Unpacking the Past: Penn Museum’s Innovative New Middle School Program Designed to Spark STEM Learning through Museum Engagement

Curators and staff at the University of Pennsylvania Museum of Archaeology and Anthropology know that ancient Egyptian culture and the practice of mummification fascinate visitors. Coming face-to-face with real materials from ancient Egypt and other cultures is an experience few forget.

Beginning this fall, 7th graders in the School District of Philadelphia schools, the Knowledge Power Program (KIPP) and Mastery Charter Schools, their teachers—and even the students’ families—have an opportunity to delve deeper into the rich material culture and traditions of ancient Egypt and the ancient Roman Empire. Students can discover more about the ancient past, all while tapping into “Common Core” curriculum standards in language arts, math and science, through an innovative new, multi-stage program, Unpacking the Past, at the Penn Museum.

Teacher professional development training, in-school pre-visits in a “Mummy Mobile,” interactive museum field trips (gallery tour and workshop experiences), culminating student projects and—for each and every student who attends—one-year family memberships to the Penn Museum, are all part of the program. Everything—from teacher training, to transportation to and from the Museum, to online resources for follow up, to the Museum membership that can extend the experience—is grant-funded.

Unpacking the Past is an ambitious, three-year, $2.2 million project, made possible through a generous $1 million lead grant from GRoW Annenberg, a program of the Annenberg Foundation. Over $200,000 in matching funds has been committed to date from donors including Diane V.S. and Robert Levy, the Women’s Committee and its members and PECO; additional matching funds for the educational program continue to be raised.

Accessible Museum Learning at an Internationally Renowned University

The new pilot program is open to all 7th grade classes in the Philadelphia School District, KIPP and Mastery Charter Schools, and the Penn Museum hopes to eventually reach as many as 10,000 students and their teachers each year.

“Unpacking the Past is the beginning of an exciting new, curriculum-focused and meaningful partnership with the City’s public and charter schools,” said Dr. Amy Gutmann, president of the University of Pennsylvania. “This is the kind of program that exemplifies the promise of the Penn Compact 2020 and showcases what Penn is uniquely qualified to do: share its deep history and educational resources to make a positive difference in the local community.”

“As an internationally renowned resource for studying and learning about the world, the Penn Museum has a mission to transform understanding of our shared human experience,” said Dr. Julian Siggers, Williams Director of the Penn Museum. “This multi-faceted educational program in an object-based museum environment—with touch points for teachers, students and families—has multiple opportunities for those exceptional revelations that can be the sparks to inspire life-long learning.”

“The School District of Philadelphia is very excited about the potential of this new program, which was developed in close collaboration with teachers and curriculum advisors to teach and reinforce the ‘Common Core’ curriculum standards that our students need to be successful academically and beyond,” noted Dr. William Hite, superintendent. “We welcome the collaborative efforts of the Penn Museum, a leader in Philadelphia’s rich museum community, and look forward to engaging our city’s children in a program that opens them up to a wide world of culture and of possibilities.”

Unpacking the Program

While the program takes off in the fall of 2014, the Museum has been running and evaluating pilot pieces of Unpacking the Past since the spring, making adjustments based largely on teacher feedback. The innovative, inquiry-based program has multiple stages:

Teacher professional development days presented in part by PECO, held at the Penn Museum multiple times throughout the year, are free and open to middle school teachers. They feature an overview of the Museum collections and resources, opportunities to meet some of the renowned curators and faculty conducting research in the field today and sample workshops and tours to prepare them to better understand the program.

Penn Museum educators—all teachers specially trained in museum learning—visit schools. Arriving in an unmistakable, custom-wrapped, “Mummy Mobile,” they offer classroom workshops to familiarize students with the skills it takes to study objects—critical thinking, close observation and context clues, thus learning how to “unpack the past.” This pre-visit lesson prepares the students for a successful museum visit.

The centerpiece of the program is the extended Museum visit. Students experience both in-school pre-visits in a “Mummy Mobile,” interactive museum field trips (gallery tour and workshop experiences), culminating student projects and—for each and every student who attends—one-year family memberships to the Penn Museum, are all part of the program. Everything—from teacher training, to transportation to and from the Museum, to online resources for follow up, to the Museum membership that can extend the experience—is grant-funded.

Dr. William Hite, Councilwoman Jannie Blackwell, President Amy Gutmann and Dr. Julian Siggers.

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Nominations for University-wide Teaching Awards: December 5
Nominations for Penn’s University-wide teaching awards are now being accepted by the Office of the Provost. Any member of the University community, past or present, may nominate a teacher for these awards. There are three awards:
• The Lindback Award for Distinguished Teaching honors eight members of the standing faculty—four in the non-health schools (Annenberg, Design, Engineering & Applied Science, GSE, Law, SAS, Social Policy, Practice and Wharton) and four in the health schools (Dental Medicine, Medicine, Nursing and Veterinary Medicine).
• The Provost’s Award for Distinguished PhD Teaching and Mentoring honors two faculty members for their teaching and mentoring of PhD students. Standing and associated faculty in any school offering the PhD are eligible for the award.
• The Provost’s Award for Teaching Excellence by Non-Standing Faculty honors two members of the associated faculty or academic support staff who teach at Penn, one in the non-health schools and one in the health schools.

The nomination forms are available at http://provost.upenn.edu/education/teaching-at-penn/teaching-awards The deadline for nominations is Friday, December, 5, 2014. All final nominations, with a complete dossier prepared by the nominee’s department chair, are due Friday, February 6, 2015.

