Science Award Renewal from NIH

First in Clinical & Translational Science Award Renewal from NIH

The Institute for Translational Medicine and Therapeutics (ITMAT) of the Perelman School of Medicine at the University of Pennsylvania received a $55 million renewal from the NIH in recognition for their success during the first five years of the Clinical and Translational Science Awards (CTSA) program. The CTSA programs are administered by the National Center for Research Resources (NCRR).

ITMAT’s application ranked first among competing institutes in the nationwide NIH evaluation among academic medical centers that first received a CTSA in 2006. The 2011 renewal funding totals $498 million. There are now 60 institutes that have received CTSA awards over the last five years.

“ITMAT—the world’s first institute dedicated to translational research—has been able to combine funds from the CTSA with investment by the Perelman School of Medicine at Penn and the Children’s Hospital of Philadelphia (CHOP) to support the development of programs, the provision of infrastructure, an a suite of educational programs, including the masters in translational research,” said ITMAT director Dr. Garret A. FitzGerald. “The CTSA application reflects the exemplary teamwork of investigators drawn from many schools at Penn, and our partners in the Wi-star Institute, Monell Chemical Senses Center, and the University of the Sciences of Philadelphia.”

Reviewers of Penn’s program praised particularly ITMAT’s decision to focus on two themes. The first, Translational Therapeutics, includes training physician scientists who are fluent in all aspects of moving basic molecular knowledge into the clinic. This is an area of direct relevance to the new National Center for Advancing Translational Science due to be launched by NIH Director Francis Collins in the fall.

The second theme, Bridging the Pediatric to Adult Disease Divide, targeted for further development in the second cycle of funding, will focus on the collaboration between the Perelman School of Medicine and CHOP to foster and support program development that projects from childhood into adulthood. ITMAT has already contributed to expanding programs for treating autism and schizophrenia in an integrated way.

“These institutes [that received renewal funding] were the pioneers in the CTSA program and are to be commended for the work they have done in bridging the traditional divide between laboratory research and medical practice,” said NCRR Director Dr. Barbara Alving. “They were tasked with transforming the way their institutions coordinate research to make it more proactive and effective in producing real-world results, and in the process, they have served as innovative models nationwide.”

To learn more about ITMAT, including its research services, funding resources, and key initiatives, visit www.itmat.upenn.edu. Further information on the CTSA program can be found at www.ncrr.nih.gov/ctsa

Opening Day at Penn Park

At the Grand Opening of Penn Park on Thursday, September 15, President Amy Gutmann (center) got some help planting the last of Penn Park’s first batch of trees from City Councilwoman Jannie Blackwell, Mayor Michael Nutter, W’79, Trustee Chair David L. Cohen, L’81, and Athletics Director Steven Bilsky, W’71. The transformative spaces were designed by the landscape architecture firm Michael Van Valkenburgh Associates of Cambridge, Massachusetts and Brooklyn, New York. There were nearly 550 indigenous trees planted along the pathways and open spaces that share the 24 acres with the athletic fields, tennis courts and parking lot. See pages 4-5 for more coverage.

US News Rankings

For the second year, the University of Pennsylvania ranked 5th with four other universities in the US News & World Report’s ranking of “Best Colleges”. Harvard, Princeton, Yale and Columbia topped the annual list.

The Wharton School has once again been ranked number 1 in the nation for its undergraduate business program. It was also ranked first in four of its specialties: Finance, Insurance/ Risk Management, Marketing and Real Estate. It was ranked second for Management and International Business; third for Quantitative Analysis; fourth for Entrepreneurship and Production/Operations Management and sixth for Accounting and Management Information Systems.

Penn was also listed in the top 20 among “Great Schools, Great Prices.”

IN THIS ISSUE
2 Trustees’ Meeting Coverage; Council: Agenda, Annual Report of the Steering Committee; Retirement of Paul Robbins
3 Global Engagement Fund
4 Celebrating the Opening of Penn Park
6 Academic Career Conference; CFAR Nonhuman Primate Projects; Eat Local Challenge; Volunteer Opportunities; One Step Ahead
7 Penn Family Day; Penn Safety Fair; CrimeStats; Classifieds
8 Talk About Teaching and Learning
Trustees September Coverage

The University of Pennsylvania Board of Trustees’ Audit & Compliance Committee, Budget & Finance Committee and Executive Committee met last Thursday, prior to the grand opening of Penn Park.

