are as well.

“If we’re working in an environment that is ripe with anger, frustration, and fear, we stop functioning well,” says McKee, coauthor of *Primal Leadership* (with Daniel Goleman and Richard Boyatzis) and *Resonant Leadership* (with Boyatzis), published by Harvard Business Review Press. “We don’t think clearly, we’re less tolerant of differences. Add all that up, and we are less creative and less innovative.”

Everyone Needs to Be a Leader

The lessons of emotional intelligence need not be reserved for top executives such as CLOs. “At the very top of the organizations I work with, it is accepted as a fact that everyone needs to be a leader,” says McKee, who in addition to her work at Penn is cofounder of Teleos Leadership Institute, a consultancy providing leadership development and advisory services around the world.

McKee attributes this view partly to the bubble of the early 2000s and the subsequent global financial crisis and recession, when many companies found their single-minded focus on short-term profits had catastrophic consequences. “We’ve all started to recognize that short-term thinking gets us short-term results,” she says. “It doesn’t create a sustainable organization poised for long-term success, and it does not develop people willing to contribute in the way we need them to.”

Everyone needs to lead today, and emotional intelligence

is applicable to leaders everywhere—not just in corporate settings. Effective teachers, for example, have long recognized that emotional intelligence and leadership are important to their success in their classrooms, schools, and communities.

“Teachers are leaders,” says McKee, “and the research shows what great teachers have always known—emotions are neurologically contagious. We are literally wired to ‘catch’ emotions from one another, and nowhere is that more important than in the classroom. Self-awareness allows teachers to be at their very best—with administrators, colleagues, and students.”

Understanding that their emotions have immense power to influence their environments, outstanding leaders find a way to renew themselves daily. “That may mean exercising, gardening, playing with your dogs, meditating—whatever activity works for you,” McKee says.

Resonant leaders also take the time and attention necessary to build trust and positive relationships with others, despite the frenetic pace of digital communication. “In the interest of doing things faster, people can get very messy and create situations that will take more time to resolve,” says McKee. “Only after you’ve slowed down to build connections and trust can you speed up productively. We are more effective and efficient when we trust each other.”

By learning to cultivate self-awareness and trust, McKee envisions, we can all navigate the unfamiliar but exciting landscape that lies ahead. “We’re living in a time of unprecedented change,” she says. “Everyone is experimenting with how to make this work, and I believe that Penn GSE is leading the way.”



Photo by JPG Photography

↑ Dr. Annie McKee teaches future learning leaders in the PennCLO Executive Doctoral Program, which she directs in addition to the Med Ed Master’s Program for medical educators. She also plays a guiding role in GSE’s Mid-Career Doctoral Program in Educational Leadership.

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Safety and Success

Board of Overseers Member Gustave K. Lipman, W’94, on Education in the Security Industry and Beyond

interviewed by Juliana Rosati



Photo by Samuel Stuart Hollenshead Photography

As chief operating officer of Guardsmark LLC, one of the largest security services firms in the world, Penn GSE Board of Overseers member Gustave K. Lipman, W’94, works with former law enforcement officers, FBI executives, military specialists, and Secret Service agents to protect people and property for clients. We sat down with him to learn about the important role of education in his work and life, and what inspires him to be a part of GSE.

Leadership in the security industry isn’t the typical background of a board member at an education school. How does your work connect to your role at GSE?

When I was invited to join the Board of Overseers, I think GSE was looking to add board members with nontraditional interests in education. I’m not the chancellor of a school system. Yet at Guardsmark we train and develop thousands of people whose knowledge and preparation are at the core of a successful service delivery model. Our research and development are in the enhancement and refinement of our talented workforce. GSE has been called a maverick and innovative school of education, and I think my inclusion on the board illustrates the School’s broad vision of the meaning and impact of education.

Why is education important at Guardsmark?

It’s absolutely at the very core of our business and mission as a provider of security services often tasked with emergency response. We believe in people and what they can do for their customers and for their own development. We have 17,000 employees at 150 branch offices, and we take great pride in selecting personnel who want a career and not only a job. They must be ready to learn and capable of growing their skills. Education within the company keeps our security personnel as capable and effective as possible through the discipline of testing and continual refinement. The results are in their performance, and can truly save lives.

Your mother, Barbara K. Lipman, is a trailblazer in children’s education. How did she influence your perspective on education?

Since the 1970s, my mother has been one of the nation’s most vocal advocates for the rights of children and the need for high-quality early childhood education. She gave me an understanding of what education can yield as a lever to empower children and position them for success. The University of Memphis recognized her impact, naming its Children’s School the Barbara K. Lipman Early Childhood School and Research Institute.

Has being the parent of two young children also contributed to your perspective on education?

Definitely. Educational concepts that were interesting to me before—such as class size, technology in the curriculum, the Common Core, and the role of the PTA—have grown even more relevant to me as they’ve become interwoven with my family life.

You support scholarship aid at GSE. Why do you believe it is important to support the School in this way?

I believe that excellence in education does not happen by itself, and that the foundation of a successful educational institution is its faculty. The educators best positioned to grow educational institutions must be supported. By developing the emerging leaders in education, we can ensure the futures of the schools, colleges, and universities they will serve.

What have you learned about GSE while serving on the Board of Overseers?

I’m thrilled with the leadership of GSE. At GSE, a culture that values innovation and proven success has forged a results-oriented school. Some schools may be mavericks and some schools may be effective. At GSE, the leadership has chosen to achieve both.

