



Members of the Pitt delegation in Brussels with European Commission President José Manuel Barroso. From left: Ronald A. Brand, director of Pitt's Center for International Legal Education; Pitt Chancellor Mark A. Nordenberg; Barroso; Alberta Sbragia, director of the University's European Union Center of Excellence/European Studies Center (EUCE/ESC); Lawrence Feick, director of Pitt's University Center for International Studies; and Timothy Thompson, EUCE/ESC associate director.

## Pitt in Europe

Chancellor Mark A. Nordenberg leads a University of Pittsburgh delegation to Belgium and Luxembourg. Its mission: making Pitt an even stronger force in European studies

To strengthen the University of Pittsburgh's ties with Europe—and solidify the University's reputation as one of the best places in the world to conduct research on the European Union (EU)—Chancellor Mark A. Nordenberg led a Pitt delegation to Belgium and Luxembourg May 27-June 3.

The *Pitt Chronicle* recently interviewed Nordenberg about that trip and, more generally, his foreign travels on the University's behalf.

**PITT CHRONICLE: What is the process by which you make decisions about traveling abroad?**

**Nordenberg:** In a sense, the decision-making process is straightforward. As you would expect, I exercise a key level of judgment myself, particularly in determining whether I can find the time to travel at all. Because there always is so much going on here, breaking away for extended periods of time is not easy.

Beyond that, I am guided to a very considerable extent by the director of the University Center for International Studies (UCIS). UCIS sits at the center of our international initiatives, and its director is best positioned to help develop travel priorities.

**What made Belgium and Luxembourg priorities for summer 2007?**

Strength in international studies is one

of the distinguishing characteristics of our University, and, in planning a trip to Europe, the single-most important factor was our great strength in European studies and our desire to get even stronger. Our European Studies Center recently was redesignated a national resource center by the U.S. Department of Education, and our European Union Center of Excellence is one of just 10 such centers funded by the European Commission.

In this case, two other factors also had an impact. Professor Alberta Sbragia, who directs both of these centers, had just been named to the endowed chair created in my name, reflecting my own strong desire to further advance European studies at Pitt. Also, I had not been to Europe for several years, leading to a feeling that this might be a good time for what the people in UCIS call "a chancellor-level visit."

**What makes a visit by a team that includes the chancellor different from other visits?**

Clearly, faculty members with relevant expertise and recognized records of accomplishment are the most important members of any such delegation. This visit, then, really was built around the work of Professor Sbragia and Professor Ronald Brand, who leads our Center for International Legal Education. Both Alberta and Ron are very well known and highly respected in Europe.



Timothy Thompson from our EU Center of Excellence did a magnificent job of planning the trip, and Larry Feick, who already was in Europe, joined us, even though his service as UCIS director would not formally begin until later in the summer.

My presence probably added to the visit in two main ways: It helped facilitate a higher level of access in terms of the meetings we were able to schedule, and it was viewed as visible evidence of the importance this University attaches to European studies.

**In terms of access, it appears that you were able to schedule some very high-level meetings.**

Frankly, our European colleagues seemed amazed at some of the meetings we were able to arrange. The clear high point of our time in Brussels was a private session with José Manuel Barroso, the president of the European Commission. President Bar-

roso had visited Pitt, where he delivered an address to a standing-room-only audience, last fall. In addition to his distinguished record of leadership, he is a very engaging person who has thought-provoking perspectives on our changing world, so it was a real pleasure to reconnect with him.

Similarly, in Luxembourg we had a private meeting with Prime Minister Jean-Claude Juncker. The prime minister is another highly respected European leader who has visited our University, and it was nice to build on that existing sense of connection.

In each case, these are forward-looking leaders who place a high priority on relations between Europe and the United States and who have a real interest in what we are doing at Pitt.

We also had stimulating meetings with representatives of the European Parliament, the European Court of Auditors, and the

*Continued on Page 6*

# BrieflyNoted

## Pitt Offers Wellness Incentive Program

Pitt faculty and staff members enrolled in the UPMC Health Plan recently were sent a mailing announcing the University's wellness incentive program for 2007. Actively employed faculty and staff and their enrolled spouses or domestic partners are eligible to each receive a \$50 gift card/certificate for completing a health-risk assessment and for reviewing their personal health records. The program is voluntary and confidential.

The Health Risk Assessment, called the My Health Questionnaire, asks a series of questions regarding health status and willingness to change to a healthier lifestyle. UPMC Health Plan, working in conjunction with Web MD, developed the assessment tool.

After completing the assessment, individuals will be given the choice of receiving a gift card from a Giant Eagle store or a University book center. For campuses without local Giant Eagles, another gift card option will be provided.

Details of the incentive program may be found on the Fitness for Life Web site, [www.hr.pitt.edu/benefits.fitness](http://www.hr.pitt.edu/benefits.fitness). Members may also go directly to the Health Plan's Web site at [www.upmchealthplan.com](http://www.upmchealthplan.com). The incentive program will continue through Oct. 31.

## Law, Social Work Launch Cooperative Degree Program

Pitt's Schools of Social Work and Law have launched a cooperative degree program through which students may earn both the Master of Social Work (MSW) and Juris Doctor (JD) degrees. The MSW is the primary professional degree in social work; the JD is the first professional degree in law.

"In real-world situations, it is fairly common for the two fields to overlap professionally," said Lambert Maguire, associate dean for academic affairs and a professor in SSW.

"Students with training in both law and social work will be better equipped to play an effective role in making and influencing public policy, whether through positions in government or nonprofit organizations or through impact litigation," said Lu-in Wang, associate dean for academic affairs and a professor in Pitt's law school.

The MSW-JD program will emphasize such areas as child welfare, juvenile and criminal justice, and low-income housing. The program will enable students to engage in a highly integrative educational experience that will include academic courses, field placements, and research opportunities in both professions.

Potential students for the MSW-JD program would apply and be accepted to both of the schools as well as complete a joint-degree application. The program will follow a four-year curriculum in which students will register as full-time law students for five terms and full-time social work students for three.

For more information, contact MSW-JD program faculty advisors, Kevin Deasy in the law school at 412-648-5642 or Jeffrey Shook in the social work school at 412-648-9365.

—Anthony Moore



## Deadline Approaching for Registering to Vote in Nov. 6 Municipal, Judicial Election

Oct. 9 at 5 p.m. is the deadline for registering to vote in the Nov. 6 municipal and judicial general election.

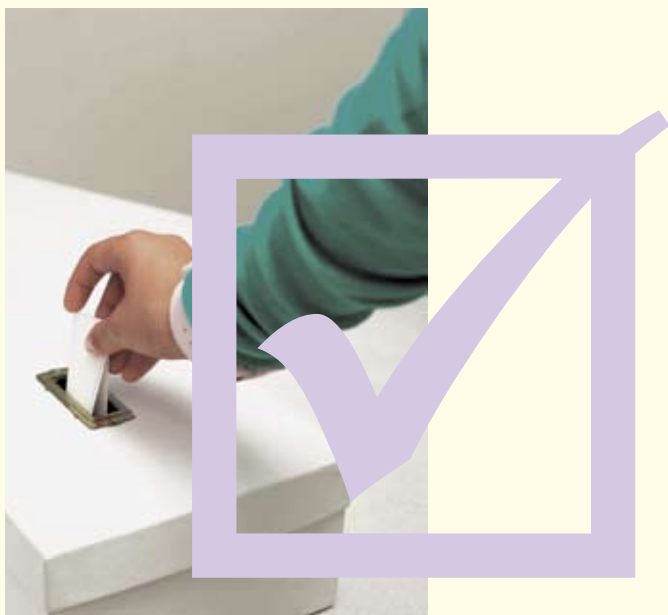
The following offices will be on the ballot: justices and judges for Pennsylvania state courts; Allegheny County Court of Common Pleas judges; Allegheny County offices, including chief executive, controller, treasurer, district attorney, sheriff, and some County Council members; City of Pittsburgh mayor and controller; City Council members (in odd-numbered districts); and city school directors (even-numbered districts).

Otherwise eligible voters who have not registered before, whose names or addresses have changed, or who wish to change their political party preference must submit voter registration forms to their county board of elections in order to vote. Forms are available at the Allegheny County Board of Elections, driver's license centers, state liquor stores, libraries, some banks, municipal buildings, post offices, and at Pitt's Office of Community and Governmental Relations (located at 710 Alumni Hall). The forms also may be obtained online at [www.dos.state.pa.us](http://www.dos.state.pa.us).

Voter registration forms are valid in all Pennsylvania counties.

Applications for absentee ballots for the general election must be received by the County Board of Elections by 5 p.m. Nov. 2.

To be eligible to register to vote, an individual must be at least 18 years of age on election day, a U.S. citizen for at least one month before the election, and a resident of Pennsylvania and his or her election district for at least 30 days before the election.



## Pitt Scores in Chronicle of Higher Education's Almanac Issue 2007-8, Advances in NSF Survey

By John Harvith

The University of Pittsburgh made gains in a number of key institutional quality indicators reported in *The Chronicle of Higher Education's* recently published *Almanac Issue 2007-8*, which ranks leading American colleges and universities in a number of categories.

In the category **Top Institutions in Federal Research-and-Development Expenditures for Science and Engineering**, Pitt is ranked 13th nationally in this year's *Almanac*, up from 14th last year, moving ahead of Harvard University. Pitt continues to outrank Caltech, Cornell University, Duke University, Emory University, Northwestern University, the University of Chicago, the University of Minnesota, the University of Southern California, Vanderbilt University, Washington University in St. Louis, and Yale University, among many others, in this category, based upon information supplied by the National Science Foundation (NSF).

As part of a related survey, the NSF also has just reported that in **federal obligations for science and engineering research and development** to the 100 universities receiving the largest amounts, Pitt is ranked 11th nationally, up from 12th last year.

In this latter ranking, Pitt moved ahead



of Washington University in St. Louis and the University of California-San Diego and continues to outrank Cornell University, the Massachusetts Institute of Technology, and Yale University, among many other schools.

In the category **College and University Endowments Over \$200 Million**, Pitt is ranked 28th in this year's *Almanac*, up from 30th last year, moving ahead of New

York University and Rockefeller University; it continues to outrank Caltech, Indiana University and Foundation, the University of Illinois and Foundation, the University of North Carolina-Chapel Hill and Foundations, and the University of Wisconsin Foundation, among many others, in this category.