At the Stated Meeting of the Executive Committee a resolution was passed to establish a University of Pennsylvania dual qualified entity in Hong Kong to allow donors who pay tax to both the US and Hong Kong to take deductions from both. The dual qualified entity will be formed as a corporate non-profit organization, with the Trustees as the sole shareholder.

They also passed a resolution to amend the Bylaws of Penn Medicine to include emeriti members: term or charter members who have previously served.

President Amy Gutmann noted that Penn welcomed the Class of 2015 on September 6; they represent all the states but North Dakota as well as 66 countries. She also spoke about Penn Park, which she described as “strikingly beautiful” and sustainable. She noted that the underground irrigation systems withstood the onslaught of rain during Hurricane Irene and afterwards. Dr. Gutmann mentioned the appointment of Dr. Ezekiel Emanuel (Almanac September 6, 2011) as the 13th PIK Professor and the appointment of Stephen MacCarthy as the new Vice President for University Communications (Almanac September 6, 2011). President Gutmann also welcomed Dr. J. Larry Jameson, who officially became the new dean of the Perelman School of Medicine and the EVP of the Health System on July 1 (Almanac September 14, 2010).

Dr. Gutmann noted the steady progress in the Making History Campaign; Penn has already reached $3.48 billion or 99 percent of the $3.5 billion goal with a year to go before the campaign ends.

Provost Vincent Price mentioned Penn’s global engagement: the fund (see page 3) and the appointment of Dr. Emmanuel as the Vice Provost for Global Initiatives.

EVP Craig Camaroli said that Penn has had a very successful year: net assets grew, and philanthropic and gift-giving were up; UPHS also had a strong operating margin.

Dr. Jameson gave his first Penn Medicine Report noting the health system is strong financially. He said he intends to build on the optimism at the school which is well positioned to adapt and collaborate with other schools at Penn.

Budget & Finance presented three resolutions: one to authorize design and construction of campus backfill spaces vacated by researchers moving to the Translational Research Center ($10.1 million); another to authorize Biomedical Research Building II and Steimmler Hall variav renovations for nonhuman primates ($8.9 million) and one to authorize revised scope and budget for Ryan Animal Hospital air handlers replacement units 3 and 4 for an additional $1.2 million for a revised total ($5.2 million).

LSRM: $21.7 Million NSF Grant (continued from page 1)

members are organized into Interdisciplinary Research Groups. The newly awarded Penn MRSEC has four such groups, the most of any MRSEC nationwide, which draw faculty from multiple departments in the School of Arts and Sciences, the School of Engineering and Applied Science and Penn’s Perelman School of Medicine.

The first group is lead by Randall Kamienski of the SAS department of physics and astronomy and Dr. Kathleen Stebe, chair of the SEAS department of chemical and biomolecular engineering. They will harness the effects of curvature and elasticity in soft materials, and their interfaces to create novel responsive materials and structures.

The second group, led by Dr. Daniel Hammer of the SEAS departments of bioengineering and chemical and biomolecular engineering and Dr. Vivek Reddy of the SAS department of chemistry, will study, synthesize and develop applications for molecules known as Janus-dendrimers and designer proteins. The resulting smart nano-materials, with virus-like structures and functions, have potential uses as environmental sensors and actuators.

The third group, led by Dr. Rob Carpick of the SEAS department of mechanical engineering and applied mechanics and Dr. Andrea Liu of the SAS department of physics and astronomy, will study disordered materials, ranging from metallic glasses to granular media, such as sand. Their work will develop new understandings about how such disordered solids fail under stress, relevant for building tougher materials.

The fourth group is led by Dr. Chere Kagan of the SEAS departments of electrical and systems engineering and materials science and engineering and Dr. Jay Kikkawa of the SAS department of physics and astronomy. They will build “inter-dimensional” materials from nanocrystalline particles, assemblies that have novel electronic, optical, acoustic and magnetic properties.

The award coincides with the 50th anniversary of the LSRM, which has long played a vital role at Penn and in the greater Philadelphia region. By creating and sustaining a versatile suite of state-of-the-art experimental user facilities, the LSRM has partnered with local scientists from industry, government, and academia, as well as with technical institutes around the world.