I’m not so sure that someone with my areas of expertise would have been either welcome or happy on the board of another education school. The culture at GSE is attentive, dynamic, and creative. I’ve found that the School truly welcomes my knowledge and commits to develop new ways of looking at education, and I feel that I am learning and making an impact. ■



The Lipman Scholarship

Cristin Stephens, a master’s student in Penn GSE’s Education, Culture, and Society program, is the 2013–2014 recipient of the Lipman

Scholarship at GSE established by Gustave K. Lipman and Karen A. Lipman. “Penn GSE is important to my career as a growing educator, as a place filled with incredible scholars and students making contributions to the field,” says Stephens, who aims to pursue a Ph.D. and work in higher education.

Careers with *Global Impact*

International Educational Development Program Internships
Build Practical Knowledge

by Lakshmi Gandhi

Photo © iStock.com/Courtney Keating

Education is not only a doorway to greater opportunity; it is a basic human right. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), education is key to eliminating poverty and disease, fostering peace and gender equality, and creating sustainable economic development around the world. Penn GSE's International Educational Development Program (IEDP) is dedicated to furthering education from this perspective. Each year, dozens of students in the program gain practical experience advancing literacy, health education, educational access, and more through international internships.

"Our sustained focus on people in need in developing countries sets us apart from other international education programs, as does our emphasis on hands-on experience in the field," says IEDP Director Dan Wagner, UNESCO Chair in Learning and Literacy and Professor of Education at GSE. "We may be the only program in the world offering this combination."

After completing a required course in fieldwork at GSE, students earning their M.S.Ed. in International Educational Development put their practical knowledge to the test as interns, bringing theory to the ground level to improve education worldwide.

Working principally in Africa, Asia, Latin America, and Europe, students complete internships for eight to twelve weeks at partner organizations such as UNESCO, UNICEF, World Vision, Save the Children, and the Aga Khan Foundation. Graduates often say that the skills and professional relationships they developed as interns were essential to their postgraduate careers.

"We set a very high bar for ourselves and our partner organizations," says Dr. Wagner, who works with IEDP Associate Director Dr. Ameena Ghaffar-Kucher to help students find placements that best suit their interests and fields of study. "We treat our students as professionals, and they in turn are treated as professionals responsible for real work on the ground."

A look at a few recent graduates shows some of the many ways that IEDP internships connect students to professional roles with an international impact.

From Intern to Employee

Kelly (Franquemont) Shiohira, GED'12, traveled to Johannesburg, South Africa, for her internship with the Molteno Institute for Language and Literacy, a nongovernmental organization



← Kelly (Franquemont) Shiohira, GED'12, went from intern to employee at the Molteno Institute for Language and Literacy in Johannesburg, South Africa.

that operates literacy projects throughout Africa.

When the organization allowed her to select the focus of her work, she chose to study Molteno's use of self-reflection practices, such as journaling, aiming to show how teacher trainers and coaches can improve

their performance and evaluate their own progress by regularly reflecting on their efforts.

Shiohira was asked to formally present the results of her research to the organization's upper management at the end of her internship, as well as to facilitate a workshop on fundraising, organizational efficiency, and marketing, topics that senior staffers at Molteno told her were the main challenges of the organization.

"The CEO and director of the R&D department were both impressed by my work, and they offered me a position before my internship ended," says Shiohira. She joined the staff of the Molteno Institute as a research and development officer in January 2013, becoming one of the many IEDP students who have parlayed an internship into a full-time position.

She fondly recalls her GSE classmates, crediting them as an integral part of the experience. "IEDP is an amazing program because of the diversity," says Shiohira, who has enrolled in a master's program in linguistics at South Africa's Rhodes University and eventually intends to pursue a Ph.D. in educational development. "If you look at my class, we all had different backgrounds, and different but complementary interests."

Building Skills While Living Abroad

The IEDP faculty strive to match students with internships that will put their strengths to best use. Some students, such as Sarah Horns, GED'11, develop curricula for their organizations. As an intern for UNICEF in Kampala, Uganda, in the summer of 2011, Horns worked with a program that assisted children diagnosed with HIV/AIDS. "They had a problem with kids who weren't taking their medications," explains Horns, a former teacher who was drawn to the internship because it combined public health with educational issues. "So I did informal interviews with them and designed a life skills curriculum to help reduce the problems experienced by the HIV-positive adolescents."

Horns now applies similar skills as an education advisor at the

↓ Sarah Horns, GED'11, pictured at Sheikh Zayed Grand Mosque in Abu Dhabi, United Arab Emirates, is an education advisor at the Abu Dhabi Education Council.



Abu Dhabi Education Council, where she works with a cluster of schools to help teachers and develop resources, focusing on long-term strategies rather than short-term fixes.

"In my job, it would be easy to walk into a school and make changes to procedures, write school policy, or create action plans for a department all on my own," Horns explains. "But when I leave that school, it is likely that these changes will be reversed or forgotten. What I have been hired to do is to build the capacity of the teachers and administrators in a group of schools. This is not an easy process and takes time."

Horns credits the IEDP with giving her the right combination of hands-on and theoretical experience for this challenging work. "I loved the interdisciplinary way they set things up, because it enabled me to connect my academic work to policy and practice," she says.

She also notes the ease with which the program faculty were able to place students at some of the most reputable organizations around the globe. "Without the IEDP, I don't think I would have been able to get into UNICEF," she says.