In the category **Largest Endowments per Student**, Pitt is ranked 12th in this year's *Almanac* among public institutions, up from 15th last year, moving ahead of the University of North Carolina-Chapel Hill and Foundations, among others. Pitt continues to outpace such other institutions as Ohio State University and Foundation, the University of Minnesota and related foundations, the University of Washington, and the University of Wisconsin Foundation.

In the category **Top Institutions in Total Research-and-Development Expenditures for Science and Engineering**, Pitt is ranked 23rd in this year's *Almanac*, up from 24th last year, moving ahead of the University of Illinois at Urbana-Champaign; Pitt continues to outrank Emory University, Harvard University, Indiana University, Northwestern University, the University of Chicago, the University of Maryland-College Park, the University of North Carolina-Chapel Hill, the University of Southern California, the University of Texas-Austin, Vanderbilt University, and Yale University, among many others, in this category.

Under **Top Institutions in Awards for Basic and Applied Research within the category Defense Department Contracts and Grants to Nonprofit Institutions**, Pitt is ranked 26th in this year's *Almanac*, up from 36th place last year, moving ahead of Columbia University, Harvard University, the University of California-Los Angeles, the University of Maryland, and Virginia Tech. Pitt continues to outrank Northwestern and Princeton universities, among others, in this category.

## Chronicling

An ongoing series highlighting University of Pittsburgh history



Students reflecting during a Sept. 13, 2001, Pitt memorial service.

**Sept. 12, 2001—"Yesterday, we all were reminded, in the most terrible way, of life's fragile nature,"** Chancellor Mark A. Nordenberg writes in a statement to the University community following the 9/11 terrorist attacks. Pitt had joined many local businesses and educational institutions in closing on Sept. 11 after the attacks, evacuating the Cathedral of Learning, canceling classes, and permitting non-essential staff to leave early.

Following the Sept. 12 Senate Council meeting, Nordenberg and other council members walk together to Heinz Memorial Chapel for a shared moment of silence — "quietly acknowledging a national tragedy, expressing respect for the victims and sorrow for their families, and reflecting on our shared future," said the chancellor, who had proposed the impromptu gathering. On Sept. 14, Pitt's Graduate School of Public and International Affairs sponsors an open forum on the terrorist attacks, the first of many such events held here in the aftermath of 9/11.

## PittChronicle

Newspaper of the University of Pittsburgh

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The *Pitt Chronicle* is published throughout the year by University News and Magazines, University of Pittsburgh, 400 Craig Hall, Pittsburgh, PA 15260, Phone: 412-624-1033, Fax: 412-624-4895, E-mail: [chron@pitt.edu](mailto:chron@pitt.edu), Web: [www.umc.pitt.edu/media/pcc/](http://www.umc.pitt.edu/media/pcc/)

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# Summary of University's Pandemic Preparedness Plan Released Today

By Maddy Ross

At the height of an avian flu pandemic reaching Western Pennsylvania, Pitt's campuses might officially be closed to all but essential personnel and those students who could not leave;

The University of Pittsburgh Medical Center (UPMC) could utilize campus facilities for medical treatment; and

Some research might be interrupted.

Those are among the elements of Pitt's Pandemic Preparedness Plan, a summary of which is being made public today.

The document outlines procedures for students, faculty, staff, and administrators from the point at which a human-to-human transmission of avian flu or other highly contagious disease is first identified anywhere in the world, through to the worst case, in which the disease appears on Pitt campuses.

The plan calls for increased communications to the University community via e-mail, a Web site, text messages, and phone messages; as well as methods to preserve the integrity of research in progress. It also describes a timetable for social distancing and the orderly evacuation of campus; working conditions for employees deemed to be essential; the purchase of masks and safety equipment; and on-campus housing arrangements for students unable to go home.

The Pandemic Preparedness Plan, completed over the summer, was commissioned by Pitt Emergency Executive Jerome Cochran, who also is the University's executive vice chancellor. The plan is the work of a University-wide committee with input from more than 60 Pitt experts in student issues, academic affairs, research continuity, medicine, public health, communications, and administration. The committee, chaired by Pitt Environmental Health and Safety Director Jay Frerotte, has been meeting periodically since April 2006.

Even though there has been no widespread human-to-human transmission of avian flu, periodic episodes of human sickness in Asia, most often contracted through contact with sick birds, led the U.S. Centers for Disease Control to recommend that institutions, including universities, develop contingency plans.

A 12-page summary of Pitt's plan can be found on Pitt's Web site. The complete plan is part of the University's comprehensive

Emergency Response Guidelines, which are disseminated to deans, directors, and department chairs.

Because the characteristics of a virus that might trigger a pandemic are unknown, the plan takes into account varying degrees of severity and rapidity of transmission. It assumes that a pandemic would have five stages—prehuman-to-human transmission; sustained human-to-human transmission

anywhere in the world except near Pitt facilities; human-to-human transmission near Pitt's campuses, requiring social distancing; widespread human-to-human transmission throughout Western Pennsylvania; and cases of illness on Pitt campuses. Each of those stages requires coordinated decision-making and actions across the University, to reduce health risks and operational interruptions.

For example, in the third stage of a pandemic (when social distancing is needed to control contagion), some students, especially those from foreign countries, might not be able to get home on short notice. The plan, therefore, must minimize risk to staff but at the same time provide services to those students who remain. Likewise, in the fifth stage (when illness is identified on campus), the plan must provide for housing in which to isolate sick students from healthy people who remain on campus.

The Pitt planning process included UPMC personnel to ensure that both the Pitt pandemic plan and UPMC's avian flu plan supported each other.

The summary of Pitt's Pandemic Preparedness Plan is available at [www.pitt.edu/avianflu/plan.html](http://www.pitt.edu/avianflu/plan.html).

Pitt's avian flu Web site: [www.pitt.edu/avianflu/index.html](http://www.pitt.edu/avianflu/index.html).

**The plan calls for increased communications to the University community via e-mail, a Web site, text messages, and phone messages; methods to preserve the integrity of research in progress. It also describes a timetable for social distancing and the orderly evacuation of campus; working conditions for employees deemed to be essential; the purchase of masks and safety equipment; and on-campus housing arrangements for students unable to go home.**

## Inside the War Room: Amid Many Unknowns, An Avian Flu Battle Plan Emerges Here

By Maddy Ross

The conference room in the basement of Pitt's housing department was suitably grim for the task. With its laminated table obliquely wedged in an airless chute, there was no historic vista or architectural grandeur to distract.

But the mission that April day in 2006 seemed monumental in its own right: Work with 20-some University administrators to devise a plan for action should avian flu, then emerging sporadically and deadly in scattered locales across Asia and eastern Europe, morph into a pandemic that threatens Pitt's people and campuses.

At first it seemed like a fair fight, with some of the best medical expertise in the world, internationally renowned faculty researchers, versatile communicators, and a score of experienced administrators coming to bear against a virus targeting birds halfway around the world.

But after weeks of research, the mining of the expertise of our best

and brightest, and several very impressive flow charts, here's what we didn't know:

What would the virus be after mutating from the one that now infects birds and only rarely humans mutates to one easily transmissible from one human to another?

How virulent would it be—would it sicken like the seasonal flu, or kill?

How fast might it spread? Would there be enough time before it comes our way for vaccines to be developed?

Where in the world would it start—in Indonesia, or in Oakland? How many people might get sick? If we dispersed our campus population, how would they get home? What if "home" is Singapore?

Would classes continue?

Would the University's computer system still run if key personnel weren't working? Who supplies food if our food suppliers are shut down because of sickness?

Can we learn anything from the flu epidemic of 1918? Hasn't the state of medicine come so far that we'll undoubtedly be safer than in that earlier episode? But doesn't the frequency of air travel make us less safe?

That was just the start of what we didn't know—and what we slowly came to realize, may not be knowable.

Through dozens of sessions, most of them led by Pitt's Environmental Health and Safety Director Jay Frerotte, a perfect combination of John Wayne confidence and Mr. Rogers sensitivity, we struggled to think about the unknowable. Slowly—painfully—a strategy began to evolve.

Other universities around the country were also devising their strategies, and all were sharing. The pool of information was expanding, and so was our cre-

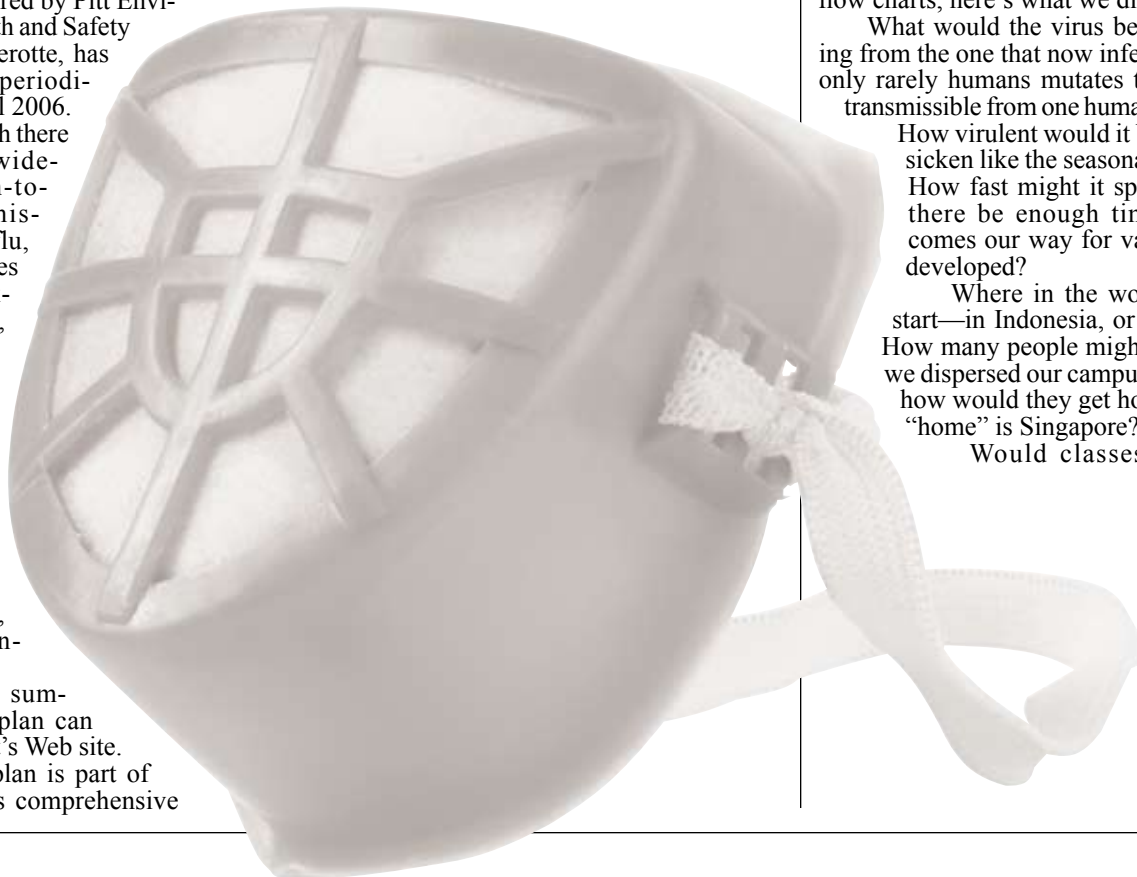
ativity: We may not have known a lot about the bug, but we knew people, planning, decision-making in rational organizations, and the uniqueness of Pitt.