“A crucial feature of our center is a very innovative and successful educational outreach program, Dr. Yodh said. "Besides the obvious interactions with graduate students and post-docs, through research we are able to connect with area K-12 students and their teachers, undergraduates, local colleges, the general public and even universities far from Penn, as we do through our partnership with the University of Puerto Rico. “MRSEC support is vital for generating student interest, for taking them to the next level and for promoting diversity in science and technology at all levels.”

Almanac on Penn Mobile Website

Almanac is now available on Penn’s mobile website. Users can access the complete issue of Almanac—the University’s official journal of record, opinion and news—from their mobile device by choosing “Almanac” under the category of “News” from the mobile site’s homepage, http://m.upenn.edu

Or, use the code to the right for easy access.

Mobile Access

Open the mobile version of the most recent issue of Almanac by scanning this QR (short for Quick Response) code on your smartphone. If you don’t already have a scanning app installed on your smartphone, use your mobile browser to search for one and download for free.

University Council September Meeting Agenda

Wednesday, September 21, 4 p.m. Bodek Lounge, Houston Hall

Source: Office of the University Secretary

I. Announcement of Appointment of a Moderator. 1 minute

II. Announcement of Appointment of a Parliamentarian. 1 minute

III. Approval of the Minutes of April 27, 2011. 1 minute

IV. Follow-up Comments or Questions on Status Reports. 5 minutes

V. Presentation and Scheduling of Focus Issues for University Council for the Academic Year. 5 minutes

VI. Presentation of Council Committee Charges. 10 minutes

VII. Announcement of Open Forum Sessions. 5 minutes

VIII. Discussion of the Programs Planned for the 2011-2012 Academic Theme Year: The Year of Games. 15 minutes

IX. New Business. 2 minutes

X. Adjournment by 4:50 p.m.

Annual Report of the Steering Committee of University Council, 2010-2011

Prepared by the Office of the University Secretary

The 33rd annual report of the Steering Committee of the University Council, prepared in accordance with a requirement in the Council Bylaws. Section V. (d) of the Council Bylaws states: (d) The Steering Committee shall publish an annual report to the University community. This report, to be published early in the academic year, shall include a review of the previous year’s Council deliberations (highlighting both significant discussions and the formal votes taken on matters of substance) and a survey of major issues to be taken up by the Council during the coming year.

The annual report is published online on the Council website; to see the full schedule of Council meetings, as well as links to other important documents see www.upenn.edu/secretary/council/index.html

Retirement of Paul Cribbins

Paul S. Cribbins, Assistant Vice President for Commonwealth Relations, who served Penn in a variety of government affairs positions for more than 20 years, retired from the University on July 31. Mr. Cribbins joined the University as Director of Commonwealth and City Relations in 1987. For many years he represented Penn in City Hall, advancing the University’s interests before City Council and the Mayor’s Office. In 1992 he became the University’s chief liaison to the Commonwealth government (Almanac September 22, 1992). Mr. Cribbins built strong relationships with local and state elected officials, facilitating Penn’s involvement in public policy matters related to higher education, research, healthcare, and economic development.

—Jeffrey Cooper, Vice President Office of Government and Community Affairs

ALMANAC September 20, 2011
Global engagement is one of Penn’s most important and meaningful commitments. A cornerstone of the Penn Compact, it is vital to preparing our students to be the leaders of an increasingly global world and securing Penn’s stature at the forefront of global research and intellectual innovation. Penn’s global engagement takes shape around a commitment to three key values: sustaining a global campus, advancing global progress, and creating educational and research opportunities. The Global Engagement Fund is designed to advance these values across every part of the University, through a wide range of initiatives that bring the world to Penn and bring Penn to the world.

—Vincent Price, Provost

—Ezekiel Emanuel, Vice Provost for Global Initiatives

Global Engagement Fund: Call for Proposals—October 28

The Office of the Provost is pleased to announce a major program to support faculty initiatives that enhance Penn’s global engagement. The Global Engagement Fund will emphasize projects that:

• Collaborate across Schools and disciplines and involve multiple faculty members;
• Represent regions of the world in which Penn has active academic partnerships and collaborative ventures, such as China and India;
• Represent Penn academic and thematic priorities, such as sustainability or neuroscience.

Proposals are due October 28, 2011. Projects will be reviewed by a faculty committee for scholarly merit and significance for global research, teaching, and service.