Other students focus their internships on research and assessment. Khaing Zah Lynn, GED'12, interned with UNESCO Bangkok during her course of study. In addition to reviewing UNESCO's former policies on education in the Asia-Pacific region and recommending effective programs and projects for the future, Lynn worked on several non-formal education programs meant to help students who have dropped out of school return to the mainstream school system.

While at UNESCO, Lynn also had the opportunity to assist with organizing and preparing the Asia-Pacific Annual Review meeting, a gathering convened by the Japanese government to review all state-funded Asia-Pacific projects.

A citizen of Myanmar, Lynn accepted a position in Yangon, Myanmar, with the German International Development Cooperation (GIZ) after receiving her master's degree and working for UNICEF in Myanmar. GIZ supports the German government's goals for sustainable development around the world. Lynn applies her research and assessment skills as an advisor for technical and vocational education and training development, reviewing current training methods and supporting the creation of an Industrial Teacher Training Centre. "I have traveled across the country, observing teaching workshops and interviewing teachers on their backgrounds and skills to be updated for their teaching effectiveness," she says.

A Chance to Work Across Multiple Countries

Getting to know another country is a benefit of most students' internships. For Emily Wallace, GED'12, experience with another two dozen countries lay ahead.

Having already lived and worked in Tanzania as a teacher for two years prior to entering GSE, Wallace interned for the IEDP in Kampala, Uganda, with World Vision, a humanitarian organization



↑ Khaing Zah Lynn, GED'12, advises on training and vocational education for the German International Development Cooperation in Yangon, Myanmar.

Photo by Candace diCarlo



UNESCO CHAIR WAGNER SUPPORTS UN GOALS

IEDP Director Dr. Dan Wagner was named the UNESCO Chair in Learning and Literacy at Penn GSE in 2011. The chair, the first of its kind at a U.S. school of education, is dedicated to supporting United Nations Millennium Development Goals for basic education and literacy so that children everywhere will be able to complete a full course of primary schooling.

There are currently 783 UNESCO chairs in 132 countries. The UNESCO Chair at GSE is the eighteenth in the United States, and signifies a special bilateral partnership between UNESCO and Penn.

IEDP ALUMNI: WHERE ARE THEY NOW?

Here's a snapshot of how other recent IEDP alumni have applied their knowledge around the world since graduating from GSE.

Leydy Abreu, GED'12
Senior Associate, Partner Engagement-Latin America, Teach For All

Stephanie Blochinger, GED'12
Education Communications Coordinator, British Council

Joanna Braman, GED'12
Operations Manager, International Youth Foundation, Latin America and Mozambique

Vernon Caldwell, GED'10
Ph.D. Candidate, CUNY Graduate Center

Abby Campbell, GED'12
Global Health Delivery Project Assistant, Harvard Medical School

Naoko Asano Enomoto, GED'12
Programme Officer, UNESCO Bangkok, Thailand

Meg Ferrigno, GED'10
Founder/Director, The Pureland Project

Alex Pak, GED'11
Project Director, PYXERA Global, Mozambique

Dana (Sarber) Santos, GED'10
Senior Learning Specialist for Latin America, AbbVie

Khadija Shariff, GED'12
National Coordinator, Forum for African Women Educationalists (FAWE), Zanzibar

Jiyoung Sung, GED'11
Program Officer, The Asan Institute for Policy Studies

Hannah Weitzer, GED'11
Program Manager, Central and South Asia, Global Nomads Group

Fatima Tuz Zahra, GED'12
Ph.D. Student, Penn GSE

that works to combat poverty and injustice.

As an educational knowledge management intern, Wallace traveled to many of the nine African nations where her department had a presence, checking on projects as the organization went through a philosophical transition. "It was a lot of responsibility and it was also very exciting," says Wallace.

Her supervisors noticed her dedication and ability, and offered her a one-month consultancy after her internship ended. Her term as a consultant was quickly extended for another nine months, and her work expanded to encompass projects in twenty-five countries. In July, Wallace joined World Vision as a resource adaptation trainer in the Swaziland office, where she develops teaching and learning materials.

"It was definitely a valuable experience," says Wallace of her IEDP internship with World Vision. "The internship is a necessary component for work in this field." She adds that the IEDP at GSE stands out among its competitors for its practical focus.

↓ Emily Wallace, GED'12, has traveled to a number of African nations for World Vision, developing educational efforts that combat poverty and injustice.



Thinking Outside of the Box to Find Solutions



↑ Nicholas Ashburn, GED'12, has combined business with global problem solving in both his IEDP internship and his position with the Wharton Social Impact Initiative.
Photo by JPG Photography

Occasionally, students take an unconventional route for their internships. Nicholas Ashburn, GED'12, used the creative-thinking techniques of designers to look at education problems as an intern at IDEO.org. The nonprofit arm of IDEO, a San Francisco-based design and innovation firm, IDEO.org uses design principles to integrate human needs, technological capabilities, and business savvy into holistic solutions for global poverty.

Ashburn worked on several education-related projects to reduce poverty, including efforts with an online community college in the United States and an initiative on clean toilets and other sanitation issues in Ghana.

One of the few who have completed IEDP internships in the United States, Ashburn says the skills he learned in the IEDP meshed nicely with the philosophy of IDEO.org. "A huge staple of the IEDP was that we were taught to try to think outside of the box," he says. "What are the real solutions? How do we look at problem solving differently?"

After graduating, Ashburn moved to Austin, Texas, and decided to strike out on his own as an educational consultant. He quickly developed a wide variety of clients, working on projects ranging from sustainable architecture to entrepreneurial loans along the Texas-Mexico border.