Criteria and Guidelines
1. The Lindback and Provost’s Awards are given in recognition of distinguished teaching. “Distinguished teaching” is teaching that is intellectually demanding, unusually coherent and permanent in its effect. The teacher has the capability of changing the way in which students view the subject they are studying. The distinguished teacher provides the students with an opportunity to learn about the subject in a critical and informed way. The fundamental criteria for the awards are (1) the quality of teaching; (2) the impact not only of the individual course, but also of the teaching philosophy that guides the course; and (3) the quality of the impact that the teaching philosophy and practice has on the education of the Penn student. The criterion of quality of teaching is broad rather than specific. For example, the criterion includes a broad understanding of the content of the course and ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or structure lectures—these are all attributes of distinguished teaching. Evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students or to consider “objective” evaluations of particular classes in tabulated form. A faculty member’s influence extends beyond the classroom and individual classes. Nor is it enough to look only at a candidate’s most recent semester or opinions expressed immediately after a course is over; the influence of the best teachers lasts, while that of others may be great at first but lessen over time. It is not enough merely to gauge student ad

2. Skillful direction of dissertation students, effective supervision of student researchers, ability to organize a large course of many sections, skill in leading seminars, special talent with large classes, ability to handle discussions or structure lectures—these are all attributes of distinguished teaching. While the distinguished teacher should be versatile, as much at home in large groups as in small, in beginning classes as in advanced, s/he may have skills of special importance in his/her area of specialization. The primary criteria for the Provost’s Award for Distinguished PhD Teaching and Mentoring are a record of successful doctoral student mentoring and placement, success in collaborating on doctoral committees and graduate groups and distinguished research.

3. Since distinguished teaching is recognized and recorded in different ways, evaluation must also take several forms. It is not enough to look solely at letters of recommendation from students or to consider “objective” evaluations of particular classes in tabulated form. A faculty member’s influence extends beyond the classroom and individual classes. Nor is it enough to look only at a candidate’s most recent semester or opinions expressed immediately after a course is over; the influence of the best teachers lasts, while that of others may be great at first but lessen over time. It is not enough merely to gauge student ad

4. The Lindback and Provost’s Awards have a symbolic importance that transcends the recognition of individual achievement. They should be used to advance effective teaching by serving as reminders to the University community of the expectations for the quality of its mission.

5. Distinguished teaching occurs in all parts of the University. Therefore, faculty members from all schools are eligible for consideration. An excellent teacher who does not receive an award in a given year may be re-nominated in some future year and receive the award then.

6. The Lindback and Provost’s Awards may recognize faculty members with many years of distinguished service or many years of service remaining. The teaching activities for which the awards are granted must be components of the degree programs of the University of Pennsylvania.

Unpacking the Past: Penn Museum’s Innovative New Middle School Program
(continued from page 1)
a complementary, STEM-rich Mummy Makers workshop (or Roman Workshop, featuring mosaic-making). In the Mummy Makers workshop, students assist Museum educators as they move through the process of mummification on a custom-made dummy mummy—including brain removal, dissection and the weighing of the heart ceremony.
Post visit, Museum educators invite classroom teachers to work collaboratively on final student projects, and online resources provide further opportunity to build upon student interest and success through extension activities. One goal is to spark interest in world cultures, museums and informal learning. A student souvenir bag from the visit includes a coupon for a free, year-long family membership—and with it the opportunity to share what they’ve learned with family. Special “Welcome School Student & Family” days presented in part by PECO in the spring provide additional activities for all. Families taking advantage of three visits on their Unpacking the Past membership will automatically receive an additional one-year membership.
Making the Connections: All 7th grade teachers in the School District of Philadelphia, KIPP and Mastery Charter Schools can set up training for themselves and programs for their students by emailing schools@pennmuseum.org or calling the Museum’s Learning Programs Department at (215) 898-4033. Details are online at: www.pennmuseum.edu/educators-k-12.html
Beginning in 2015, key elements of the program will be available, for a fee, to schools outside the grant-served districts.

Arts & Sciences Online Learning’s Celebration of National Distance Learning Week
Please save the date(s) for Arts & Sciences Online Learning’s celebration of National Distance Learning Week (November 10-14):
• Monday, November 10, 3-5 p.m.: Online Learning Studio Open House. Visit the Arts & Sciences Online Learning studio and learn about the latest credit online courses, massive open online courses, digital learning projects and more; 3624 Market Street, Suite 5W (5th floor).
• Tuesday, November 11, 10-11:30 a.m.: Teaching Online for Credit and in Course. A panel discussion featuring Dr. Carol Muller (Music and Africa Center) and Dr. Peter Struck (Classics), Dr. Ed Dixon (German and Penn Language Center), moderated by Dr. Peter Dechent (English and Cinema Studies); Kislack Center, Van Pelt-Dietrich Library (6th floor).
• Wednesday, November 12, 1-2 p.m.: Reflections on Revolutionary Ideas. A discussion with Dr. Alex Guerrero (Philosophy and Medical Ethics and Health Policy) and students from his recent massive open online course (MOOC). Online: www.sas.upenn.edu/onlinelearning
• Friday, November 14, 3-4:30 p.m.: Structured, Active, In-Class Learning (SAIL) panel featuring Dr. Rogers Smith (Political Science), Dr. Rebecca Stein (Economics), Dr. Cathy Turner (Center for Teaching and Learning and English) moderated by Dr. Julie McGurk (Center for Teaching and Learning and Biological Basis of Behavior) Active Learning Classroom 208 in the ARCH (2nd floor).
Visit www.sas.upenn.edu/onlinelearning for information on additional events.

PPSA Lunch Walk: November 7
The Penn Professional Staff Assembly (PPSA) is organizing a lunch time walk on November 7, noon-1 p.m. (Rain Date: November 11). Join us at the starting line at 36th Street and Locust Walk on Friday, November 7. The two mile loop will take us over the South Street bridge to the newly opened Schuylkill River boardwalk. We will return over the Walnut Street bridge and through Penn Park back to our starting point on campus.
To register, please visit: http://www.sas.upenn.edu/signon/pspa
—PPSA

Emily Hirshorn, GROW Annenberg program manager, leading a session for a teacher and students.
Committee on Manufacturer Responsibility

I would like to thank Dr. Mark Stern, Kenneth L.M. Pray Professor in the School of Social Policy & Practice, for his leadership this past year as chair of the Committee on Manufacturer Responsibility. I also thank all Committee members for their participation and thoughtful contributions.

The Committee’s report for 2013-2014 is below.