One thing that was growing clearer: In the event of a pandemic, every area of endeavor on our five campuses would be affected and every department would have to react. Our team of 20 pandemic planners soon grew to 60 as we reached out in concentric circles to more areas of campus life and the greater community.

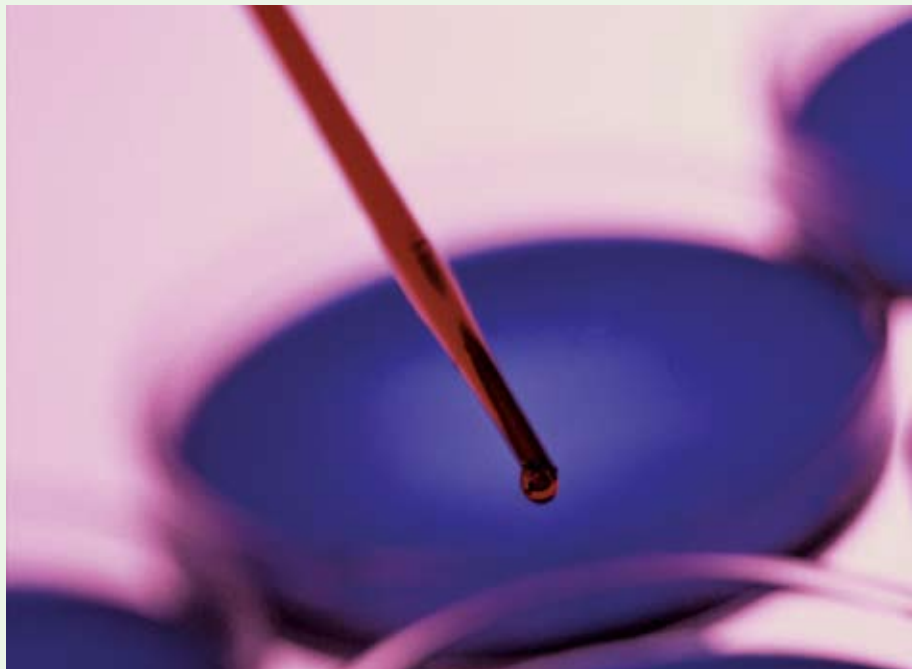
Sixteen months later, a summary of the resulting plan has been placed on Pitt's Web site: [www.pitt.edu/avianflu/plan.html](http://www.pitt.edu/avianflu/plan.html). It is a framework for a plan, actually, that will be adjusted as new and better information about the virus becomes known.

Some of the missing details on how Pitt will respond will be added as complex questions are answered over time. But the advance planning, even if imperfect, should allow for a smart, fast, and comprehensive reaction to any infectious emergency. Perhaps this would not have been possible if the messy, persistent, intimate, and generous tangling of experts had not occurred in a war room too small to flee. Now we hope to clutter that room even more by adding a small shelf upon which will rest an avian flu plan that Pitt will never, ever, have need to open.

**But the mission that April day in 2006 seemed monumental in its own right: Work with 20-odd University administrators to devise a plan for action should avian flu, then emerging sporadically and deadly in scattered locales across Asia and eastern Europe, morph into a pandemic that threatens Pitt's people and campuses.**



# Science & Technology



## NIH Awards Pitt \$16 Million to Establish HIV Research Center

By Jim Swyers

The National Institutes of Health (NIH) has awarded Pitt's School of Medicine a \$16 million, five-year grant to establish an HIV research center.

Research at the Pittsburgh Center for HIV Protein Interactions (PCHPI) is expected to give scientists detailed new insights into the life of HIV, the virus that causes AIDS, and have important implications for developing new drug targets.

One of three centers being funded jointly by the National Institute of General Medical Sciences and the National Institute of Allergy and Infectious Diseases, the Pitt center will specialize in developing methods and tools for understanding what happens to the HIV virus, both structurally and at an atomic level, immediately after it enters the cell and prior to becoming integrated into the host genome.

By doing this, PCHPI researchers will be able to identify which cellular processes and components are hijacked by HIV.

"We know how HIV attaches to its host and how it gains entry to cells, but what happens between when it first enters into the cells and when it integrates itself into the host genome is still a mystery. By elucidating the important events during this period, we believe we'll learn a great deal about the how the virus can be stopped," said PCHPI director Angela Gronenborn, the University of Pittsburgh Medical Center Rosalind Franklin Professor and chair of the Department of Structural Biology in Pitt's medical school.

Gronenborn, who recently was elected to the National Academy of Sciences, is one of the country's leading structural biologists and an internationally renowned specialist in the application of nuclear magnetic resonance (NMR) spectroscopy for investigating the biochemical mechanisms and cellular structures involved in HIV pathogenesis.

Although researchers have determined the structures of many HIV pro-

teins in isolation, they know the structures of only a few HIV proteins in their functional state—that is, when they interact with cellular components of host cells. Because HIV works through such interactions, knowing their structures will provide targets for new generations of anti-AIDS drugs.

Center researchers will use NMR and X-ray crystallography to identify and characterize atomic structures of key virus interactions and other pivotal events in the immediate postentry stage of the viral life cycle. They also will use advanced imaging technologies such as cryo-electron tomography to better study the structure of HIV and the host cellular components with which it interacts.

As part of its mission to collaborate with researchers nationally and globally, the center will make the methods and tools it develops available to the entire HIV research community. These resources are expected to have a major impact on the global fight against AIDS, which is estimated to afflict more than 40 million people worldwide.



Angela Gronenborn

"HIV is so challenging to treat because the virus is extremely adept at evolving resistance against therapies that target individual HIV proteins. Efforts by Dr. Gronenborn and her colleagues to identify and image pivotal virus-host cell interactions could forge new avenues for drug discovery," explained Ravi Basavappa, the National Institute of General Medical Sciences program director for the new centers.

In addition to studying the structure and interactions of HIV using advanced technologies, another focus of the center will be to engage virologists, cell biologists, and structural biologists in a collaborative effort toward deciding which of these interactions make the best drug targets.

"For many years, structural biologists and virologists have not worked closely in the area of HIV-targeted drugs," Gronenborn said. "This center will allow the two to work collaboratively and help them to determine fairly quickly whether their hypotheses about what happens at the molecular and atomic levels of HIV infection are accurate."

## Spending on Direct-to-consumer Advertising by Drug Companies More Than Tripled in Past Decade, According to Study by Donohue and Colleagues

By Frank Racziewicz

Spending on direct-to-consumer advertising by the pharmaceutical industry has increased dramatically over the past decade despite a growing chorus of criticism and regulatory actions leveled against it, according to a study published Aug. 16 in *The New England Journal of Medicine*.

The study, conducted by researchers in Pitt's Graduate School of Public Health (GSPH) with collaborators at the Harvard School of Public Health and Vanderbilt University, suggests that calls for Congress to institute a longer moratorium on such advertising for new drugs would represent a dramatic departure from current practices.

The marketing of prescription drugs directly to patients, in addition to primary care or specialty physicians, has come under scrutiny in light of recent revelations about problems with adverse drug reactions that became apparent only after the drugs had been on the market and aggressively advertised for several years.

"Our analysis found that the trend toward increasing spending on direct-to-consumer advertising is likely to continue and efforts to enforce more stringent guidelines on such practices would require not only significant changes by the pharmaceutical industry but by the FDA as well," explained Julie Donohue, an assistant professor of health policy and management in GSPH.

Two influential agencies calling for increased Food and Drug Administration (FDA) oversight of direct-to-consumer advertising are the Institute of Medicine, an arm of the National Academy of Sciences, and the U.S. Government Accountability Office; both have found that the FDA's enforcement of regulations governing direct-to-consumer advertising is inadequate. Legislation has been proposed in both the U.S. Senate and the House of Representatives that would give the FDA the power to screen all drug advertisements before they air and to place a moratorium on ads for a particular drug for several years after it has been approved.

Donohue and colleagues analyzed industry-wide spending by pharmaceutical companies on direct-to-consumer advertising and promotions to physicians over the past decade. They also tapped into industry data to analyze which drugs were being advertised and to whom, as well as the timing

of such advertising campaigns. Finally, they examined the number of FDA enforcement actions directed at such promotions from 1997 to 2006.

Their analysis found that the pharmaceutical industry's total real spending on drug promotions almost tripled—from just over \$11.4 billion to almost \$30 billion—between 1996 and 2005. They also found that the overwhelming majority of drug advertising was targeted to physicians. However, over the last nine years spending on direct-to-consumer advertising and free samples has risen as a share of the total promotional budget, whereas promotional investment in professional journals fell. Real spending on direct-to-consumer advertising increased by 330 percent from 1996 to 2005 and made up 14 percent of total promotional expenditures in 2005 compared with less than 9 percent in 1996.

Spending on direct-to-consumer advertising was concentrated among a relatively small number of brands. The 20 drugs with the highest spending made up more than half (54.4 percent) of total industry spending on advertising in 2005. Most of these drugs were predominantly new drugs used to treat chronic conditions; 10 of the top 20 drugs, as ranked by advertising spending, were introduced in 2000 or later. Notably, 17 of 20 advertising campaigns for the most heavily advertised drugs began within a year of receiving FDA approval.