Ashburn's post-Penn journey came full circle in December, when he returned to the University to become the director of special projects for impact investing at The Wharton School. The position is part of the Wharton Social Impact Initiative, which uses business knowledge and practices to enhance the greater good, both locally and globally.

Influencing the Future of Education

This generation of IEDP alumni considers it vital to make a long-term impact on international education. As the graduates work to influence educational policy around the globe in their new positions, the changes they effect for underserved children will be the true fulfillment of the IEDP's mission.

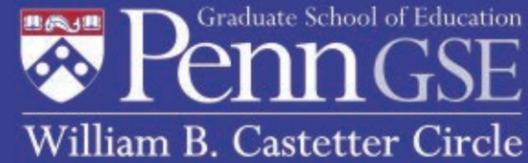
"Penn and GSE are committed to global engagement—to connecting theory with policy and practice across the world," says Ghaffar-Kucher. "Our aim is to prepare our graduates to recognize the inequities across and within nations—and to help them develop the knowledge, skills, and disposition required to partner with stakeholders and make a difference." ■

I have had a rich, varied, and fulfilling career. I owe the successes I have enjoyed largely to Penn GSE. That is why I have become a member of the William B. Castetter Circle.

— William W. Reynolds, Jr., GRD'71



Bill included Penn GSE in his will. Consider joining him in making a lasting impact on education through a bequest. It's easy, costs nothing today, and earns you membership in GSE's Castetter Circle of legacy donors.



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Or visit www.gse.upenn.edu/support_gse/gift_planning

Look Below After Taking The Quiz on Minority Serving Institutions (MSIs) on Page 23.

Results of the MSI Models of Success Study

In their report, Drs. Gasman and Conrad argue that U.S. colleges and universities can improve degree attainment by students of color through five proven strategies and practices created by the twelve MSIs in the study:

- Establish environments in which everyone contributes to the success of every student.
- Engage students in culturally relevant problem solving.
- Collect data to guide the learning and progress of each student.
- Provide students with opportunities to learn from experts who are not their teachers.
- Require students to learn outside the classroom.

To learn more about the MSI "Models of Success" study sponsored by Lumina Foundation, the Kresge Foundation, and USA Funds, visit the Penn Center for Minority Serving Institutions website at www.gse.upenn.edu/cmsi.

- Are you an MSI expert, apprentice, or novice?**
- 1. False; MSIs enroll 20% of all U.S. undergraduates.
 - 2. La Sierra University: HSI; Deanza College: AANAPISI; Delaware State University: HBCU; Salish Kootenai College: TCU
 - 3. California (175 MSIs), Puerto Rico (49 MSIs), and Texas (72 MSIs)
 - 4. True
 - 5. c.
 - 6. True
 - 7. a.
 - 8. False; tuition rates at MSIs are on average 50% less than those at majority institutions.
 - 9. c.
 - 10. d.
- 8-10 correct answers:** Congratulations, you're an MSI expert!
- 5-7 correct answers:** You're an MSI apprentice. Keep up the good work!
- 0-4 correct answers:** Looks like you're an MSI novice. Be sure to visit www.gse.upenn.edu/cmsi so you can climb the ranks!

UPHOLDING HOPE

ANDREA GRAY, GED'93, ON TEACHING IN PHILADELPHIA

by Jill Sunday Bartoli, GR'86

Andrea Gray, GED'93, has seen firsthand how deep poverty and political stalemate create devastating educational conditions for urban children and families. A twenty-seven-year veteran of the School District of Philadelphia, Gray works every day to combat the effects of poorly supported schools and financial crises on her students. I sat down with Gray to discuss her teaching at John H. Taggart School, a K-8 public school in South Philadelphia, and learned how her love for her students and their families, her deeply held belief in the power of her students, and her experiences with Penn GSE have sustained her successful teaching career.

Jill Bartoli: What has allowed you to succeed as an urban teacher in Philadelphia despite the overwhelming challenges?

Andrea Gray: Early on in my teaching, I was able to build community in my classroom through my love of the students and by establishing trust with the parents, who have been fabulous. I truly believe each child can succeed, and that they are wonderful little people who are very valuable to our society.

JB: What are the biggest challenges you face in teaching in a public school in the city?

AG: Time and resources. There is far too little of both.

JB: What keeps you dedicated to teaching underserved students?

AG: One of the most disturbing publications to read is the yearly report of the Children's Defense Fund, *The State of America's Children*. Other developed countries do not abandon one in five of their citizens to poverty, nor do they allow poor children to fail educationally at the rate of 50 percent. As an urban teacher, I am determined to empower my students and show them their

potential in spite of the many reasons they could feel hopelessness and despair.

JB: What are the rewards?

AG: Working with students and developing lifelong bonds with them. One example of this is a student, Corey Winchester, who I taught for first, second, and third grade in the early 1990s. I attended his graduation from Masterman High School as a two-time student body president, and from Northwestern University. He is now an educator in Evanston, Illinois, and was recently named one of five Excellent Early Career Educators for 2013-2014 by the Illinois State Board of Education.

It is just as rewarding to meet former students on the street or in the grocery store and have them tell me how fondly they remember our time together.

JB: What brought you to Penn GSE to earn your master's in Educational Leadership?

AG: After four years of teaching in a Philadelphia public school, I wanted to better understand and come to terms with my students' and parents' challenges and find the tools to meet those challenges.