—Leslie Kruhly, Vice President and University Secretary

The following report for the 2013-2014 academic year was sent to Leslie Kruhly, Vice President and University Secretary, from Dr. Mark Stern, Chair of the Committee on Manufacturer Responsibility (CMR), in accordance with the Code of Workplace Conduct. As outlined in the Code, the CMR will review the Code annually; review the effectiveness of monitoring; review the state of compliance of the apparel licensees; and review any alleged violations of the Code.

The Code of Workplace Conduct for Penn Licensed Product Manufacturers was published OF RECORD in Almanac September 24, 2013.

Report of the Committee on Manufacturer Responsibility
2013-2014 Academic Year

It is my pleasure to report on the deliberations of the Committee of Manufacturer Responsibility during the 2013-2014 academic year. In accordance with the Code of Workplace Conduct for Penn Licensed Product Manufacturers, the Committee met four times during the semester. For the most part, this year was devoted to implementing recent changes in the operation of the University’s licensing procedures. These included the inclusion of non-apparel items in the Code, and the refinement of a stream-lined compliance questionnaire for the University’s licensees.

Code Compliance

As a result of the inclusion of non-apparel items, the total number of licensees rose to 150, compared to 63 the previous year. By June 1, we had received responses from 146 licensees, of which 89 were apparel licensees and 61 were non-apparel licensees. As of that date, four have not returned questionnaires and will not be renewed.

Bangladesh

The disaster at the Rana Plaza complex in Bangladesh, which left more than a thousand workers dead, occurred the same week as the last meeting of last year’s Committee and as a result, the Committee was unable to consider its implications for the University. Over the summer, two efforts were announced by apparel manufacturers to improve safety conditions in the country. The Accord on Factory and Building Safety in Bangladesh was signed by a number of apparel firms active in Bangladesh, as well as by several NGO’s and labor organizations. Partially in response to the Accord, a group of more than two dozen retailers announced the Alliance for Bangladesh Worker Safety. The Accord and Alliance agreed on several measures, particularly an enhanced protocol for factory inspection and remediation. However, the Alliance did not include labor participation, was not a legally binding agreement and appeared to offer more modest financial assistance to the remediation effort.

As is the Committee’s standard procedure, we solicited the advice of our monitoring agencies, the Fair Labor Association (FLA) and the Workers’ Rights Consortium (WRC), on the matter. In addition, the committee’s deliberations were informed by the input of representatives from the Student Labor Action Project that met with a subset of the full committee. The FLA position was that both the Accord and the Alliance were responsible responses to the threat to the safety of Bangladeshi workers. In October, the WRC adopted the position that the Accord was “the surest way for licensees to protect the safety of workers.”

During the fall, the Committee deliberated on the issue and developed a position that was consistent with the advice provided by the WRC. As a result, it unanimously approved a motion that recommended that the University require its apparel licensees that manufacture collegial apparel in Bangladesh to sign the Accord. The recommendation was forwarded to the Office of the University Secretary in December and the University accepted the recommendation. Verification of compliance with the policy was tied to the annual renewal of licensee contracts and would become effective on July 1, 2014.

Penn’s decision to require licensees to sign the Accord puts the University at the forefront of efforts to address the urgent situation facing the apparel industry in Bangladesh. We look forward to next year’s activities, which will entail monitoring compliance and exploring issues that arise relative to this new requirement of our licensees. The Committee will also monitor the extent to which manufacturers may move operations to other countries to avoid the costs associated with providing a safe working environment for their workers.

On behalf of the Committee, I want to express my appreciation to Jacqueline Miraglia, from the Penn Center for Innovation, for her able staffing of the Committee and overseeing the licensee compliance process and to Loren Kole, who assisted her as the Committee’s intern.

It has been a privilege to serve as chair of the Committee during the past year, and I look forward to the coming year.

—Mark J. Stern, Chair, Committee on Manufacturer Responsibility

Kenneth L. M. Pray Professor of Social Policy & History

Members of the Committee on Manufacturer Responsibility

Mark Stern (Chair), Social Policy & Practice
Steven Kimbrough, Wharton
Jon Shaw, PPSC
Yessenia Gutiérrez, CHAC
Amit Pjari, CHAC
Aidan McConnell, Undergraduate Assembly
Gabrielle Nagler, GAPSA

Ex Officio members
Jessie Burns, Provost’s Office
Leah Popowich, President’s Office
Christopher Bradie, Business Services
Sean Burke, Office of the General Counsel
Leslie Mellet, Office of the Secretary

The following response from Leslie Kruhly, vice president and University secretary, was sent to Dr. Mark Stern.

Thank you for forwarding your report on the work of the Committee on Manufacturer Responsibility in 2013-2014. I commend you and the committee for your thorough deliberations over this past year, particularly as Penn implemented new requirements in our licensing procedures that brought a significant increase in the number of licensees and their requisite review.

In addition, I commend the committee members for their thoughtful and conscientious work in developing recommendations for Penn’s response to the 2013 disaster in Bangladesh and in planning for committee oversight in monitoring the impact of these new requirements in the coming year.

Also please accept my thanks for your significant contributions of time and talent during this past year as chair of the committee. I look forward to your continued leadership in the coming year.

—Leslie Laird Kruhly, Vice President and University Secretary
Vincent Price

I am pleased today to present this year’s State of the University presentation on the state of our arts and culture initiatives. As you know, the University is deeply committed to advancing access, integrating knowledge and engaging locally and globally. With an extraordinary array of outstanding departments across several schools, and with equally impressive arts and culture centers at Penn, we have unmatched potential to advance these core University goals through the arts. We have been especially successful in the opportunities over the past five years.

In the 2009-2010 academic year, we dedicated an entire theme year to Arts and the City. As part of this year, we began a number of initiatives, designed to energize arts and culture on campus and engage more of the Penn community in our outstanding arts and culture resources. The theme of Arts and the City deliberately engaged our Philadelphia community and built inclusion in our resources on campus.

To encourage the integration of knowledge through arts and culture, we launched that year an Interdisciplinary Arts Fund. It provides grants to projects that fulfill two criteria: They must explicitly engage students and they must bring together multiple groups on campus, especially collaborations between arts and culture groups and academic departments or centers. The Arts Fund continues to be one of our great drivers of integrating knowledge, and it has generated some very productive partnerships across campus. Our initiatives in art and culture have also gone hand-in-hand with our global engagement initiatives, often in concert with our many strong language and culture programs.