Scope of Funded Activities

Priority for funding will be given to visiting scholars, research and educational collaborations and multidisciplinary courses. Funding may also support, but is not limited to, international speakers, student activities, summer schools, travel and international conferences. Specific activities that may be considered include:

• Distinguished International Scholars: Campus visits by exceptional global scholars, lasting at least two weeks. The time on campus can be compressed into a two-week visit or spread out over the course of a semester. Visiting scholars may participate in at least one course on campus (at least one course on campus). They should also participate in intellectual and cultural life on campus, through such activities as visiting other courses, offering public lectures, attending departmental seminars/workshops, and participating in programs through College Houses and Academic Services. Priority will be given to visitors from partner institutions and from China and India.

• Research and Educational Collaborations: Development of major international partnerships, research networks, or global programs on Penn’s campus, including but not limited to the development of a multi-university initiative, a particular topic or theme, or new international-themed interdisciplinary educational or extracurricular programming on Penn’s campus.

• Multidisciplinary Courses: Development and implementation of courses that integrate knowledge around important campus-wide global themes and topics; the course may bring a related speaker to campus or include project- or case-based experiences.

• Student Activities: Faculty-led international opportunities for students, providing significant research, educational, or service experiences. Projects should enhance international offerings at Penn and provide innovative new models for international student opportunities, including opportunities for students to gain field and in world areas not commonly represented in study abroad options, embedded overseas components to on-campus semester courses, and interdisciplinary offerings focused on global issues.

• Research Travel: Travel for faculty research activities, especially to Penn’s international partners universities, such as Peking University, Tsinghua University, National University of Singapore, and the University of Hong Kong. Funds from the Center for the Advanced Study of India will support faculty research travel to India as part of this initiative. Projects should last one to three months. Proposals may include research at universities, libraries, archives, institutes, or laboratories, as well as work with a longstanding research collaborator; they may not include travel to conferences.

• Global Forum: Lectures by leading global figures. This represents an opportunity to bring key world leaders to Penn and engage the campus in substantive dialogue on issues of global importance and local relevance; highlight interdisciplinary themes as part of Penn’s global focus; and establish Penn as a key source of research and scholarship on important global issues.

• International Conferences: The international conference support program is designed for scholarly meetings that will be convened on the Penn campus, thereby providing enrichment opportunities to interested faculty, students, and staff, most frequently in the format of a 1-2 day colloquium. The intent is to support meetings that are designed to enhance existing research and scholarly programs, particularly in disciplines where external funding is difficult to obtain. High priority will be given to inter- or cross-disciplinary conferences that include faculty from more than one School.

The Global Engagement Fund consolidates all existing global funding initiatives of the Provost’s Office, including the Hewlett Award for Innovation in International Offerings, the Global Forum, the Distinguished International Scholars Program, and the Provost’s International Research Award. The Provost’s Office will continue to support the International Internship Program under a separate application process administered through the Office of International Programs.

Application

Applications must include:

• A completed (with signatures) International Initiatives Cover Sheet available at www.upenn.edu/provost/global_engagement.
• A 500-1,000 word proposal, including background; work to be undertaken; ability to enhance Penn’s international teaching, research and engagement; and demonstrated interdisciplinary linkages.

Proposals that do not have this additional support will be funded only in exceptional cases.

• Grants will usually be awarded for a single year only. Larger multi-year initiatives may also be considered (2-3 year maximum). Applications for renewal of a previously funded project will not be accepted.

• Funds must be spent within 12 months of the beginning of the grant unless otherwise approved by the review committee. Unexpended funds must be returned and may not be “banked” for future use beyond the scope of the approved project, unless explicitly approved by the review committee. Requests for carryover of unexpended funds must be made, in writing, at least two months before the award’s expiration.

• For CASI research travel funds, preference will be given to faculty members who have prior India-related research experience.

• Grants must be applied for within the specified deadlines.

• Proposals must have this additional support for follow-up funding must be submitted.

• If the proposal involves human subjects, animals, biohazards, or other regulatory issues, the application should identify those concerns and provide documentation that they will be addressed. Please note that Institutional Review Board approval may be required for human subject research in all disciplines, including the sociobehavioral sciences and humanities. If review and approval by the Institutional Review Board, Institutional Animal Care and Use Committee, or Department of Environmental Health and Radiation Safety is required, it may be obtained after the application has been approved, but it must be obtained before funds are provided or the project has been initiated. For advice, please contact the Office of Regulatory Affairs.