Penn Students Give to Gray's Classroom

In December, Andrea Gray's students received a donation of books and clothing from the Red and Blue Calling Program, a staff of Penn undergraduates who make phone calls to alumni and friends of the University to raise support for annual giving to Penn. The Calling Crew members make a donation of their own to a different organization each year, and chose Gray's classroom as the recipient for 2013.

I was drawn to Penn GSE's faculty and students. In addition, I appreciated the fact that it is a research institution that would offer me a rigorous education and that my fellow students would match that rigor.

JB: What were the highlights of your time at GSE?

AG: As a part-time student I was part of a cohort, which made a big difference—GSE was more than just a place to take courses; I was part of a community of learners who shared the common goal of getting a rigorous education and not just another certificate or degree. In addition, I was greatly influenced by my professors, including Dr. Vivian Gadsden, and her commitment to viewing our students as we might want our own children to be seen.

JB: What doors did the master's program open for you?

AG: The fact that I have a graduate degree from Penn changes people's impression of me, and in turn I try to live up to the responsibility that comes along with holding a graduate degree from Penn. The combination of these two things has opened many

doors for me, including possibly influencing my being awarded a Fulbright grant to teach in London.

JB: Tell us about the connections and experiences with GSE that have been helpful to you as a city teacher.

AG: Betsy Wice and Rhoda Kanevsky, affiliated faculty of the Reading/Writing/Literacy (RWL) division at GSE, generously send GSE student interns to my class every spring to teach. The GSE students give my students high-quality experiences in literacy. Because of the RWL program's focus on inquiry and collaboration, the interns give me the opportunity to reflect upon my own practices from multiple perspectives. So I get as much from working with the interns as, hopefully, they get from working with me.

I also stay connected to GSE through the Philadelphia Writing Project (PhilWP), a site of the National Writing Project located at GSE. Serving as a Teacher Consultant for PhilWP allows me to collaborate with other urban educators who are committed to teaching through writing and are dedicated to educational equity. The director, Penn

GSE Practice Professor Diane Waff, is all about fostering communities of educators who create innovative and high-quality educational opportunities for our students.

JB: What advice do you have for current graduate students pursuing city teaching?

AG: Stay connected! Find your own voice. Love what you do, love your students, and don't worry about how others view your career choice. Find a mentor teacher, or teachers, who can help you through the rough times, of which there will be plenty. And be sure to share your successes, as there will also be plenty of those. ■

Jill Sunday Bartoli, GR'86, is a retired professor and the author of Celebrating City Teachers: How to Make a Difference in Urban Schools. After receiving her doctorate from Penn GSE, she taught several graduate courses for the School and directed a research project at a North Philadelphia public school. During her twenty years at Elizabethtown College, she taught courses about diversity issues, urban education, and language arts. She also researched and wrote about city schools and city teachers. Her retirement includes substitute teaching at Harrisburg School District in Pennsylvania and advocating for more funding for public schools. She is a member of the Penn GSE Education Alumni Association Board of Directors and its Communications Committee.

Photos by Darryl W. Moran Photography

↓ Alumna-to-alumna: Jill Sunday Bartoli, GR'86 (left), interviewed Andrea Gray, GED'93 (right), in a conversation that drew upon the commitments both Penn GSE graduates have made to urban education.



PHILADELPHIA WRITING PROJECT THRIVES AT GSE

For more than twenty-five years, the Philadelphia Writing Project (PhilWP) at Penn GSE has provided high-quality professional development that improves the teaching of writing in K-12 classrooms in Philadelphia. "Teachers teaching teachers" is the core of PhilWP's mission. What began as a summer institute for thirty participants has grown to the largest teacher network in the city. PhilWP Teacher Consultants like Andrea Gray serve nearly one thousand educators each year and impact over ninety thousand K-12 students. PhilWP also adjudicates the local Scholastic Art & Writing Awards and sponsors a youth writing camp in partnership with Independence National Historical Park.

Alumni Notes



1940s

Jane Burke Lego, ED'49, has been retired for twenty-three years after a long and satisfying career as a public librarian, which ended with an Honorary Life Membership in the Virginia Library Association.

1950s

Elizabeth Kearney, GED'57, is an author, lecturer, and business owner. She recently published *Generational Insights*, a series of four booklets offering guidance on the interests, needs, and value of today's multi-generational workforce. She has presented programs based on this information at schools and organizations such as Dun and Bradstreet, the University of California at Berkeley, and the ASTRA Women's Business Alliance.

1970s

Joan Zimmerman Azarva, GED'74, has begun writing the monthly college column for the Smart Kids with Learning Disabilities website. She runs the Conquer College with LD/ADD website and has a private practice helping students with disabilities make the high-risk transition from high school to college.

Jeff Claus, C'74, GED'74, has retired from Ithaca College, where he was a professor of social and cultural foundations of education for eighteen years. Previously, he earned his Ph.D. at Cornell University and taught at Mount Holyoke College. Much of his work revolved around issues of culture and race in the classroom, school, and community.

Benna Sherman, CW'74, GED'74, GR'79, recently published a book, *How to Get and Give Love: Relationship Maps*.

1980s

Ann Adderley, GRD'89, received the Status of Women Award from the Top Ladies of Distinction Inc. Philadelphia Chapter at the organization's 25th anniversary celebration.

James Meredith Day, GR'87, is a professor at the Universite catholique de Louvain in Belgium and The Very Distinguished Visiting Professor in Psychology and Religion at the University of Uppsala, Sweden. His most recent book, with Pierre-Yves Brandt, is *Psychologie du développement religieux: Questions classiques et perspectives contemporaines* (Labor et Fides, 2013).