Two years ago, we took a further step to advance arts and culture. We created a three-year Art and Culture Initiative, sponsored by my office and the School of Arts & Sciences. It is led by Professor Karen Beckman from Art History and Cinema Studies, who is here with us today. This initiative formed a faculty steering committee for art and culture, it now administers the arts grants, and it has implemented some highly significant advancements, which Karen will tell us more about in a moment.

The other great drivers of arts and culture on campus are of course our extraordinary arts and culture organizations. The Institute of Contemporary Art has been celebrating its fiftieth anniversary as one of the most important and forward-looking venues for contemporary art in the United States. The Arthur Ross Gallery has become an ever-more vibrant center for art that is both global in scope and closely tied to the work of our art history and fine arts departments. The Kelly Writers House has been a leader in our online Open Learning Initiative, bringing a wider and wider audience around the world to its invaluable programs. The Platt Student Performing Arts House provides a home and a center of energy for our dynamic and talented students.

Representing this entire group of arts and culture organizations and others, Julian Siggers, the Williams Director of the Penn Museum, is with us today. He will tell us especially about the Museum’s exciting new Center for the Analysis of Archaeological Materials. The Center is a prime example of the way that, in collaboration with the faculty, we can marshal our incredibly rich cultural resources to serve our education and research missions—in this case, drawing from disciplines in the humanities, social sciences and the natural and physical sciences. I will turn the discussion over to Julian and Karen, and we look forward to your questions.

Penn Museum

Julian Siggers

Good afternoon everyone, and thank you very much for this opportunity to speak to you about our wonderful Museum. I think that before I actually talk about the Center for the Analysis of Archaeological Material (CAAM) I might just situate the Museum for you because some of you may not be familiar with it. As Provost Price said, we’ve been around for 127 years, and the Penn Museum is in fact the largest university research Museum in the country. By some degree, the only Museum that even comes close to the Penn Museum is the Ashmolean Museum at the University of Oxford. We have over one million objects in our collections, and we have been responsible for some of the marquee excavations that have ever occurred by American teams. Here we have our excavations at Memphis and in the basement of the Museum we actually have a good part of an Egyptian royal palace that we have great plans for. Our Egyptian collection in particular is absolutely phenomenal. We have also excavated in the Americas. Here we have this incredible site of a temple complex in Tikal that some of you may remember from a Star Wars movie. We have also excavated in Africa, in the Near and Middle East, in Asia, in Europe and of course all over the Americas. And this legacy continues. We still have 50 projects currently working all over the world.

One of great pride for us is this site at Abydos, in Egypt, where this summer our students uncovered a piece of the biblical flood which is phenomenal. And of course, along with our faculty curators, we had Penn undergraduates and Penn graduate students, so what a phenomenal dig this is. We also continue to work at the site of Gordian, which is in the Anatolian plane in Turkey. This is the mythical site of King Midas, where Alexander the Great cuts the Gordian knot. It is actually also the Phrygian capital and this summer we had a team of 40 people from Penn all working on this. We also continue to work at the site of Gordion, which is the site of the biblical flood, which is actually the Phrygian capital and this summer we had a team of 40 people from Penn all working on this.

Now, the collections at this Museum are really extraordinary. You’re probably thinking, well of course he’s going to say that. But this is a very good illustration of just how extraordinary they are. Two weeks ago, the publisher DK Books under the Smithsonian Museum brand came up with this very lavish publication, which is their primary publication of the year. It came out here in the states and also simultaneously within Europe and is now being translated into a myriad of different languages. This publication is attempting to tell the history of the world in 1,000 objects. We were initially told that 100 of these objects would be from the Penn Museum but in fact 212 are. So 20 percent of the world’s history is just down the road from you and it is mostly on display. Now what’s even more remarkable about this is that this is a greater number than the Met, a greater number than the Louvre and also, this makes me particularly happy, a greater number than the British Museum.

So, what do these collections mean for students and research at Penn? Well at our heart, we are a research and teaching institution, and so we have always used our galleries as instructional vehicles. But we actually go beyond this and we have facilitated the study of our collections with Penn students and faculty in the storage rooms and also in collection study rooms, of which we now have two. These collection study room are places where faculty can select objects for various classes which can be put in storage in the classrooms for the whole semester so students can work on them and work on their projects. Of course, there are literally hundreds of thousands of potential theses here for groundbreaking work. I don’t know of another university where you could have a freshman seminar like this one being taught here by Dr. Steven Tinney, who is the Museum’s Deputy Director and also in Near Eastern Languages and Civilizations department (NELC). He’s teaching a class on ancient writing, and his students can actually handle Sumerian tablets of the earliest novel ever written, Gilgamesh and also a tablet that is the earliest record of the biblical flood while also learning about Egyptian hieroglyphs and Mayan glyphs from one of the only scholars who can really translate them. They are doing this all in the same freshman seminar, and they all have access to this material. It really does put us at the forefront of the study of the ancient world. And this gets us to what I wanted to talk to you about briefly today. This led to a new initiative, which we’re very proud of. To me, it absolutely embodies the provost’s inventive learning and the Museum’s exciting new Center for the Analysis of Archaeological Materials.

Center for the Analysis of Archaeological Materials

About two years ago, with the Office of the Provost and the dean of SAS, we posed the question to a wide variety of people who use the Museum including various departmental chairs because many of the departments use the Museum, not just anthropology and classics but also art history and NELC among others. So we asked “How can the Museum best serve you?” And the conclusion was a Center to teach archaeological science to all of these departments and to provide them with the tools. Two years later, not only is it fully funded, but the labs are built and they opened last month. They’re in the west wing of the Museum and they are a series of labs and workshops, seminar rooms, conservation areas and analytical areas that teach eight different disciplines all related to archaeological science. And some are on the non-organic side including ancient metals, ancient ceramics, stone tools and the like. We also do digital archaeology and conservation in these labs, and they’ve been an enormous success. It’s basically providing the building blocks for leadership in all of these disciplines. In order to go into any of these fields you have to understand how all of these techniques work.