Review Process

Applications will be reviewed by a faculty review committee organized by the Vice Provost for Global Initiatives, according to such criteria as:

• Scholarly merit;
• Creativity and innovation;
• Feasibility;
• Significance and impact on important global issues;
• Involvement of multiple disciplines and partners;
• Focus on priority regions;
• Availability of alternate funding sources and/or matching support.

Questions can be addressed to: global@exchange.upenn.edu.
Good afternoon! Welcome Mayor Nutter and Councilwoman Blackwell.

Members of the University Board of Trustees, Quakers, Philadelphians, and friends, it is my absolute pleasure to welcome you to the opening of Penn Park! Seeing is believing: with your strong support Penn has transformed an asphalt parking lot into a bit of paradise for our entire community.

A half century ago, the Pennsylvania Railroad train-shed wall, a giant eight-block stone viaduct that bisected center city, was finally demolished. The viaduct had cut the western portion of Philadelphia in half. It discouraged development…and limited commercial activity to the east of Broad Street.

The removal of the “Wall” led to the development of the western part of center city in the late 20th century.

Penn Park will be transformative for West Philadelphia and for the entire city. Penn Park is the consummate expression of our efforts to connect West Philadelphia and Center City, and to weave together Philadelphia’s two most vibrant and exciting neighborhoods.

Penn Park will be the place where the westward movement of Center City that began with the removal of the “Wall” meets the eastward movement of Penn…the place where Penn’s powerhouse “eds and meds” meet with a revitalized business district, government offices, and a transportation hub.

Penn Park will be a place where Penn student athletes will experience the thrill of victory on the finest courts and fields in Philadelphia. Penn Park also will be a beautiful, sustainable, sociable, green oasis, a perfect setting to enjoy vistas of the Center City skyline and, as John Muir so aptly put it, to wash the spirit clean.

Finally, Penn Park will be a connection between our present and Philadelphia’s historic past. With the opening of Penn Park today, we honor William Penn’s wish “that [Philadelphia] may be a greene country towne which will never be burnt & always wholesome.”

To all the donors to Penn Park, I extend my deepest thanks. This is truly a day that marks a new beginning for the University and city we all love. Thank you for joining us!

From left to right, Trustees James S. Riepe, ’65,WG’67 (partially obscured); Andrew R. Heyer, W’79, WG’79; George A. Weiss, W’65; Judy Bollinger, WG’81; and Chair David L. Cohen, L’81; joined President Amy Gutmann for the VIP ceremony and tree planting and Executive Vice President Craig Carnaroli, W’85; with Trustees Lee Spelman Doty, W’76; Dr. Deborah Marrow, CW’70, GR’78; and David Brush, C’82.
Penn Park is a significant piece of the University of Pennsylvania’s Penn Connects master plan, a plan that was launched in 2006 to create a vibrant and active gateway between West Philadelphia and the rest of the city through sustainable buildings and recreational facilities,” said Mayor Michael Nutter.

Steve Bilsky said, “We have the best outdoor tennis center on the East Coast and maybe beyond that.”

Trustee Chair David Cohen said, “And this space is green in more ways than one. It’s not just the color of the grass, but the rainwater is being collected underneath, as the president said, to minimize runoff into the Schuylkill River. The lighting here is green lighting and the canopy of over 500 new trees.…”

“This was critical to the future of Penn, the future of the community in which we live, and how important it was for Penn as a preeminent educational institution to set a standard for sustainability that nobody else in this country comes close to.”
The Twenty-Third Annual Academic Career Conference features several panels and workshops during the course of the full semester on topics of interest to doctoral students and postdoctoral fellows who are looking for academic jobs and planning academic careers. Speakers are faculty members and administrators from Penn and area colleges and universities. In the last 22 years, nearly 90 faculty members and administrators from Penn and area institutions have participated in this series or in its spring semester counterpart, Faculty Conversations on the Academic Job Search and Academic Life. Penn doctoral students and postdoctoral fellows benefit from the administrators and advanced doctoral students, who share their time and provide advice on preparing for academic careers. Both series are co-sponsored with the Vice Provost for Education.

**Going on the Academic Job Market: Advice from Faculty Members**

Applying for positions, preparing for interviews and understanding how search committees work.