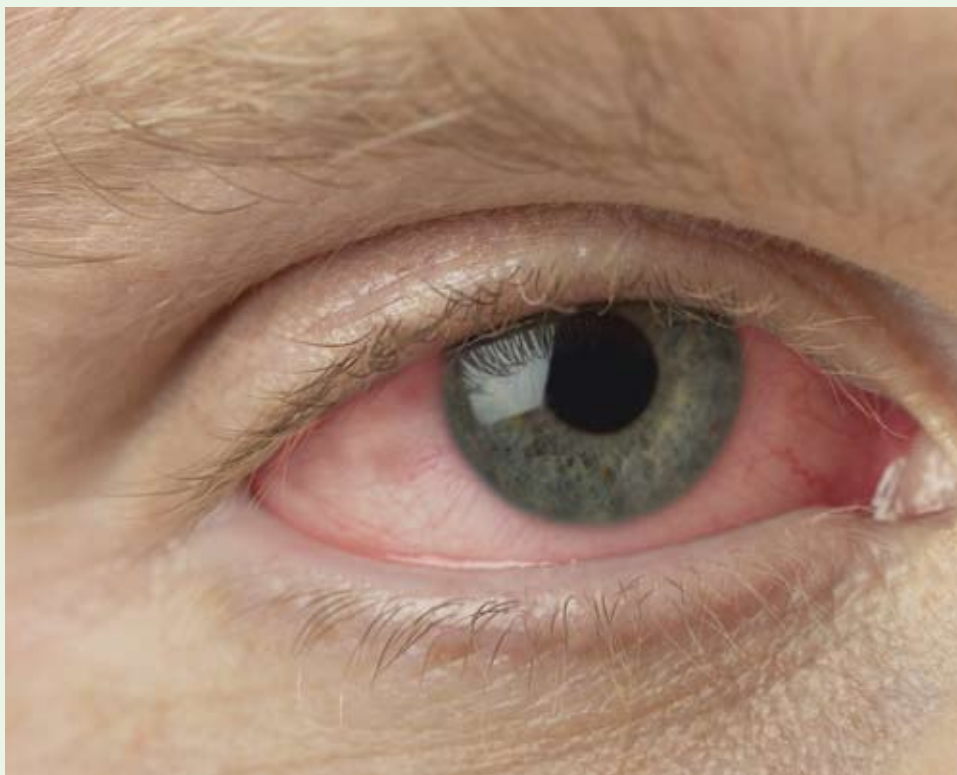
Meredith B. Rosenthal, associate professor of health economics and policy in the Harvard School of Public Health, said, "The apparent decline in FDA enforcement of direct-to-consumer drug advertising regulations calls into question the FDA's ability to prevent misleading messages about drug risks and benefits from reaching the public and heightens concerns about the potential adverse consequences such advertising might engender."

This study was supported by a grant to Donohue from the National Center for Research Resources, part of the National Institutes of Health; NIH Roadmap for Medical Research; and an Alfred P. Sloan Foundation grant to Rosenthal. Donohue reports receiving consulting fees from GlaxoSmithKline and CanWest Global Communications.



The marketing of prescription drugs directly to patients, in addition to primary care or specialty physicians, has come under scrutiny in light of recent revelations about problems with adverse drug reactions that became apparent only after the drugs had been on the market and aggressively advertised for several years.

## Gamma Globulin Highly Effective in Treating Pinkeye, According to Study Led by Pitt's Andrea Gambotto



By Jim Swyers

Gamma globulin, a type of antibody isolated from blood samples that used to be routinely given to health care workers and international travelers to protect them from infectious diseases, is a highly effective treatment for pinkeye, with little apparent toxicity, according to a study by researchers in Pitt's School of Medicine.

The results of the study, published in the Sept. 1 issue of the journal *Investigative Ophthalmology and Visual Science*, have significant implications for the treatment and prevention of eye diseases caused by adenovirus infections such as conjunctivitis.

Conjunctivitis, commonly known as pinkeye, is an inflammation of the conjunctiva, the clear membrane that covers the white part of the eye and the inner surface of the eyelids. Although typically a mild, self-limiting disease in children and adults, newborns are particularly susceptible to pinkeye and can be more prone to serious health complications, even blindness, if it goes untreated. The most common cause of conjunctivitis is adenovirus infection.

Unfortunately, current treatments for conjunctivitis are not specifically targeted to the virus, and there is no FDA-approved therapy for treating adenoviral-mediated eye infections.

In the Pitt study, led by Andrea Gambotto, an assistant professor of surgery, researchers investigated the antiviral activity of gamma globulin (Ig) on human "wild-type" adenovirus as well as adenovirus subtypes isolated from patients diagnosed with viral eye infections. Specifically, they investigated the ability of Ig to neutralize

these various adenovirus strains in both cell cultures infected with adenovirus and in rabbits with conjunctivitis.

In the cell culture (in vitro) studies, less than 10 milligrams per milliliter (mg/ml) of Ig significantly neutralized all of the wild-type strains of adenovirus, and the same concentration of Ig also neutralized almost 90 percent of the various adenovirus subtypes isolated from patients with eye infections.

In the animal (in vivo) studies using topical Ig, all of the animals tested tolerated the Ig extremely well, without displaying any irritation even at high dosages.

More importantly, Ig neutralized adenovirus at least as well as cidofovir, another antiviral drug that proved to be a potent inhibitor of adenovirus eye infections in early trials but was never approved by the FDA because of unacceptable side effects.

**Conjunctivitis, commonly known as pinkeye, is an inflammation of the conjunctiva, the clear membrane that covers the white part of the eye and the inner surface of the eyelids.**

Although this is the first study ever to demonstrate Ig's ability to block adenoviral-mediated eye infections, Gambotto is only slightly surprised by the results. "We use this compound in our laboratory on a regular basis to block the activity of the adenoviruses that we use in gene therapy experiments," he said. "So, we were pretty

sure it would have some antiviral effects. We were not prepared, however, for it to be effective against so many strains and to demonstrate almost no toxicity."

The research was funded by the National Eye Institute, the Eye and Ear Foundation of Pittsburgh, and Pitt's Office of Technology Management.



## Pitt-led Research Calls for Testing Hospital Water Supplies for Legionnaires' Disease Bacteria

Pitt's Yu, Stout are lead authors of 20-hospital study

By Michele D. Baum

A new study spearheaded by Pitt's School of Medicine has determined that environmental monitoring of institutional water systems can help to predict the risk of hospital-acquired *Legionella* pneumonia, better known as Legionnaires' disease.

Reported recently in the journal *Infection Control and Hospital Epidemiology*, the 20-hospital study also calls for reconsideration of the current national infection-control policy to include routine testing of hospital water systems for *Legionella*, the bacterial group associated with Legionnaires' disease.

"Only those hospitals that had high levels of *Legionella* bacteria in their water systems had patients who contracted Legionnaires' disease," senior author and Pitt Professor of Medicine Victor L. Yu said of the study, which involved hospitals in 14 states. "Proactive monitoring of the hospital water supply alerted physicians to the hidden risk of Legionnaires' disease for their patients."

*Legionella* bacteria first were identified as causing pneumonia in 1976 following an outbreak among attendees of an American Legion convention at a Philadelphia hotel, resulting in the name Legionnaires' disease. There are an estimated 20,000 cases of Legionnaires' in the United States annually, many of them hospital-acquired, with an average fatality rate of 28 percent.

Currently, the U.S. Centers for Disease Control and Prevention recommends that hospitals and other health care institutions monitor patients for pneumonia incidence before doing environmental surveillance of water systems that can harbor the bacteria.

"Based in part on our work, and in collaboration with the Allegheny County Health Department and the Three Rivers Association for Professionals in Infection Control, the development of proactive guidelines for hospital-acquired Legionnaires' disease prevention has led to the virtual disappearance of this infection in Pittsburgh," said study first author Janet Stout, a research assistant professor in the Pitt School of Engineering's Department of Civil and Environmental Engineering. "We first reported the connection between hospital water supply and these infections in 1982."

For this investigation, Yu, Stout, and colleagues evaluated samples of hospital-system water at 20 facilities across the country from 2000 to 2002. Water samples

were retrieved from at least 10 separate sites at each hospital on multiple occasions over the two-year period. When cases of Legionnaires' were identified, patient urine and sputum samples from 12 of the hospitals were tested to determine classification of *Legionella*, which has at least 48 strains.

The researchers found that 14 (70 percent) of hospital water systems tested positive for *Legionella* species, and that six (43 percent) positive-testing hospitals had high-level colonization. Legionnaires' cases were found among the 633 patients with hospital-acquired pneumonia whose urine or sputum samples were tested for *Legionella* bacteria. All were traced to hospitals with high-level colonization.

"Our study provides much-needed evidence to support a national policy change to include routine environmental surveillance of health care facility water systems along with stringent clinical monitoring of patients," said Stout, who estimates that 39,000 people have died of Legionnaires' since 1982. "We think this long-overdue approach should be adopted by infection-control and infectious-disease practitioners nationwide."

This study was based on the Pittsburgh methodology of routine testing of hospital water systems that also has been adopted by New York, Maryland, France, Germany, Spain, the Netherlands, and Italy.

Other authors and members of the Legionella Study Group included researchers at the VA Pittsburgh Healthcare System; William Beaumont Hospital, Royal Oak, Mich.; the VA Medical Center, Omaha, Neb.; Southern Arizona Healthcare System, Tucson, Ariz.; the VA Medical Center, Wilmington, Del.; the Louis Stokes VA Medical Center, Cleveland, Ohio; the VA Medical Center, Dayton, Ohio; Stratton VA Medical Center, Albany, N.Y.; the VA Medical Center, Butler, Pa.; VA Medical Center, Iowa City, Iowa; the VA Medical Center, Gainesville, Fla.; the VA Palo Alto Health Care System, Palo Alto, Calif.; and the VA Medical Center, Long Beach, Calif.

The study was funded by a Department of Veterans Affairs Merit Review grant.