Perhaps the most striking room is one of our classrooms that you see here. Dr. Janet Monge is here with the Morton collection of skulls behind her. It is a striking but slightly macabre room because there are 500 skulls from there all over the world. Dr. Monge is here teaching a course on physical anthropology, and at the same time she’s solved a couple of murder mysteries in Tikal that some of you may remember from a... (continued on page 5)
It was co-sponsored by five of Penn’s schools; 370 people attended.

And the final thing that we do here, which will also be teaching students, is conservation, including the conservation of all ancient materials.

Karen Beckman

Shortly before his death in 1966, émigré cultural critic Siegfried Kraus reflected on the state of the humanities in American universities, noting with obvious skepticism the fact that art was increasingly being invoked as an antidote to the educational challenges of that mid-century moment. He writes, “Nearly every university—or college for that matter—now aspires to do something about Art in grand style... A campus without an Art Center of its own will soon be a remote memory.” In recent years, there has once again been a proliferation of arts initiatives and multi-million dollar state-of-the-art centers at our peer schools, all promising an offer...

Advocacy and Planning

Our steering committee, which meets monthly, has identified a series of advocacy and planning priorities: First, to improve communication among faculty, students, and the larger community; second, to increase outreach to area schools and Philadelphia public; we have:

- Designed an Art and Culture brochure to distribute to the University community, prospective students and Philadelphia hotels.
- Built and maintained a vibrant Art and Culture website: https://provost.upenn.edu/initiatives/arts where you will find our online magazine, which uses paid student journalists who are mentored in professional cultural criticism, so this is also part of our career development program.
- In collaboration with Platt House, we send out the Art and Culture weekly to 2,300 subscribers. This collates the week’s on-campus art and culture activities into a single email.

We’re just beginning to develop various social media platforms. Our Facebook following is on a par with that of the Lewis Center for the Arts at Princeton, which pleases us because their budget is much larger than ours!

For students at various stages of their Penn careers, we’ve organized a series of activities, including New Student Orientation walking tours; First-year art and culture receptions and career networking events with alumni, which we hope will also build alumni support.

We have worked to increase, enrich and diversify cultural activity on and off campus with the help of the Provost’s Interdisciplinary Arts Fund. We prioritize collaborations among students, faculty, cultural centers and the city of Philadelphia.

The Pig Iron Theater works with the Annenberg Center and students in Theater Arts; Fine Arts students collaborate with the Nettier Center, the Mural Arts Program and Lea Elementary students; and Professor Larry Silver with Haida artist Robert Davidson, one of Canada’s most important living artists. They both helped Penn students to curate an exhibition in the Arthur Ross Gallery that combined Haida and Tingit objects from the Penn Museum’s collection with contemporary works by native artists. This is a good example of how the initiative is fostering collaboration among the cultural centers as well.

Admissions

On the admissions front, we are working hard with Dean Eric Furdy—

I think of him as Erik the Good—to attract a diverse pool of top applicants who want to come to Penn specifically to make use of our vast and unique cultural resources. Many students have no idea what Penn has to offer in this area, and we are trying to change that fact.

We have designed an Art and Culture prospective student tour as an alternative to supplement the Student and Key Tour, which is, arguably, a tad anti-intellectual. In one and a half years, 1,400 people have taken our tour, and applications from students interested in studying the visual arts in a variety of departmen...

We have developed an arsenal of propaganda about Penn’s offerings in this arena for prospective students, including specially-designed tote bags full of information. Eric Furdy has also generously funded an art and culture admissions intern, with whom we work closely. And finally, we’ve worked with him to produce a professional art and culture admissions film, shot by Paul McCartney’s cameraman, which, as a Liverpudlian, I have to applaud. The film is just about to be launched, and its role is to introduce prospective students to the people who are responsible for creating the unique opportunities available here at Penn.

Pedagogical Innovation

To increase curricular involvement with the cultural centers and catalyze innovation in multi-sensory and object-based learning, the art and culture initiative has funded and logistically-supported a pilot series of first-year seminars and they are a great success.

In September, we organized a Provost’s Interdisciplinary Seminar, entitled HAIKU: The Humanities and the Arts in the Integrated Knowledge University. It was co-sponsored by five of Penn’s schools; 370 people attended, over 4,000 people visited the symposium website more than 12,000 times, and WHYY covered the event: https://twitter.com/haukuconference/status/510050218616713217

It’s very clear that lots of people are interested in the questions we’re engaging about the role of art, artists and cultural leaders in the research environment, particularly their role in cutting across and opening up the university’s siloed research spaces. Experimental percussionist and composer Robyn Schulkowsky sonified rather than visualized data about museum objects collected by a psychology professor. Museum leaders discussed the civic and pedagogical responsibilities of university museums.

The steering committee has identified the absence of long-term planning across the cultural centers and SAS, as well as other schools, as the single primary impediment to growth in this area for Penn. I was therefore delighted when Steve Fluharty, our Provost’s Committee to participate in his strategic planning process. Our key recommendations are:

1) To develop and sustain the infrastructure for optimizing the broad use of our cultural centers;

2) To make Penn a leader in Creative Pedagogy and Object-Based learning through school, center and citywide collaborations; and

3) To use the cultural centers and venues for the integration of knowledge, the expansion of diversity in the university, as well as global and local engagement.

From where I stand, the future looks very bright.
Human Resources: Upcoming Programs

Professional and Personal Development

Improve your skills and get ahead in your career by taking advantage of the many development opportunities provided by Human Resources. You can register for programs by visiting knowledge@upenn.edu or contacting Learning and Education at (215) 898-3400.

Brown Bag Matteine: Accountability That Works!
11/4; 1-2 p.m. Take charge of your actions and efforts to become more effective and promote better relationships throughout Penn. Join us for an engaging video and discussion that focuses on three basic concepts that make up the accountability model: responsibility, empowerment and accountability.