Eileen R. Giardino, NU'76, GR'89, and Angelo P. Giardino, GED'86, M'87, GR'99 are the authors of *Medical Education: Global Perspectives, Challenges, and Future Directions* (NOVA Publishers, 2013) and editors of "Nurse Practitioner and Physician Preceptors Perception of Student Nurse Practitioner Training and Practice," published in the 2013 issue of *The Open Medical Education Journal*.

Kathleen Rooney Silage, NU'73, GED'85, continues to teach first-year nursing students at Delaware County Community College. After twenty-one years, she is amazed at how she continues to grow both educationally and professionally through working with her students.

Mark Steinberg, C'83, GED'83, is in his thirtieth year as a science teacher in the Bellmore-Merrick Central High School District in North Merrick, NY, and has become president of the Bellmore-Merrick United Secondary Teachers, which has over five hundred members.

Cynthia Weill, GED'87, published the fifth book in "First Concepts in Mexican Folk Art," her bilingual children's series featuring artisanal folk art from Oaxaca, Mexico. The book, *Mi Familia Calaca/My Skeleton Family*, (Cinco Puntos Press, 2013) was designated a fall selection of the Junior Library Guild.

1990s

Katherine Kaby Anselmi, GNU'81, GR'94, is teaching courses in health law, research, and the politics of health care to undergraduate, graduate, and doctoral nursing students at Drexel University, work that draws upon her background as a nurse practitioner, educator, and attorney. Previously, she received her J.D. from Syracuse University in 2002 and practiced law for five years.

Susan Cline-McGroarty, C'82, GED'87, GR'93, was recently awarded tenure at Chestnut Hill College, where she is an associate professor. She reports that the GSE doctoral program's focus on social justice and advocacy continues to inspire and inform her work.

Sarah "Sally" C. Conklin, GR'96, is retiring as a full professor after three years at the University of Wyoming and fourteen years at Northern Illinois University teaching sexuality education and administering public health and health education degree programs. She received an NIU Research Mentor of the Year Award.

Mark Fabrizi, GED'95, earned his Ph.D. in education from the University of Hull in Great Britain in 2012 and began teaching in the Education Department at Eastern Connecticut State University. Previously, he taught English at North Branford High School in Connecticut for eighteen years, during eight of which he served as department chair.

Kilian Fritsch, GR'91, contributed to *Narrative Reflections: How Witnessing Their Stories Changes Our Lives* (Hamilton Books, 2013), a collection of reflections by therapists regarding interviews of Holocaust survivors and their families. The interviews were collected as part of the Transcending Trauma Project at the Council for Relationships in Philadelphia.

Angelo P. Giardino, GED'86, M'87, GR'99 (See "Eileen R. Giardino, NU'76, GR'89" under "1980s.")

Ed Goldberg, GED'96, is a member of the Schools Committee of the American Psychoanalytic Association. The committee advocates for a dynamic developmental process of human well-being and for good school experiences that are essential to healthy human development.

Kimberly Jean Hoeritz, GED'93, has earned an Ed.D. from Duquesne University. Her dissertation, "Stereotypes and their Consequences for Women as Leaders in Higher Education Administration," was nominated for the university's Annual Distinguished Dissertation Award, and she was inducted into The Honor Society of Phi Kappa Phi.

Lloyd Holliday, GR'95, recently lectured at Yunnan Normal University in Kunming, China, where he was invited to speak to staff and students about language, culture and cognition, and the craft of short stories in TESOL.

Michael Malone, GED'97, returned to a leadership role at Columbia Business School, where he was named associate dean for the MBA Program in August 2013. He has come back to the New York/New Jersey area with his wife and sons, ages six and four, after serving as the managing director for career management at the Kellogg School of Management in Evanston, IL.

Gloria J. McNeal, GNU'75, GR'98, has been named dean of the School of Health and Human Services at National University in La Jolla, CA, and recently served as a co-contributor to the Institute of Medicine's report on the future of nursing. She is a Fellow of the American Academy of Nursing and has served as a Fellow of the Robert Wood Johnson Foundation Executive Nurse Fellows Program.

Lisa Morenoff, GED'98, completed a master's degree in special education at Catholic University. She now holds dual certification in elementary education and special education in Washington, DC, where she has been working for nearly ten years in a range of positions with students in third through tenth grade.

Rachel Skerritt, C'98, GED'99, was selected for the inaugural cohort of Principal Ambassador Fellows, a new initiative of the U.S. Department of Education. She is one of three principals who will work with the department to provide a school-leader perspective on critical policy issues. She will conduct this part-time work while continuing her primary role as principal of Eastern Senior High School in Washington, DC.

2000s

Nigel Caplan, GED'02, is an assistant professor at the University of Delaware English Language Institute and an author of ESL textbooks, including *Grammar Choices for Graduate and Professional Writers* (University of Michigan Press/ELT, 2012). He has two boys, Sam, six, and Aiden, one.

Bruce Chamberlin, GRD'06, was elected to the Board of Trustees of Gettysburg College in February 2013, and has served on the Dean's Development/Advisory Board for the School of Education at the College of William and Mary since 2011. This past summer, he attended the Aspen Ideas Festival as a visiting scholar.

Teppey Hayashi, GED'07, and his wife, Elaine, welcomed their first son, Joma, on August 24, 2013.