**Humanities & Social Sciences: Monday, September 26, 5-6:30 p.m., Golkin Room, Houston Hall**

**Science & Engineering: Tuesday, September 27, 5-6:30 p.m., ARCH Crest, 3601 Locust Walk**

*The Insider’s Guide to Graduate Education at Penn: A Program for First and Second Year PhD Students*

Wednesday, October 12, 5:15-6:45 p.m. (refreshments at 5 p.m.), Class of ’49 Auditorium, Houston Hall

Dr. Andrew Binns, Vice Provost for Education and a panel of advanced doctoral students

---

**Nonhuman Primate Core Pilot Research Projects 2011: October 17**

To facilitate opportunities for Penn CFAR investigators to utilize the nonhuman primate model of AIDS, our Nonhuman Primate (NHP) Core includes animals and animal support for Penn CFAR developmental studies. The goal of this program is to allow an investigator to accumulate sufficient data and expertise to apply for an independent NIH grant.

Funds are available for the procurement and care of eight animals (up to four animals per project) a year, including appropriate animal laboratory studies (collection of body fluids, biopsies, surgeries, necropsies and basic or SIV-specific laboratory studies). This will permit funding for one or two projects each year, depending on the number of animals requested, the length of the project, and receipt of competitive applications. Laboratory studies performed at Penn will be the responsibility of the investigator, and there are no funds available for salary support.

All Penn CFAR investigators are eligible for these pilot funds. If interested, it is strongly recommended that you contact one of the investigators from the Tulane National Primate Research Center (TNPRC) as early as possible to discuss potential studies, study design etc.

No budget page is required as award is for procurement and use of animals at TNPRC.

**Submission Deadline: Monday, October 17, 2011. To download application form with instructions, visit uphs.upenn.edu/aids/WordDocs/NHPilotAnnouncement2011.doc**

TNPRC Investigators: Andrew A. Lackner, alackner@tpc.tulane.edu
Preston Marx, pmarx@tulane.edu
Ron Vezey, rvezev@tulane.edu

---

**Volunteer Opportunities**

**Dear Penn Community,**

Please take a moment to view the volunteer opportunities below. Contact me at sammapp@pobox.upenn.edu for additional information.

**Become a Mentor:** The Penn WorkPlace Mentoring Program is in need of mentors for the upcoming segment beginning in September. Volunteer to mentor a 7th grade student once a month. All activities take place on Penn’s campus from September–May. Training is provided.

**Making Strides Against Breast Cancer 5K Walk:** Sunday, October 2. The Making Strides event is not a race; it is a celebration of survivorship, an occasion to express hope, and a shared goal to end a disease that threatens the lives of so many people. Join the University of Pennsylvania Team: http://makingstrides.acsevents.org/site/TR/MakingStridesAgainstBreastCancer/MSABCFY12National?pg informational&fr id=36002&type=fr_informational&sid=55931

**The 25th Annual AIDS WALK:** October 16, on the Ben Franklin Parkway. If interested in volunteering, please email: Anthony@aidsfundphilly.org. If interested in forming a team, please register at: www.aidsfundphilly.org

**Philadelphia Cares Day:** October 22. Join your fellow Philadelphians for this volunteer-a-thon, when we’ll work side by side to put a fresh coat of paint on classrooms, organize libraries, and clean up play yards in schools throughout the city. https://sites.google.com/a/gpcares.org/2011phillycaresday

—Isabel Mapp, Associate Director, Netter Center for Community Partnerships, Office of Government and Community Affairs

---

**One Step Ahead Security & Privacy Made Simple**

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

**Free Online Computer Security Training for Penn Faculty and Staff**

“Securing The Human,” a series of 26 short, concise modules covering a wide array of basic security topics, is available to Penn users through the Knowledge Link learning management system. Averaging 2-3 minutes each, these modules explain basic security topics in clear, easy-to-understand language and are designed to be easily absorbed and comprehended by people who use computers in their everyday lives at home and at work. The modules cover topics such as passwords, email and instant messaging, Wi-Fi security, mobile devices, browsers, and social networking.

Penn’s Office of Information Security in conjunction with the Office of Audit, Compliance and Privacy has licensed the series from the SANS Institute (www.sans.org), an organization recognized worldwide for its work in computing security. If you are interested in taking this helpful, informative course at your own pace in the comfort of your own office, contact your Local Support Provider, who will request access on your behalf from Information Security. If you’re unsure who your support provider is, visit www.upenn.edu/computing/view/support/. Once you have access, you can log in at the Knowledge Link home page (www.upenn.edu/computing/admin/elearning/knowledgelink/).