Victor L. Yu

# The European Company We Keep

The following are among the European political leaders, diplomats, and EU officials who have visited Pitt's European Union Center of Excellence/European Studies Center:

**1992—Uffe Ellemann-Jensen**, foreign minister of Denmark  
**Peter Dyvig**, Danish ambassador to the United States

**1995—Michael Tappin** and **Edith Müller**, members of the European Parliament (MEPs)  
**Andreas van Agt**, ambassador and head of the Delegation of the European Commission to the United States in Washington, D.C.

**1996—Manfred Zuleeg**, former judge on the European Court of Justice  
**Jürgen Chrobog**, German ambassador to the United States

**1997—Laurence Brinkhorst**, MEP

**1998—Helmut Tuerk**, Austria's ambassador to the United States representing the Austrian EU Presidency  
**Tom Garvey**, former deputy director-general for environment, nuclear safety, and civil protection, European Commission (Garvey revisits Pitt in 1999, 2000, and 2003.)

**1999—Erato Kozakou-Marcoulis**, ambassador of the Republic of Cyprus to the United States  
**Marcel Haag**, director-general, competition, European Commission  
**Hugo Paeman**, ambassador and head of the Delegation of the European Commission to the United States  
**Manfred Dammeyer**, president of the Committee of the Regions  
**Peter Moser**, Austrian ambassador to the United States  
**Jean-Claude Juncker**, prime minister of Luxembourg  
**Arlette Conzemius**, ambassador of Luxembourg to the United States  
**Gilles de Kerchove**, director, General Secretariat of the Council of the EU



European Commission President José Manuel Barroso speaking at Pitt last fall.

**Emmanuel Marotta**, deputy director, Europol

**2000—Fernand Sauer**, executive director of the European Agency for the Evaluation of Medicinal Products  
**Michel Ayrat**, director for Air Transport, DG Transport, European Commission

**2002—Ambassador Philippe De Schoutheete**, special advisor to European Commissioner Michel Barnier and the former

Belgian permanent representative to the EU

**2004—Sylvie Goulard**, member of the Group of Policy Advisors for the President of the European Commission  
**Eva Nowotny**—Austrian ambassador to the United States (Nowotny makes a return visit in 2007.)

**2006—José Manuel Barroso**, president of the European Commission  
**Andras Simonyi**, Hungarian ambassador to the United States  
 MEPs **Lena Ek**, **Alexander Lamsdorff**, and **Helmut Kuhne**

In addition, the following officials have visited Pitt's Russian and East European Studies Center (REES) and Center for International Legal Education (CILE,) cosponsored by EUCE/ESC:

**1999—Martin Butora**, ambassador of the Slovak Republic to the United States (REES)

**2000—Fidelma O'Kelly Macken**, the first woman judge on the European Court of Justice (CILE)

**2001—Ivan Grdesic**, Croatian ambassador to the United States (REES)  
**Fausto Pocar**, judge and vice president, International Criminal Tribunal for the former Yugoslavia (CILE)  
**Lawrence Rossin**, U.S. ambassador to Croatia (REES)

**2002—Sorin Dumitru Ducau**, Romanian ambassador to the United States (REES)



Chancellor Nordenberg and Serge Jauman, vice rector for international relations at the Université Libre de Bruxelles.

## Pitt in Europe

Continued from Page 1

European Court of Justice.

### What key messages did you and others from Pitt attempt to convey at these meetings?

Most fundamentally, we wanted to highlight both the overall momentum of our University and our strength in European studies. Pitt is very highly regarded in Europe, but it always helps to be able to enhance those impressions with specific information conveyed in a face-to-face setting.

Perhaps because people in other parts of the world, as in this country, seem almost obsessed with rankings of any sort, those with whom we met were particularly taken with the examples we used to support our use of the theme, "We all are judged by the company we keep."

We also were able to share some items of "late-breaking news" that were of special interest to European colleagues. Two key examples were our library system's selection to receive the entire European Union depository collection from the Delegation of the European Commission to the United States and our recruitment of John

Continued on Page 7

# How Pitt Got to Be an EU University



## University of Pittsburgh

**1974:** Pitt's University Library System designated an EU Depository Library, which receives one copy of most EU periodical and monograph publications.

**1984:** Pitt's Program for West European Studies (WES), later designated a center, is established.

**1991:** WES is awarded its first Foreign Language Area Studies Fellowship Title VI-funded grant by the U.S. Department of Education.

**1992:** Pitt Professor Alberta Sbragia's *Euro-Politics: Politics and Policymaking in the "New" European Community* (edited book, Brookings Institution) is published. The book is largely credited with initiating a new wave of scholarly work in the United States on European integration.

**1993:** Sbragia becomes chair of the European Community Studies Association (later renamed the European Union Studies Association) for a two-year term; the association moves to the University Center for International Studies at Pitt.

**1994:** Pitt's WES is first designated as a U.S. Department of Education Title VI-funded National Resource Center. Sbragia becomes vice president of European Community Studies Association-World for a two-year term.

## European Union

**May 9, 1950:** French Foreign Minister Robert Schuman proposes a plan for closer cooperation between Western European nations. Since then, May 9 has been celebrated as "Europe Day."

**April 18, 1951:** Based on Schuman's plan, six countries—Germany, France, Italy, the Netherlands, Belgium, and Luxembourg—sign a treaty to run their coal and steel industries under common management.

**March 25, 1957:** The six countries sign the Treaty of Rome, creating the European Economic Community (EEC), or common market.

**Jan. 1, 1973:** Denmark, Ireland, and the United Kingdom enter what is now known as the European Union (EU).

**June 7-10, 1979:** Citizens of EU-member countries directly elect the members of the European Parliament for the first time.

**Jan. 1, 1981:** Membership in the EU reaches double figures when Greece joins.

Continued from Page 6



European Parliament Project Director Michael Shackleton and Pitt's Alberta Sbragia in the European Parliament.

Keeler—a widely respected scholar of European politics, comparative public policy, and transatlantic relations—from the University of Washington to serve as dean of our Graduate School of Public and International Affairs.

**Besides generally elevating impressions of Pitt, were there other goals for this trip?**



Luxembourg Prime Minister Jean-Claude Juncker

Some of our goals were programmatic. For example, we met with colleagues from two major Belgian universities—signing an agreement of cooperation with the Université Libre de Bruxelles and conducting discussions toward that same end with the Vrije Universiteit Brussel. We also had very informative discussions with the executive director of the Fulbright Commission in

Brussels.

The theme central to many of our discussions was our strong desire to create additional internship opportunities for our students in Europe, and we received some encouraging offers of help toward advancing that goal.

**Did any of the meetings involve broader issues, including some that were not Pitt-specific?**

We had an extended and very substantive discussion with the U.S. Mission to the European Union about European perceptions



Chancellor Nordenberg with Pitt law student Kate Drabecki, who is interning in Brussels with support provided by Professor Sbragia through the Nordenberg Chair.



Nordenberg is greeted in Brussels by European Commission President Barroso.

of the United States and about the challenges still being faced by international students hoping to study in this country, a situation that we believe will work to our long-term national disadvantage.

We also hosted a very well attended reception for “friends of Pitt” in Brussels. That group included academic partners, alumni, and colleagues from within the various offices and agencies we had visited. In a setting like that, of course, the conversations are wide-ranging. I was left with the impression that events of that type are not common in Europe, and everyone seemed pleased—including one Pitt graduate from the United States who just happened to be staying in the same hotel and “crashed the party” when he saw the sign directing people to our reception.

In that way and in so many others, this trip underscored the basic message that this is a very small world. In that sense, the mission of our University Center for International Studies—to enhance understanding of that world—is absolutely critical.

**1998:** Pitt wins a national competition to host a European Union Center (EUC).

**1999:** The EUC organizes its first policy conference, bringing together policymakers from both sides of the Atlantic to investigate a public issue of mutual interest.

**2001:** Pitt's EUC is rededicated by Guenter Burghardt, ambassador and head of the delegation of the European Commission to the United States, as one of 15 such centers in the United States. The EUC organizes at Pitt its first Model EU simulation for college students.

**2005:** Pitt's EUC is chosen to be one of only 10 European Union Centers of Excellence, gaining substantial support for center activities from the European Commission; the center later organizes its first Model EU simulation for high school students. Sbragia is designated a Jean Monnet Chair *ad personam*, a recognition given by the European Union to American academicians whose careers exemplify excellence in EU-related teaching and research.

**Feb. 10, 2006:** European Commission President José Manuel Barroso visits Pitt, accompanied by John Bruton, ambassador and head of the delegation of the European Commission to the United States, and other Commission officials.

**June 2006:** In recognition of her scholarship on the EU, her leadership in EU studies, and direction of Pitt's European Union Center of Excellence, Sbragia is named the inaugural holder of Pitt's Mark A. Nordenberg University Chair.

**May 2007:** Pitt's University Library System receives the entire European Union depository collection—the most extensive collection of public European Community/European Union documents and publications in North America—from the Delegation of the European Commission to the USA.

**Summer 2007:** Chancellor Nordenberg, accompanied by Sbragia and other Pitt faculty members, visits European Commission President Barroso and European Parliament members in Brussels. The Pitt delegation also meets with Luxembourg Prime Minister Jean-Claude Juncker; Aindrias Ó Caoimh, a judge on the European Court of Justice; and officials of the European Court of Auditors.

**Jan. 1, 1986:** Spain and Portugal enter the EU, bringing membership to 12.

**Feb. 7, 1992:** The Treaty on European Union is signed in Maastricht. It sets clear rules for the future single currency in Europe as well as for foreign and security policy and closer cooperation in justice and home affairs. The new structure set up by the treaty is named the European Union (EU).

**Jan. 1, 1993:** The EU single market and its four freedoms are established: The free movement of goods, services, people, and money throughout the EU becomes a reality.

**Jan. 1, 1995:** Austria, Finland, and Sweden join the EU, increasing membership to 15 countries.

**Jan. 1, 2002:** Euro notes and coins are introduced in 12 countries.

**May 1, 2004:** Eight countries in central and eastern Europe—the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Slovakia, and Slovenia—join the EU, ending the division of Europe agreed to by the Allies 60 years earlier during the Yalta Conference. Cyprus and Malta also become EU members.

**Jan. 1, 2007:** Bulgaria and Romania join the EU, increasing the number of member countries to 27.

# Pathway to Success

“This is a real opportunity, and these years will go by fast... Do everything you can to leave the University of Pittsburgh having achieved all that you dreamed of,” Pitt Provost James V. Maher tells students and their families during the University’s New Student Orientation, Aug. 23 in Soldiers and Sailors Memorial Hall.