Chrissy (Contos) Khachane, GED'02, has launched StrongTots, LLC, a website and resource committed to supporting the toddler community with accurate, research-driven information, practical ideas, product reviews, and a look at the whole child during an important stage of development.

Carrie Kries, GED'03, became the CEO of Philadelphia Montessori Charter School in July 2011. She reports that three years into her time at the school, reading proficiency has nearly doubled and math proficiency has increased from 8 percent to 54 percent.

Clayton S. LaCoe III, GRD'06, was appointed superintendent of schools at Western Wayne School District in Lake Ariel, PA, for a five-year term beginning in July 2013.

Tyrone W. McCombs, GR'03, is assistant provost of academic affairs and dean of the Rowan Camden Campus at Rowan University in Glassboro, NJ, where he leads the effort to restore a historic bank building in Camden to create a new academic facility. He was recently selected for the 2013 Philadelphia Economy League Leadership Exchange Program and named the third-vice president for the South Jersey Church of God in Christ organization.

Kieran McLaughlin, GED'05, is pursuing an Ed.D. in the Teacher Education and Teacher Development Program at Montclair State University.

James P. Pellow, GRD'06, is president and CEO of CIEE, the Council on International Education Exchange. CIEE recently completed a company-wide review to develop a global community development and partnership program. This has resulted in local, national, and international partnerships with organizations including Girl Rising, Diversity Abroad, and the University of Maine School of Law.

John "Trey" Smith, GED'09, has partnered with the Philadelphia Math + Science Coalition and the Math Forum @ Drexel to establish the Philadelphia Engineering and Math Challenge for students and teachers from Philadelphia public schools. He is a Teacher Consultant with the Philadelphia Writing Project and was named "Outstanding Science Teacher" by the Pennsylvania Society of Professional Engineers—Philadelphia Chapter in 2012.

Jeanine M. Staples, GRD'05, was tenured and promoted to associate professor of literacy and language at Penn State. She holds this rank in both the Department of Curriculum and Instruction in the College of Education and the Department of African American Studies in the College of Liberal Arts. Her work is in new literacy studies, teacher education, urban studies, and popular culture criticism.

Manami Suzuki, GED'01, presented her research on communication in the global business world at the 30th Euro-Asia Management Studies Association (EAMSA) Annual Conference at the University of Duisburg-Essen in Germany in November 2013. She is a professor in the Faculty of Business Administration at Hosei University in Tokyo.

Jennifer Warren, GRD'08, has become head of the lower school and director of curriculum at the Town School for Boys in San Francisco, CA. She previously spent six years as the principal of Ormondale Elementary School in the Portola Valley School District.

Karen Weaver, GRD'09, wrote "Media Deals, College Football and Governance: Who's in Charge?," an article selected as the cover story of *Change: The Magazine for Higher Learning* for the July/August 2013 issue. It is the second time the magazine has featured an article by Weaver on the cover.

2010s

Gianna Brisbane, GED'10, is a science and math teacher at New Foundations Charter School in Philadelphia, PA, and reports that Penn GSE prepared her well for the classroom.

Nat Coffman, GRD'12, was named head-of-school-elect at The Prairie School in Southeastern Wisconsin and will become head in July 2014.

Stephanie Consoli, GED'13, moved to New York City as a counselor for Options for College. In this role, she helps high school students get into and succeed in college.

Alan R. Garcia, GED'13, works for iMentor, an education nonprofit that provides mentors to over 3,000 students in New York City public high schools.

Miles R. Goodloe, GED'12, was recently appointed to the Dana How Funding Board and accepted a position as a curriculum development consultant with W.I.N.D.O.W. (Women In Need of Discovering Own Worth) in Los Angeles, CA. He teaches an honors seminar course, "Socio-Political Movements in America: Women and African-American Rights," at Drexel University, and produced the film *Gang Girl: A Mother's Journey to Save Her Child*.

Lauren McBride, GED'13, has been named senior assistant director for diversity initiatives at Miami University in Ohio. She plans and executes recruitment strategies for students from underrepresented populations, and aims to increase both the diversity of the student body and the resources on campus for diverse students.

Donna Sabella Monheit, GR'10, GNU'12, has been named a managing editor of *The Journal of Human Trafficking*. She also became the academic advisor to Students Advocating Against Trafficking, a new club at Drexel University, where she is director of global studies and of the Office of Human Trafficking.

Ebbie Parsons III, GRD'11, was featured as a thought leader on teacher quality in "Time Capsule 2013," the inaugural issue of the *Texas Education Review*.

Jordan S. Solomon, GED'11, has been promoted to dean of students at the Shawmont School in Philadelphia, PA. He will return for a second year as residential director of the Leadership in the Business World program at The Wharton School.

Emily Wiseman, GED'13, is a fourth-grade homeroom teacher for KIPP (the Knowledge is Power Program) in Washington, DC.

Submissions have been edited due to space constraints and magazine style guidelines.



Alumni Notes

Penn GSE wants to hear about all the different ways that passionate alumni like you are contributing to your communities and the world. Fill out our Alumni Notes form at www.gse.upenn.edu/alumni/alumni-notes to submit updates for a future issue of *The Penn GSE Alumni Magazine*.

Centennial Stories

What does Penn GSE mean to you? In preparation for our Centennial year, we're collecting stories that capture what Penn GSE has meant to our alumni and friends throughout the School's history. Submissions will be considered for use in print and digital publications celebrating our Centennial. We invite you to share your story at www.gse.upenn.edu/centennial.