Writing Effective Email
11/6; 9 a.m.-12:30 p.m.; $75. In this class you will learn the components of an email, how to organize writing, how to create an email that is clear, concise, and well organized. You will learn what makes email writing and etiquette different from any other form of business writing. An integral part of the class is that you will learn how to revise your own work, including micro- and macro-editing skills. Also, even though many emails can be written with bullet points, the how-to of proper paragraphing and transitions between paragraphs, will be covered.

STEP UP: First Steps to Excellence
11/6; 9 a.m.-noon; $150 for the seven-course program. STEP UP is a new pre-supervisory training program designed for motivated individuals who aspire to be supervisors or managers. By the end of the First Steps to Excellence you'll have a deeper understanding of your own signature strengths and discover additional ways to take charge of your career at Penn. This course is the entry point for the seven-course STEP UP Pre-Supervisory curriculum and must be completed as the first course in the curriculum. For your scheduling convenience, all seven courses are offered multiple times on a rotating basis throughout the year.

Brown Bag: 10 Tips to Make your Boss your Biggest Fan
11/12; noon-1 p.m. What do you need to do to be a star in your boss’ eyes? Doing your job well is only half the picture. Let us walk you through ten tips for making your boss your biggest fan.

Brown Bag: Mastering the Art of Cover Letters
11/18; 9 a.m.-noon; $75. Increase your success and improve your professional relationships. This workshop will give you hands-on practice mastering the language, techniques and processes of networking and collaboration. You’ll develop your own covering letter to communicate your ‘match’ to the position and your ‘fit’ to the organization. Come to this session to learn the steps to creating a powerful cover letter.

Creating a Network and Career Support System
11/18; 9 a.m.-noon; $75. Increase your success and improve your professional relationships. This workshop will give you hands-on practice mastering the language, techniques and processes of networking and collaboration. You’ll develop your own covering letter to communicate your ‘match’ to the position and your ‘fit’ to the organization. Come to this session to learn the steps to creating a powerful cover letter.

Career Management in the Age of the App
11/20; 12:30-1:30 p.m.; $40. This workshop is designed for all professionals who are looking for clarity on the next steps in their career. This session will provide you with a new framework for thinking about career advancement and will help you articulate big picture goals and milestones for the next six months to one year.

Brown Bag Matteine: Time Management—A Productivity Plan
11/25; noon-1 p.m. Gain a deeper understanding of the importance of effectively managing your time. This video will help you identify time-wasting practices that can consume your day. Learn how to plan meetings and office workflow, set long- and short-term goals, minimize office interruptions, avoid procrastination and delegate work.

Quality of Worklife Workshops

Dealing with the demands of work and your personal life can be challenging. These free workshops, sponsored by Human Resources and led by experts from Penn’s Employee Assistance Program and Quality of Worklife Department, offer information and support personal and professional life challenges. For complete details and to register, visit www.hr.upenn.edu/myhr/registration or contact Human Resources at (215) 573-2471 or gowf@hr.upenn.edu.

From Overwhelmed to Leading the Life You Want
11/5; 4-5:30 p.m. Engage in a candid discussion of work-life challenges and solutions with Bridgid Schulte, award winning Washington Post journalist and author of Overwhelmed: Work, Love and Play When One Has the Time, and Stew Friedman, professor and author of Leading the Life You Want: Skills for Integrating Work and Life and founding director of the Wharton Work/Life Integration Project. This event is co-sponsored by the Office of the Vice Provost for Faculty, Wharton Work/Life Integration Project, the Penn Women’s Center, the Graduate Student Center, Penn Medicine’s FOCUS on Health & Leadership for Women and Care con.

Dealing with Difficult People
11/11; noon-1 p.m. Managing relationships isn’t always easy, especially when conflicts arise. With the right strategies, you can effectively manage even the most difficult relationships. This workshop can show you how to create “win-win” solutions to personal and professional conflicts with assertiveness, collaboration, handling internal reactions and other skills.

Healthy Living

Get the tools you need to live well year-round. From expert nutrition and weight loss advice to exercise and disease prevention strategies, we can help you kick-start your body and embrace a healthy lifestyle. These free workshops are sponsored by Human Resources. For complete details and to register, visit www.hr.upenn.edu/myhr/registration or contact Human Resources at (215) 573-2471 or gowf@hr.upenn.edu.

Gentle Yoga
11/6; noon-1 p.m. Let your body reward itself with movement! Join us for this Gentle Yoga session and explore the natural movements of the spine with slow and fluid moving bends and soft twists. During this session, you will flow into modified sun salutations that loosen those tightened muscles and joints of the lower back, neck, shoulders and ankles. As an added bonus, you’ll get a workout in the process. Mats and props will be provided.

Chair Yoga
11/12; noon-1 p.m. Plenty of people turn to yoga for exercise, but striking a pose isn’t for everyone. If you’ve been tempted to try it but don’t know where to start, it’s time to try chair yoga. Chair Yoga is a more moderate form of yoga that’s done while sitting in a chair or using a chair for support. You get the same benefits of a regular yoga workout (like increased strength, flexibility and balance) but don’t have to master complex poses. Chair Yoga can even better your breathing and teach you how to relax your mind and improve your wellbeing. Ready to give it a try? Join us for a free Chair Yoga workshop. And don’t worry about your experience or flexibility—Chair Yoga can be modified for all levels! This workshop will be led by Lieutenant John Wylie, Department of Public Safety at Penn.

Flu Vaccine Clinic
Houston Hall Bodek Lounge; 11/10; 10 a.m.-1 p.m. Be prepared for the influenza season! Health Advocate will be on campus to provide no-cost flu shots to faculty and staff. Be in the Know biometric screenings will be held concurrently with these flu vaccine clinics. Advanced registration is required.

Flu Vaccine Clinic
Houston Hall Bodek Lounge; 11/18; 10 a.m.-1 p.m. Be prepared for the influenza season! Health Advocate will be on campus to provide no-cost flu shots to faculty and staff. Be in the Know biometric screenings will be held concurrently with these flu vaccine clinics. Advanced registration is required.

Biometric Screenings

TSE at Hutchinson Gym; 11/3; 9 a.m.-3 p.m. Sign up for a free and confidential screening test of your blood pressure, blood sugar (glucose) and non-fasting cholesterol (total and high density lipoprotein).