The following is the text of Maher’s orientation address:

“I’m delighted to be here to welcome all of you. I come to you on a mission, and it’s a mission that means a lot to me as a person who showed up as a freshman for college myself a lot of years ago, and as a person who brought my children to college not quite as many years ago—and who is now watching grandchildren grow up to the point where I can see that it won’t be too many more years before they go to college. I realize what an important event this is in the life of a family.

The people admitted to this University are students of real attainment. You have competed successfully for rare places in this freshman class by being very, very good as students and as well-rounded people through the first 18 years of your life. But you are not the only ones to be commended for that, for it’s very hard to get to this point without a support system. You almost certainly come out of a family that has worked very hard to help you succeed, and they’re here with you, too. I like the opportunity to have an event like this where all of us—both in this room and in the ballroom, where there is another large group of people watching this on TV—can be together and talk about how to make the coming years years of great success for you, the students.

Your family wants you to succeed. You want you to succeed. And we at the University of Pittsburgh want you to succeed. That’s something we all have in common.

The coordinating of that success, however, is extraordinarily difficult for a number of reasons. For instance, this is the only country in the world that expects two very difficult things to happen at the same time.

One is that you will begin the most demanding academic period in your life. You will be faced with very high expectations that you have not, in the past, had to meet. And even though you more than merited the opportunity to meet those challenges—and we’re very confident that if you work with us and try you *can* meet those challenges—that’s a strain. The other is something that does not, in general, go on in other countries: This academic challenge hits you at the exact moment when, for the first time in your life, you are expected to learn to live outside your family and to function well outside your family. And that’s not easy. That involves some real growth.

Those two things go on at a time in life where people typically go through very important personal development, development that stays with them for the rest of their lives. So, we could even say there are three things going on: involving yourself in serious academic work, learning to live outside the family, and entering a period of enormous personal development. We’ve got to coordinate all that and make it work—and make it work for you.

At Pitt, we try to do that in a number of ways. One of the most important means is through good communications: to be reflective, to talk to each other. When I say talk to each other, I mean all of us in the triumvirate: families, students, and University people. We all need to be communicating.

The University is itself enormously



JOE KAPREWSKY/GOIDE

complex. The very word *university* means that all the important areas of human endeavor are being reflected upon within this institution. At the same time, just as we hold a wide variety of disciplines and professions in the composition of our community, we hold a wide variety of levels of sophistication within the community.

There are freshmen, like you. There are juniors and seniors, there are graduate students, there are postdoctoral associates, and there are faculty members. One thing that unites all of us is that we are all striving to learn. Learning is a life-long thing. It’s a part of a person’s makeup. It’s part of being human.

When you struggle this year with your coursework, we’ll call what you’re doing “homework.” When my colleagues in the physics department strive to learn more about advanced physical topics, we will call that “research.” But it’s all really about learning, and it’s about learning together in this community of learners.

So let’s talk in a serious way now about how we can coordinate all this, how we can make it work so that you succeed. There will be some grim business to get out of the way, and then there will be some exciting opportunities. I’ll dispense with some of the grim business to start with.

First: You—the students here—didn’t get here without a support system. You’re going to be moving out of that support system into another one that we form, but you don’t want to lose that old support system totally. You want to stay in touch. In the expression of, I believe, the Old West, “You want to dance with who brung ya.” Stay in touch with your family.

Parents, there’s a law called FERPA [the federal Family Educational Rights and Privacy Act] that protects students’ records; you may not know about that law yet. I don’t want you to find out about that law

only when you first really need to talk to us. That law says that without your student’s permission, we can’t “talk” to you. We can talk to you, of course, but we can’t tell you anything about how the student is doing without the student’s permission. Don’t let it get to that.

There’s a standard way the student can give us permission to talk to you about his or her progress when you call with concerns; the student needs to check the box on the relevant form that gives us that permission. I love my own two children, have always got along well with them, but at this stage in my relations with

them, I was perfectly clear with them. I said, “Yes, you have the legal right not to check that box. And I have the legal right not to sign the check for the tuition. Now, let us

discuss this.” [laughter]

So, there’s one piece of grim business out of the way. On to our second piece of grim business—and this is “grim” in that it’s another source of student/family misunderstandings: the likelihood that you freshmen will graduate four years from now.

We want you to graduate four years from now. We work at making it possible for you to graduate four years from now. But you won’t graduate four years from now if you don’t work with us on this.

There are so many ways to go wrong. Let me give you a very common and absolutely rotten reason for failing to graduate in four years. The federal government considers you a full-time student as long as you’re taking 12 credits. That’s nice of the federal government to do that, because under federal law, things like federally guaranteed student loans would not be valid if you weren’t a full-time student. So, if you go down to 12 credits, you can still be a full-time student as far as the federal government is concerned. But a lot of people get trapped on that one. They think, “Well, I’m a full-time student, so I’ll graduate in four years.” No. You’re not really a full-time student in the sense of any major university in this country if you’re only taking 12 credits.

All of our programs require 120 credits or more to get a bachelor’s degree. Some take more, but for most of them, 120 does it. Figure in four years there are eight terms; divide eight into 120, and that’s 15. You have to average 15 credits per term to graduate in four years—and there are some programs that you have to average a little more than that. It’s a terrible idea to take fewer than 15 credits unless you’ve talked it over and decided as a family that you *want* to do it that way. It’s a terrible idea to just drift into a late graduation because you thought, “Twelve credits is enough, and I’ve got a lot of fun to have.” Those four years will go by, and your parents are going to call and say, “So, when do we come to graduation?”

Now let me tell you some *good* reasons

**“Your family wants you to succeed. You want you to succeed. And we at the University of Pittsburgh want you to succeed. That’s something we all have in common. The coordinating of that success, however, is extraordinarily difficult for a number of reasons. For instance, this is the only country in the world that expects two very difficult things to happen at the same time.”**



for not graduating in four years. Some of you *shouldn't* graduate in four years. But even when there are good reasons, the whole family should discuss them and everybody should be in it together. Those reasons shouldn't come as a surprise to anybody later.

One good reason for not graduating in four years is because you have serious opportunities for personal or professional development. For instance, you may want to study abroad. We encourage all of our students to take a semester abroad some time during their time with us. That does not mean that you have to do that, but about 25 percent of our students do study abroad. We would like every University of Pittsburgh student to have some international experience before they get their bachelor's degree. We do what we can to make that possible in four years, but some of our programs involve serious professional curricula that can't really be pursued during a semester abroad and that, therefore, do result in delaying graduation. If you are in one of those programs and talk it over as a family and decide that a study-abroad experience is important to you and important to your development as a student and as a person, and if you're willing to defer graduation, then that's a great reason for delaying graduation.

Another good reason for taking more than four years to graduate: internship opportunities. We want you to buy into your own development. We want you to buy into your own education. For many students, that investment comes not just through what they're getting into in the classroom, but through what they get out of an internship. While many good internships can be done during the summer, some good internship opportunities end up being into the school year, which may delay graduation a little bit.

Students who get into an internship find that they are using the skills that they learned at the University, and they find that they couldn't be doing what they are currently doing in the internship if they had just stopped with a high school education. That discovery is a good motivator. Those students come back to our classrooms knowing that what they're getting in our classrooms is good for them; once you see that what we're doing in the classroom is good for you, then your courses are going to mean more to you, and you're going to try harder at them, and you'll learn more, and you'll get a better education out of this place—and that's what we all want.

Sometimes, your career goals, your personal goals, and your academic goals require you or lead you to want to major in more than one thing. Now again, it's quite often possible to major in two things and graduate in four years, just as it's often possible to fit in internships and study abroad, but sometimes, for one reason or another, it isn't. If your first major has an unusually tight curriculum, then to add a second major may mean that you end up graduating "late." So, pursue multiple majors if you've thought through that decision. As long as everybody knows what you're doing and understands that your decision is based on your assessment of what is good for your development and what fits your plans for your life, then graduating a little bit late is a good thing.

And then one more reason for delaying

graduation: changing your major. Parents, if this arises with your student, I hope you will realize that this is a sensitive time in your child's life. Even if you don't especially like what's going on, try to be receptive to your student's anxieties: Growth comes painfully in many cases.

A reasonably common but painful experience for someone the age of your student—and students two or three years older—is to discover that, for one reason or another, they cannot abide following the career goals they had set out for themselves when they began studying. Some students find that they either don't like what they're studying or they're quite sure that, even though they like what they're studying, when they actually got out in the world and tried to use it, they would hate their job. Students may realize that their talents truly lie elsewhere.

Nobody who's been admitted here is without talent, but that does not mean that everybody here is equally talented in every endeavor. Sometimes, people match themselves to the wrong endeavor and discover that mismatch in the classroom. If your student calls and says, "Look, I just have to change majors, and that does mean that I won't graduate in four years," then as a parent you need to look ahead. Realize that if they please you by graduating in four years with their original majors, then they may be absolutely miserable in their jobs for the following 40 years. Reach out to your students. Encourage them to find something that does match their interests and their needs, and then try to deal with the fact that it may mean that the graduation in the four years that we all originally envisioned may not be possible.