For additional tips, see the One Step Ahead link on the Information Security website: www.upenn.edu/computing/security/
Penn Family Day: A Day of Food, Fun and Football on October 22

What do a scavenger hunt, moon bounce and picnic lunch have in common? They’re just a few of the things you and your family can enjoy at this year’s Penn Family Day on October 22.

The annual event draws thousands of Penn faculty, staff and families together for a day of food, fun and the chance to celebrate everything Penn. Kick back and enjoy a free meal and games at the tailgate party before heading to Franklin Field to see Penn’s football team battle Yale. You can order up to four free tickets for the tailgate party and football game. Additional tickets are $8 each.

And the fun doesn’t stop there. You can also visit the Penn Museum for a lesson about Africa, take in a soccer game, and go for a skate at Penn’s Ice Rink—at no charge to you or your guests! All you need to bring is your PennCard.

Ready to show your loved ones the excitement at Penn? All activities are hosted by Human Resources in association with Penn Athletics. For more details on Penn Family Day, including directions, parking information and a schedule of events, visit the Human Resources website at www.hr.upenn.edu/quality/staffrecognition/familyday.aspx

—Division of Human Resources

TALKS

Penn Safety Fair: Celebrating the Universal Language of Safety

The Penn Safety Fair will be held on September 28, from 10 a.m.-1 p.m. in BRB II/III Lobby and Auditorium.

Public Safety and the Office of Environmental Health and Radiation Safety (EHS) will celebrate safety practiced by Penn faculty, staff and students from over 170 countries. Representatives from Public Safety, Allied Barton Security, EHS, ULAR, IACUC, Green Campus Partnership, HUP Safety, ORS/Export Controls and the Penn Women’s Center will be present to answer safety questions and concerns. Information on office ergonomics, personal safety, proper PPE, laboratory waste, rDNA registrations, training compliance, dangerous goods shipments, and export controls will be available.

New this year are several 30-minute seminars discussing topics such as Personal Protective Equipment (PPE), Penn Police, Penn Women’s Center, The IBC & using rDNA, and Ergonomics. Courses will be held in the BRB II/III Auditorium. Times will be posted on the EHS website and at the fair. Several vendors will also be there with a variety of safety products to try out. Don’t forget to complete the raffle ticket to be entered for fun prizes. Snacks and drinks will be offered with completion of the raffle ticket.

Please check www.ehrs.upenn.edu or contact EHS at (215) 898-4453 for more information.

The University of Pennsylvania Police Department Community Crime Report

About the Crime Report: Below are all Crimes Against Persons and Crimes Against Society from the campus reported for September 5-11, 2011. Also reported were 15 crimes against property (all thefts). Full reports are available at: www.upenn.edu/almanac/volumes/v58/n04/creport.html. Prior weeks’ reports are also online. —Ed.

This summary is prepared by the Division of Public Safety and includes all criminal incidents reported and made known to the University Police Department between the dates of September 5-11, 2011. The University Police actively patrol from Market Street to Baltimore Avenue and from the Schuylkill River to 43rd Street in conjunction with the Philadelphia Police. In this effort to provide you with a thorough and accurate report on public safety concerns, we hope that your increased awareness will lessen the opportunity for crime. For any concerns or suggestions regarding this report, please call the Division of Public Safety at (215) 898-4482.

18th District Report

Below are all Crimes Against Persons from the 18th District: 10 incidents with 1 arrest (including 7 robberies and 3 aggravated assaults) were reported between September 5-11, 2011 by the 18th District covering the Schuylkill River to 49th Street & Market Street to Woodland Avenue.

Almanac
3910 Chestnut Street, 2nd Floor Philadelphia, PA 19104-3111 Phone: (215) 898-5274 or 5275 FAX: (215) 898-9137 Email: almanac@upenn.edu URL: www.upenn.edu/almanac

The University of Pennsylvania’s journal of record, opinion and news is published Tuesdays during the academic year, and as needed during summer and holiday breaks. Its electronic editions on the Internet (accessories through the PennWeb) include HTML and Acrobat versions of the print edition, and interim information may be posted in electronic-only form. Guidelines for readers and contributors are available on request and online.

ALMANAC ADVISORY BOARD: For the Faculty Senate, Martin Pring (chair), Sunday Akintoye, Clifford Deutsman, Al Filreis, Carey Mazur, Devra Moehler. For the Administration, TBA. For the Staff Assemblies, Nancy McCue, PPSSA; Michelle Wells Lockett, WPSSA; Jon Shaw, Librarians Assembly.