Boost your health and your paycheck by participating in a biometric screening session (available on campus now through December 5, see below) and completing an online health assessment, which will be available January 12–February 27, 2015 through Penn’s wellness portal at pennstaywell.com.

By taking these two steps, you’ll receive our Be in the Know $100 cash incentive award (less applicable payroll taxes) to be included in your April 2015 paycheck.

• Irvine Auditorium Amado Recital Hall; 11/4; 9 a.m.-4 p.m.
• School of Nursing Fagin Hall; 11/5; 9 a.m.-3 p.m.
• Claudia Cohen Hall Terrace Room; 11/6; 8 a.m.-2 p.m.
• FRES Left Bank Conference Room; 11/7; 8 a.m.-3 p.m.
• Houston Hall Bodek Lounge; 11/10; 8 a.m.-2 p.m.
• Dental Schuttner Levy Lobby; 11/11; 9 a.m.-3 p.m.
• School of Design Meyerson Hall Lower Gallery; 11/12; 9 a.m.-3 p.m.
• Irvine Auditorium Amado Recital Hall; 11/13; 10 a.m.-4 p.m.
• Wharton Hoover Lounge Vance Hall; 11/14; 9 a.m.-3 p.m.
• SEAS Towne Building Raisher Lounge; 11/17; 9 a.m.-3 p.m.
• Houston Hall Bodek Lounge; 11/18; 9 a.m.-3 p.m.
• FRES Left Bank Conference Room; 11/19; 9 a.m.-3 p.m.
• School of Nursing Fagin Hall; 11/20; 8 a.m.-2 p.m.
• Athletics Dunning Coaches’ Center Directors Room; 11/21; 9 a.m.-3 p.m.
• Morris Arboretum; 11/21; 10 a.m.-1 p.m.
• Houston Hall Bodek Lounge; 11/24; 9 a.m.-3 p.m.
• Penn Medicine Biomedical Research Building Lobby; 11/25; 9 a.m.-3 p.m.

—Division of Human Resources
Volunteer Opportunities

Dear Penn Community,

Thank you so much for your continued generosity. As a result, the Penn community has a huge impact during the holiday season on our surrounding community. We look forward to working with you again this year as we strive to make a difference in the lives of our many deserving neighbors. Below is a list of current opportunities including the Holiday Food Drive, designed to bring joy during the holidays.

—Isabel Sampson-Mapp, Associate Director, Netter Center for Community Partnerships

Holiday Food Drive: November 4-20

Let’s Take a Bite out of Hunger! In the season of Thanks and Giving, please contribute to the Annual Food Drive at the University coordinated by Penn VIPS. We are collecting non-perishable foods (cans and boxed foods) and fresh chickens, turkeys. Donations will re-stock the pantry at Barring House at the People’s Emergency Shelter as well as help many deserving families in the area. Please take donations to items of our conveniently located drop sites listed below:

President’s Office 100 College Hall
Provoce’s Office 3SBB 3401 Walnut St.
Museum Reception Desk Near Kress Gallery
At-Am Resource Center 3S37 Locust Walk
Human Resources 5SBA 3401 Walnut St.
Van Pelt-Dietrich Library Cataloging & Metadata Dept.
Netter Center 111 S. 38th 2nd Floor
ISC 265C 3401 Walnut St.
Wharton 100 SH-DH
School of Nursing 202 Claire Fagin Hall
ISC 203A Sansom West
LIFE 4508 Chestnut St.
Research Services P-221 Franklin Bldg.
Student Health 3535 Market/Suite 100
TRP 1200 S. 31st St.
SP2 3701 Locust Walk
Comptroller’s Office 312 Franklin Building
Gift Planning Suite 5035 Market St.
FRES 3101 Walnut St.

Become a Coach for Clarifi’s FinanciallyHers Fall Boot Camp: Commitment of six months, volunteering a few hours each month; attendance at two mandatory events; five hours of volunteer training (on or around November 5); attendance at one, two-hour “kick off” event (on or around November 15); work with one Clarifi FinanciallyHers client relating to her personal financial goals; maintain positive regard for the client and be supportive and non-judgmental of the client, her views, lifestyle and aspirations; as sist client receives current financial situations while shifting the focus to long-term proactive financial management and stability; evaluate and report outcomes of the process using prescribed reporting procedures to ensure the relationship is successful and to help identify best practices. Contact: Isabel Mapp, smapp@pobox.upenn.edu or Katie Dargon, kdargan@clarifi.org

Penn’s Way 2015 Raffle

Week 5 (October 27-31)
Penne Restaurant & Wine Bar: gift certificate ($100)
Lamberti Restaurants: gift certificate ($50)
Philadelphia Flyers: signed hockey puck ($60)
The Sixers: signed photo, cap and shirt ($60)
The Sixers: signed photo, cap and shirt ($60)
Penn Business Services: Penn-branded apparel ($50)

Week 3 Winners
Sabrina’s Café: Gift Card ($40) — Wanda Gbemudu, HUP
Philadelphia Flyers: signed photo, cap and shirt — Stanley Joseph, HUP
Lamberti Restaurants: gift certificate ($50) — Tina Theodors, CPUP
Penn Business Services: Porsche 1TB portable hard drive — Daniel Stringer, Student, School of Nursing
Penn Residential & Hospitality Services: goody bag — Mark Breitenbach, FRES
Penn Restaurant & Wine Bar: gift certificate ($100) — Dolores Rios, Presbyterian Medical Center

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 report for October 13-19, 2014. Also reported were 18 Crimes Against Property (12 thefts, 2 other offenses, 2 incidents of vandalism, 1 auto theft and 1 burglary). Full reports are available at: www.upenn.edu/almanac/volumes/v61/n11/creport.html Prior weeks’ reports are also online.