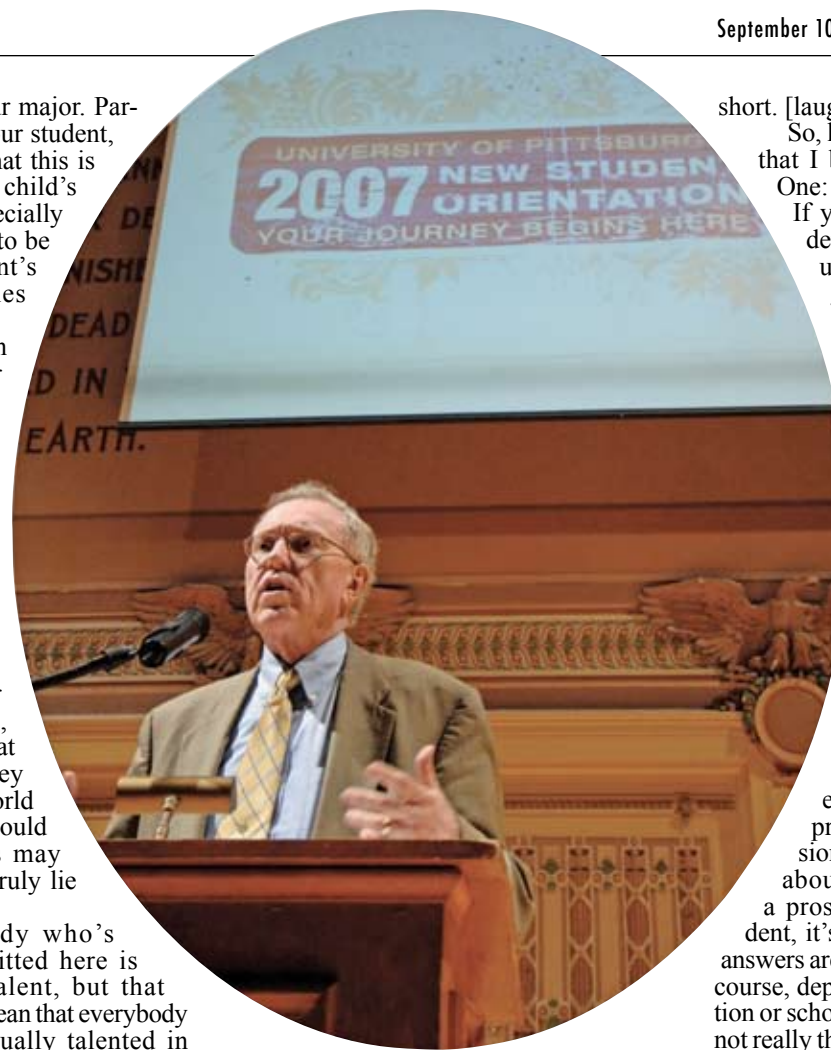
Changing a major is not a bad reason to take more than four years to graduate, but again, the worst way to do it is have an important stakeholder—like the person who's paying the tuition checks—not know that it's going on. We all have to make sure that everybody is on the same page.

So now I'm finished with the grim business. We can move on to the fun part, what I call the "stimulating insight." Let's talk about what we're about here.

What does the University of Pittsburgh want for you freshmen? Well, in general, undefined terms, we want you to have a very meaningful life. And we want to set you up for that life. The question is, what are we doing to try to make that happen?

First, by the time the orientation week is over, you will have heard of a program that we call the Pitt Pathway. The Pitt Pathway tries to make it easy for you to think about your goals and to reach your goals. We're offering the examined life here. Every time you go to register for classes, we want you to sit down with an advisor and discuss your personal goals, your career goals, and your academic goals. We want you to discuss what the courses you might take that semester are likely to do for you in *reaching* those goals.

After your first semester, you'll start talking with your advisors about whether the courses you took last semester did, in fact, help you reach your goals and about whether in the course of taking those courses your goals might have changed a little bit—



short. [laughter]

So, let me point out a couple of things that I bet you haven't thought about. One: general education requirements. If you ask a typical undergrad student at almost any major American university what they think about general education requirements, they will roll their eyes and give you a pained look. The answers may vary depending on the sophistication and the general attitude of the student, but the answers tend to boil down to something like this: *It's like fraternity hazing. The professors haze us for two years before they let us major in something. I'm here to major in x or y or z, and they don't let me start until I do all these general education requirements, and it's boring.*

Now, let me tell you what I think about general education requirements. If you survey employers, admissions officers for professional schools, and admissions officers for graduate schools about what they're looking for in a prospective employee or grad student, it's remarkable how consistent the answers are. All of them look at the major, of course, depending on the exact job description or school you're talking about, but that's not really the big thing on their minds. That's not the thing they worry about.

Instead, they ask: Can you write well? Can you stand up and express yourself in speech well? Can you sit down to a computer and use it well? Do your mathematical skills allow you to be sophisticated about quantitative reasoning? Do you think clearly? Do you read critically? When you read something, can you make a decision about what are the strong arguments you're reading and what are the weak arguments you are reading? Do you understand the society in which you are embedded? Do you understand the diversity of the people of the United States? Do you understand the diversity of the cultures of the world? Are you a sophisticated person?

Employers, graduate schools, professional schools: They're all looking for that. At the University of Pittsburgh, we offer you a chance to get very, very sophisticated, and we do that through those general education requirements. In fact, you get more out of your major if you begin the major already very sophisticated in those general education areas. So when you are getting ready to select courses for the next semester, please do not rely on the advice of peers who may steer you away from difficult and "boring" general education courses. Those are exactly the courses that will help you

reach your goals.

And that leads me to my next point: Minimize your reliance on bad advice. Talk to your advisor and take time to reflect on your own goals, progress, and achievements. For instance, ask the advisor and faculty members you respect whether you are writing as well as you should be writing. If the answer is no, then ask what you can do this term to write better.

Finally: Have fun. [loud applause]

This is a real opportunity, and these years will go by fast. Get to know other students. Learn from them. Think about what you want to do and who you are. Make friends for life. Do everything you can to leave the University of Pittsburgh having achieved all that you've dreamed of.

We appreciate you choosing us, and we want you to succeed.

Thank you."

because as you learn more, you're better able to refine what those goals are. Are those goals changing? If the goals are changing, should you and your advisors change the course selection a bit?

Similarly, what are you doing outside of class to help you achieve your lifetime goals? The entire University is set up around this Pitt Pathway program to try to help you with your goals. The residence hall advisors, the academic advisors, the faculty members who teach you, and you are all supposed to be partners talking about the status of your reaching your goals.

At many universities, the career services people only become important when you're a senior and you're looking for a job. At the University of Pittsburgh, we want them engaged with you in the first year. We want them engaged every semester. We want you to know who they are. We want you to begin thinking about how what you're doing now prepares you for what you're going to do later. Not because we want you to be narrowly professional: We want you to be wide-ranging in your interests. But we want you to be thinking of yourself and the way that society will look at you, and we want you to be thinking about how you are going to relate with that society and how you are going to need to present yourself to that society.

One question that the career services people might start raising in your sophomore or junior year is: If you had to look for a job now, what would you want your résumé to look like? And what does your résumé look like now? And what are you going to do *this* year to make your current résumé look more like the résumé you'd like to have when you get out of here? That's a worthwhile activity to undertake before you're looking for either a job or admission to professional schools.

Secondly, as you think about your academic opportunities here at the University... [pause]. I can carry on indefinitely about academic opportunities. I'm a career academic, and I love it. And I know that one of the things that I could do to please the students here now is to make this relatively

**"At many universities, the career services people only become important when you're a senior and you're looking for a job. At the University of Pittsburgh, we want them engaged with you in the first year. We want them engaged every semester."**

# Take Charge: Develop Your Intellect. Make Good Choices. Develop A Game Plan. And Always Be Willing to Fight One More Round.

*Kathy Humphrey, Pitt vice provost for student affairs and dean of students, delivered the following address Aug. 23 during Freshman Convocation in the Petersen Events Center*

“Good afternoon. What a privilege it is to welcome you to one of the finest institutions in the world.

We are thrilled that you have chosen to become a part of our community. We are also committed to being in union with you as you begin to build your life upon the foundation that you have been given by your family, friends, teachers, and mentors.

As I reflected on what your senior year might have been like, I thought about the many experiences you might have enjoyed. Let us face it, many high school seniors are seen as the kings and queens of the hill. Like the last drop of something good, high school seniors often savor the last football or basketball game. They give their final curtain call on stage. In addition, in the yearbook they pen their goodbyes to friends, some of whom they have known since elementary school. They take their last exams, get dressed to kill for the prom, and the whole family attends the graduation ceremony. What a year you have had!

While reflecting on your year, I could not help but think about the summer of my own senior year in high school. I remember that summer being filled with great anticipation for my first year in college. I thought about many things that summer. I thought about the people I would miss seeing every day. Some of you may be struggling with these same thoughts. However, if you engage in some of the many activities and organizations that will be provided for you, I am confident that you will develop new relationships. If you make up your mind that you are going to become connected to our community, I know that there is a great chance that those feelings of homesickness will subside.

I also thought about my new roommate. Now, the first time I ever saw or spoke to my roommate was when I arrived on campus. At first, we struggled a bit because we never had a conversation about how the two of us could best live together. Once I mustered up the courage to ask her to sit with me and establish some ground rules, our room became a much better place for the both of us to live in.

However, the thought that truly thrilled me that summer was that I, Kathy Wilson, was finally going to be for the first time totally in charge of my own life. Now, being in charge was a big deal to me, for whenever my parents were not home, the oldest child was left in charge. Since I am No. 10 of 11 children, it was understood that I was never in charge. However, I had great ideas about what I would do if I ever became in charge. Being in charge of my life at that point meant that I would go wherever I wanted to go, I would do whatever I wanted to do, and be wherever I wanted to be as long as I wanted to be there. A few times, my excitement blinded my common sense and courtesy. I made the remark, “I can’t wait to get out of this house,” which I later regretted because it hurt my parents’ feelings. I was not trying to hurt their feelings; I was just so excited about becoming independent and in charge of my own life.

So, as I began to think about the end of your senior year and the many gifts you



may have received, I tried to determine what nonperishable gifts I could give someone who had just become large and in charge. I decided the best gifts I could give you were some of the best gifts I had ever received, which were seeds of advice that my parents, mentors, and those whom I respect have planted in life. Those things I have accomplished and am most proud of have been produced because of those seeds. Therefore, I will give you three seeds of advice, which I hope will be useful on your new journey.

**Seed No. 1: Our choices often determine the quality of our lives.**

Because you are now in charge, from now until the end of your life you will make choices that will create many of your life’s circumstances. We hope you make many choices. We hope you choose to strive for excellence in everything that you do, always performing at the highest level. We hope you choose to manage your time well, for your time here will pass very quickly.

Today, four years may seem like a lifetime away, but believe me, it is just around the corner, and unmanaged time will produce unnecessary stress in your life. Whether you go to graduate or professional school or head to the job market after graduation, we hope you make choices that will help you gain experiences that will make your résumé or vita stand out from your national peers’. We hope that you will choose to step out of your comfort zones and build relationships with people who may not look, dress, or speak like you, for we believe that your mind will be expanded and your understanding of the world may become larger and richer.