The University of Pennsylvania values diversity and seeks a talented student body representative of the many backgrounds and cultures of our city, state, nation, and world. The University of Pennsylvania does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, citizenship status, age, disability, veteran status or any other legally protected class status in the administration of its admissions, financial aid, educational or athletic programs or any University-administered programs or in their employment practices. Questions or complaints regarding this policy should be directed to Sam Stokes, Equal Opportunity Director of the Office of Affirmative Action, 310 South 33rd Street, Philadelphia, PA 19104-6325.
Making Abstract Ideas Experience-near

by Greg Urban

My first real challenge as a lecturer came in the spring of 1981. I was launching my career as an assistant professor of anthropology at the University of Texas at Austin. I had been asked to take over the introductory cultural anthropology class from the department’s most popular anthropology teacher, Chad Oliver. A notable science fiction writer (under the name Symmes C. Oliver), Chad crafted his novels and short stories around anthropological themes. He was a hard act to follow. I was confident I would succeed, though, because I was so excited about my subject matter. I wanted to communicate that excitement to bright-eyed undergraduates, whom I thought of as budding anthropologists. Things did not go the way I imagined.

It took half a dozen lectures or so for me to grasp the full extent of my failure. I had created my own syllabus, built around what I understood to be key ideas: cultural relativity, the nature to culture transition, cultural variability, alliance, the semiotics of language use. Little did I appreciate that the ideas, so fascinating to me, were hopelessly abstract for the students.

I looked out at the class of over a hundred. Some students were reading newspapers. Others had their feet up on chairs, their baseball caps on backwards. Some were already settling in for a nap. A few were eagerly taking notes in the front row. As the lecture progressed, students began nodding off one after another. The next lecture, fewer students showed up. More nodding off. And so it went.

Finally, discouraged, I said to my wife: “Probably none of them will become an anthropology major.” I’ll never forget her response. Rather than consoling me, she said: “What an elitist attitude! This is a great opportunity. You can get the students to appreciate how anthropology is relevant to their lives, whatever careers they choose.”

In one lecture, I had finished explaining the historical prevalence of polygyny, the American practice of divorce. In Nigeria once two people are married, it is extraordinarily difficult to get female American students to appreciate how people can tolerate this practice. After a question along these lines by one student, another student raised her hand. “I would just like to say,” she began. “that I am from Nigeria. We have a polygynous culture. And I cannot understand the American practice of divorce. In Nigeria once two people are married, they enter into a life-long bond. In America, you feel that you can simply discard someone, like trash, and move onto someone else.”

I always communicate to my teaching assistants the necessity of making abstract ideas experientially real for the students. My advice to them—and, of course, of the idea—to life.

I developed two general principles. These may prove useful, with modification, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, other ideas might impact business, law, medicine, and other areas.

The light went on. It was obvious to me that anthropology was a relevant discipline. Its central concept is culture, how people are shaped by the cultures in which they grow up and live. Everyone needs to understand this. The world is getting smaller. People are coming into contact more and more with those of different cultural backgrounds. I understood this, but I had not communicated it to the students. Why should they want to learn what I had to teach? That was the question I had to address.

This meant rethinking the class. I had no intention of giving up on the core ideas I sought to communicate. However, I had to give those ideas a palpable reality that made sense in terms of the students’ lives and trajectories. I kept the syllabus as it was, but I changed my approach to preparing the lectures. While continuing to build each lecture around a core idea, I looked out at the class of over a hundred. Some students were reading newspapers. Others had their feet up on chairs, their baseball caps on backwards. Some were already settling in for a nap. A few were eagerly taking notes in the front row. As the lecture progressed, students began nodding off one after another. The next lecture, fewer students showed up. More nodding off. And so it went.

Finally, discouraged, I said to my wife: “Probably none of them will become an anthropology major.” I’ll never forget her response. Rather than consoling me, she said: “What an elitist attitude! This is a great opportunity. You can get the students to appreciate how anthropology is relevant to their lives, whatever careers they choose.”

I always communicate to my teaching assistants the necessity of making abstract ideas experientially real for the students. My advice to them—and this is advice, I believe, that may prove useful, with modification, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?

I developed two general principles. These may prove useful, with modifications, in other disciplines as well: Figure out how to get your students to connect the idea to their experience of the world, and emphasize, their experience? How could I make the ideas part of a living reality for them?