18th District Report

The University of Pennsylvania values diversity and seeks talented students, faculty and staff from diverse backgrounds. The University does not discriminate on the basis of race, color, sex, sexual orientation, gender identity, religion, creed, national or ethnic origin, age, disability, veteran status or any other legally protected status in the administration of its admissions, financial aid, educational or athletic programs, or any other University-administered programs or in its employment practices. Questions or complaints regarding this policy should be directed to Sam Starks, Executive Director of the Office of Affirmative Action, and Equal Opportunity Programs, Sansom Place East, 3600 Chestnut Street, Suite 228, Philadelphia, PA 19104-6106; or (215) 898-6953 (Voice).
Some Tricks for Traveling More Safely

Remember: Fall back, Spring forward! On Sunday, November 2, at 2 a.m., Daylight Saving Time comes to an end. This means we can all sleep an extra hour Sunday morning and still have breakfast at the usual time. It also means we lose an hour of daylight just around the time most of us are heading home from work or school. The Division of Public Safety (DPS) wants to remind you of the following tips on how to stay safe during your commute.

Public Transportation Safety Tips

Become familiar with the different bus and trolley routes and their schedules. SEPTA schedules and general information are available by visiting www.septa.com or calling (215) 580-7800.

If you travel underground, be aware of the emergency call boxes on the platform. These phones contact SEPTA Police. The phones operate much like the University’s Blue Light Phones. To operate the SEPTA Phone, push the button. A SEPTA operator will identify your transit stop and assist you immediately.

- Whenever possible, try to sit near the driver.
- In the subway station, back stand from the platform edge.
- Pay attention to your surroundings.
- Don’t become complacent while using your cell phone or other devices.
- Don’t fall asleep! Stay Alert!
- Never display your money in a crowd.
- Keep your bag or purse close to you and in view.

Off Peak Travel Tips

- When using subways, especially during off-peak hours, stand near the SEPTA call box.
- In case of an emergency there is a cashier’s booth staffed during hours of operation.
- If possible travel with a companion(s).
- Request a Walking Escort by calling (215) 573-WALK (9255). The security officer will wait with you until you board the train, bus or trolley.

Emergency Phones at Subway Stops & Blue Light Phones

- If you observe a potential safety hazard, such as a walking escort or require the Division of Public Safety’s assistance, you can use one of more than 500 blue light emergency phones on campus and in the surrounding community. Just pick up the receiver or press the button. Map of emergency phone locations: http://www.publicsafety.upenn.edu/TEC/blue-light-ephones/.
- SEPTA maintains their own emergency call boxes. Become familiar with where these call boxes are the next time you are waiting for your subway or trolley.

Safety Tips on the Street

- Do not display your smartphone when walking about. Keep it in your bag or pocket.
- Avoid using earphones when walking to ensure that you stay alert and aware of your surroundings.
- Stay in well-lit areas. Walk mid-point between curbs and buildings, away from alleys, entries and bushes. Stay near people.
- Avoid short cuts through parks, vacant lots and other low-occupancy places.
- Carry only necessary credit cards and money. Avoid using outdoor ATMs (automated teller machines). Instead, look for banks that require entry into a lobby to use their ATM.
- If you must carry a purse or handbag, keep it close to your body. This will minimize the chances of theft. If your purse is taken, don’t fight. Turn it over and immediately call 911.
- Walk with someone whenever possible. Participate in buddy systems.
- Do not stop to give directions or other information to strangers. Never hitchhike.
- If you believe you are being followed, call 911. Be alert & confident—making good eye contact may discourage the follower. Cross the street, change directions or vary your pace. If someone follows you in a car, record the license number and call 911 immediately.
- Have your key out and ready before you reach your car or door.
- Trust your instincts and use common sense.

Additional Services Available to you on Penn’s Campus

LUCY Loop

LUCY (Loop through University City) is a shuttle operating Monday through Friday, from 6:10 a.m. until 7 p.m., between 30th Street Station and University City. Managed by the University City District and operated by SEPTA, LUCY is a great way to ease your commute. Rides are free for holders of a valid PennCard. Schedule and route information is maintained by the University City District. For more information visit: www.universitycity.org/getting_around/lucy

Walking Escort

(215) 898-WALK (9255) Available 24 hours a day, 365 days a year, between 30th to 43rd Streets and Market Street to Baltimore Avenue.

Escorts are also available from 10 a.m. until 3 a.m. between 30th & 50th and Spruce Garden Street to Woodland Avenue via the University’s partnership with the University District Ambassador Program.

Riding Escort

(215) 898-RIDE (7433) Penn Transit Services: (215) 898-RIDE (7433) Monday-Sunday, 6 p.m.-3 a.m.; Limited on-call service, 3 a.m.-7 a.m. Business’ Penn Transit offers various transportation services that you can use for getting around University City or simply just getting to your car. For more information, visit www.upenn.edu/transportation

Penn Guardian

Penn Guardian is a free and optional service that is available to anyone with a valid Penn ID number and PennKey, using a registered cell phone.

How Penn Guardian Works

Penn Guardian is a service that allows Penn students, staff and faculty to voluntarily provide information about themselves to the Division of Public Safety which may be helpful to know during an emergency, such as a medical condition.

Penn Guardian can also provide police with GPS coordinates from a registered user’s cell phone, which can decrease response time and allow first responders to locate them if they are not able to provide their location.

For more information, and to register, please visit: www.publicsafety.upenn.edu/penn guardian/

Important Numbers

University of Pennsylvania Police

(215) 573-3333 or 511 from campus phone

Philadelphia Police

911

SEPTA Police Hotline

Emergency

(215) 580-8111

LUCY-Emergency

(215) 580-4487

Children’s Hospital of Philadelphia Security

(215) 590-5500

Philadelphia Poison Control Center

(215) 386-2100

National Poison Control Center

(800) 222-1222

Special Services

(215) 898-4481

Victim Support & Sensitive Crime Reporting

(247) 898-6600

Public Safety Headquarters is located at 4040 Chestnut Street

Halloween Safety

This is also a good time for Halloween Safety Tips for the children in your life:

- Encourage them to Trick-or-Treat in familiar neighborhoods.
- Don’t let children Trick-or-Treat alone, go with friends and/or family.
- Make sure they stay in well-lighted areas.
- Costumes should be highly visible—include white or reflective clothing.
- Have them carry a flashlight, glowstick or reflective bag.
- Make sure they watch out for cars.
- Be sure to inspect all treats before they are consumed.