ADDITIONAL PHOTO CREDITS:
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What's Your MSI IQ?

TAKE THE QUIZ ON MINORITY SERVING INSTITUTIONS

How can colleges and universities in the United States get better at increasing access and success for students of color? By following the lead of Minority Serving Institutions (MSIs), according to a three-year study led by Penn GSE Professor Marybeth Gasman and Clifton Conrad of the University of Wisconsin–Madison.

Historically, the colleges and universities considered MSIs emerged in response to inequity, lack of minority access at majority institutions, and significant demographic changes in the country. The report by Drs. Gasman and Conrad argues that today, MSIs offer unique expertise for improving degree attainment by students of color.

As director of GSE's newly launched Center on Minority Serving Institutions, Gasman is working to increase rigorous scholarship on MSIs and raise awareness of their educational contributions.

[QUIZ ON NEXT PAGE →]

How Much Do You Know About MSIs?

Are you an MSI expert, apprentice, or novice? Take the quiz on the next page. Then turn to page 17 to find out your MSI IQ and learn more about the results of the study.



HISPANIC SERVING INSTITUTIONS (HSIs):

Undergraduate students who identify as Hispanic make up at least 25 percent of total enrollment at these colleges and universities, which receive federal discretionary funding to support Hispanic and low-income students.

TRIBAL COLLEGES AND UNIVERSITIES (TCUs):

Associated with American Indian and Native Alaskan tribes, these institutions receive federal grants and related assistance to support American Indian and Native Alaskan students.

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES (HBCUs):

Founded before 1964, these institutions were originally intended to provide higher education to African American communities, and today the vast majority of HBCUs continue to be predominantly Black institutions.

ASIAN AMERICAN AND NATIVE AMERICAN PACIFIC ISLANDER SERVING INSTITUTIONS (AANAPISIs):

Undergraduate students who identify as Asian American and Native American Pacific Islander make up at least 10 percent of total enrollment at these colleges and universities, which receive federal discretionary funding to support Asian Americans, Native American Pacific Islanders, and low-income students.

QUIZ

— 1 —

MSIs enroll a total of 15% of all undergraduate students in the United States.

True False

— 2 —

Match each institution below to the type of MSI it is.

La Sierra University	Tribal College or University (TCU)
DeAnza College	Hispanic Serving Institution (HSI)
Delaware State University	Historically Black College or University (HBCU)
Salish Kootenai College	Asian American and Native American Pacific Islander Serving Institution (AANAPISI)

— 3 —

Which three U.S. states or territories have the highest concentrations of MSIs?

- Alabama
- California
- Florida
- New York
- Puerto Rico
- Texas

— 4 —

Penn is the only university with a center dedicated to studying MSIs.

True False

— 6 —

Almost one-half of all students at MSIs are first-generation college students.

True False

— 5 —

____ % of students at HBCUs receive Federal Pell Grants, compared to 49% of students across all colleges and universities.

- a. 36 c. 71
- b. 53 d. 87

— 9 —

HSIs make up 6% of post-secondary institutions in the United States and enroll nearly ____% of all Latino undergraduates.

- a. 12 c. 50
- b. 24 d. 65

— 8 —

On average, tuition rates at MSIs are 30% less than those at majority institutions.

True False

— 7 —

At TCUs, 42% of faculty identify as American Indian or Alaska Native, whereas nationally American Indians or Alaska Natives make up approximately ____% of faculty.

- a. 1 c. 7
- b. 4 d. 15

— 10 —

AANAPISIs make up less than 1% of colleges and universities in the United States and enroll nearly ____% of all Asian American and Pacific Islander undergraduates.

- a. 5 c. 15
- b. 9 d. 27

Turn to page 17 to find out your MSI IQ and learn more about the results of the study.

EDUCATION ALUMNI ASSOCIATION AWARDS

HONOR 5 EDUCATION PROFESSIONALS



Tanya Maloney, GRD'14 (left), presented the Penn GSE Educator of the Year Award to GSE Associate Professor of Education Dr. Janine Remillard (right).



Bernex Richardson, GED'09 (left), presented the Helen C. Bailey Award to Dr. Ann Martin Dapice, NU'74, GR'80 (right).



EAA Awards Committee Chair Christine Hernandez, GED'10 (right), presented the Ethel and Allen "Buddy" Carruth Sustained Leadership in Education Award to Dr. Scott H. Reikofski, GRD'08 (left).



Keon M. McGuire, GR'13 (left), presented the Penn GSE Alumni Recent Alumni/Early Career Award of Merit to Dr. Tryan McMickens, GRD'11 (right).



Kelly Wilcox, GED'03, GRD'11 (left), presented The William B. Castetter Alumni Award of Merit to Lionel A. Anderson, C'04, GED'07 (right).

The Penn GSE Education Alumni Association (EAA) presented its annual EAA Awards on November 9, 2013, at The Inn at Penn. The awards honor the accomplishments of GSE alumni and other education professionals, recognizing outstanding contributions to Penn GSE and the field of education. *To learn more about the awards, visit www.gse.upenn.edu/alumni/awards.*



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“It’s important to me to stay connected to Penn GSE because of the role the School has played in shaping my personal and academic identities. I contribute to the Annual Fund not only as a way to express my gratitude for the impact GSE has had on my life and career, but also to support the experiences of current students.”

—Emily Bailin, GED’10
Benchmark Society Member

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To learn about member benefits, or to find out if you are already a member, contact:

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