**Seed No. 2: Remember, if you do not believe in yourself, most will not believe in you.**

J.K. Rowling, the author of the Harry Potter series, writes, “It is our choices that show who we really are,” but it will be difficult to make the hard choices if you do not believe in who you are. We admitted you

because we saw greatness in you. We admitted you because we believed that you have gifts, talents, and skills to be more than successful here, but we believed that you could become a University of Pittsburgh graduate and play a significant role in our world. Now that you are in charge, you must be constantly creating, developing, and renewing a positive belief system for yourself.

A leading psychologist once said: *Feeling good about yourself is not a luxury; it is an absolute necessity.* Feeling good about yourself does not just happen. You have to work at it every single day. You have to remind yourself about all of your positive attributes so when you find an area that you need to work on, you will have the energy to work on it. With a stronger sense of self, you will also have the ability to realize that while you may not be perfect, there is a whole lot of good inside of you.

Questions that most college students ask themselves are “Who am I?” and “What am I to do with who I am?” Often, those who have spent time gaining a stronger sense of self are better prepared to begin creating the answers to these questions. We have many resources that will help you create a stronger you. Our goal is the education of the whole student, both inside and outside of the classroom. We will provide courses, workshops, services, programs, and activities that will attend to you intellectually, physically, culturally, spiritually, globally, and yes, even socially. However, it will be up to you to seize these opportunities, for when you do, you will be creating a stronger you. If you spend time

building a stronger you, you will be better prepared to weather the storms that are a part of every life.

This brings me to the last seed that I will give you.

**Seed No. 3: Always have a game plan that includes winning.**

For the last two years, I have been given the awesome opportunity to serve as a guest coach for our women’s basketball team and have become a true fan. I can hardly wait for you to see them play, for the women on our team are incredible on the court, in the classroom, and in our community.

Now, serving as the guest coach simply means I have the opportunity to sit with the team and listen to the coach’s discussions. This is a great time for a person who does not have an athletic bone in her body. However, more than just having a great time, I have been amazed at the life lessons that can be learned on the basketball court. For every game, a game plan is created with the sole purpose of overcoming defeat and winning. It is understood that there will be struggles and difficulties, but every coach and every player take to every game the mindset that losing is not an option.

There have been times on the court when it appears that everything is going in the wrong direction, but adjustments are made and the entire game turns around. Always remember, if things appear to be going the wrong way, you just need to adjust your game plan. After the game, I have watched the coaches sit individually with the players and discuss ways they can improve their game. There may be times when you need to step out of the game for a moment and speak to someone who can help you adjust your game.

We have advisors and counselors on-call 24 hours a day to assist you in adjusting your game plan. All is not lost just because a basket or two are missed, for there is still the opportunity to rebound. If you do not get the grade that you desire on the first exam, position yourself to rebound by getting tutoring, meeting with your professor during office hours, or finding a peer to study with who has grasped the concepts.

It is always tough to go into overtime, for it is not always expected. The player has fought a good fight, but overtime requires one to search deep within oneself, to find energy to create the win. There will be occasions where you will have to go into overtime to get the victory you are seeking, in the classroom or in your extracurricular activities.

A prizefighter was once asked: *What does it take to be a champion?* He responded:

*You must be willing to fight one more round. Every game plan is created with the understanding that difficulties will come, but if you are willing to fight one more round, you can live a victorious life.*

You have come as boys and girls, but will leave as men and women. Yes, you are now in charge, but you are in charge to transform yourself into the man or woman you choose to be. You are in charge of your soul, which is your intellect,

and your imagination. Take charge and develop your intellect both inside and outside of the classroom. Take charge and use your will to make good choices that can take you to good places. Take charge and develop a game plan that can help you boldly face the difficulties that may come your way. Take charge and develop the strongest you, as you create your own Pitt Pathway, and we will be cheering and supporting you as you move along the way.

Have a great year.”

**“We will provide courses, workshops, services, programs, and activities that will attend to you intellectually, physically, culturally, spiritually, globally, and yes, even socially. However, it will be up to you to seize these opportunities.”**

# Happenings

## Concerts

**Pittsburgh Symphony Gala: Four Singular Sensations**, featuring stage and screen star Kristen Chenoweth, Metropolitan Opera tenor Dimitri Pittas, and conductors Sir Andrew Davis and Marvin Hamlisch; 8 p.m. **Sept. 15**, Heinz Hall, 600 Penn Ave., downtown, 412-392-4900, www.pittsburghsymphony.org.

**A Glittering Return**, featuring music by Beethoven, Mozart, and Stravinsky; Pittsburgh Symphony Orchestra, conducted by Andres Cardenes, 8 p.m. **Sept. 18**, Carnegie Music Hall, Oakland, 412-392-4900, www.pittsburghsymphony.org.

**Island Party** featuring Caribbean percussion group Resonance Percussion, 3 p.m. **Sept. 23**, Pitt-Johnstown's Pasquerilla Performing Arts Center mainstage, 1-800-846-ARTS (2787), upjarts@pitt.edu.

**Direct From the Algonquin: Karen Akers**, 7:30 and 9:30 p.m. **Sept. 28**, Pittsburgh Renaissance Hotel, 107 Sixth St., downtown, Cabaret Pittsburgh Riverview series, 412-394-3353, www.cabaretpgh.org.

## Exhibitions

**SPACE**, works by Heidi Anderson, Corey Antis, Chad Gordon, Christopher Herron, and Josh Tonies; **through Sept. 15**, 812 Liberty Ave., downtown, 412-325-7723, www.spacepittsburgh.org.

**Carnegie Museum of Art, Viva Vetro! Glass Alive! Venice and America**, **through Sept. 16**; **Masters of American Drawings and Watercolors: Foundations of the Collection, 1904-22**, **through Oct. 7**; **Forum 60: Rivane Neuenschwander**, **through Oct. 28**; **Design to Be Lit**, **through Feb. 10**; 4400 Forbes Ave., Oakland, 412-441-9786 ext. 224, www.cmoa.org.

**Pittsburgh Glass Center, Allure of Japanese Glass**, **through Sept. 19**, 5472 Penn Ave., East Liberty, 412-365-2145, www.pittsburghglasscenter.org.

**Children's Museum of Pittsburgh, Adventures with Clifford the Big Red Dog**, **through Sept. 23**, Allegheny Square, North Side, 412-322-5058, www.pittsburghkids.org.

**Frick Art and Historical Center, In the Studios of Paris: William Bouguereau and His American Students**, **through Oct. 14**, 7227 Reynolds St., Point Breeze, 412-697-0938, http://frickart.org.

**Mattress Factory, India: New Installations Part 1**, **through Oct. 25**, 500 Sampsonia Way, North Side, 412-231-3169, www.mattressfactory.org.

**Digging Pitt Gallery, Conceived Bully**, featuring works by urban art designers Evil Design, ExperiBreed, and Magmo; **Same Frequency**, works by Jon Anderson, Jean McClung, and Sherry Rusinack; both exhibitions **through Oct. 27**; 4417 Butler St., Lawrenceville, 412-605-0450, www.diggingpitt.com.

**Phipps Conservatory and Botanical Gardens, Chihuly at Phipps: Gardens and Glass**, **through Nov. 11**; **Tropical Forest: Thailand**, **through Dec. 9**; One Schenley Park, Oakland, www.phippsconservatory.org.

**Andy Warhol Museum, Deadly Medicine: Creating the Master Race**, **through Dec. 31**, 117 Sandusky St., North Side, 412-237-8300, www.warhol.org.

**Senator John Heinz Pittsburgh Regional History Center, Soul Soldiers: African Americans and the Vietnam Era**, **through Nov. 11**; **Points in Time**, **through Dec. 31**; **Glass: Shattering Notions**, **through Dec. 31**; and **Discovery Place**, **through Dec. 31**; 1212 Smallman St., Strip District, 412-454-6000, www.pgh-history.org.

**Magee-Womens Hospital, Oncology on Canvas: Expressions of a Woman's Cancer Journey**, featuring 50 works of art by cancer survivors and their loved ones, **Sept. 16-Oct. 12**, artwork displayed in the main lobby and throughout the hospital, 300 Halket St., Oakland.

## Theater

**Always...Patsy Cline**, by Ted Swindley, **through Oct. 31**, Theater Square (655 Penn Ave. between Sixth and Seventh streets), downtown, Pittsburgh CLO's Cabaret at Theater Square series, 412-456-6666.

**Outside Inn** by Andreas Jungwirth, **Sept. 15-18**, Pitt Repertory Theatre. (For details, see story on this page.)

**My Fair Lady**, by Frederick Loewe and Alan Jay Lerner, **Sept. 18-23**, Benedum Center, 719 Liberty Ave., downtown, PNC Broadway Across America series, 412-456-1390, www.pgharts.org.

**The Chief**, by Rob Zellers and Gene Collier, **Sept. 18-23**, O'Reilly Theater, 621 Penn Ave., downtown, Pittsburgh Public Theater, 412-361-6100, www.ppt.org.

## Lectures/Seminars

**"The Disposition Decision: How Post-IVF Couples Decide What to Do With Their Surplus Frozen Embryos,"** Robert Nachtigall, clinical professor of obstetrics, gynecology, and reproductive sciences, University of California-San Francisco; noon **Sept. 11**, G-20 Barco Law

## Pitt Rep Collaborates With Theater Rampe Stuttgart in World Premiere Sept. 12-15

The Pitt Repertory Theatre will present Andreas Jungwirth's *Outside Inn* Sept. 12-15 in the Charity Randall Theatre in the University's Stephen Foster Memorial. The production—featuring a bilingual cast of actors from the United States, Germany, and Austria—represents a partnership between Pitt's Department of Theatre Arts and Germany's acclaimed Theater Rampe Stuttgart.

The production will include an English-language preview performance at 8 p.m. Sept. 12, a German-language preview at 8 p.m. Sept. 13, English-language performances at 8 p.m. Sept. 14 and 15, and a German-language matinee at 2 p.m. Sept. 15.

Ticket prices range from \$12 to \$22. For tickets and more information, call 412-624-PLAY or visit www.play.pitt.edu.

Melanie Dreyer, a translator, actor, and assistant professor of theatre arts at Pitt, will direct the play. Stephan Bruckmeier, cofounder of Theater Rampe Stuttgart and an internationally known writer, actor, director, and set designer, will make his Pittsburgh acting debut in the production.

Following its run at Pitt, the production will move to Theater Rampe's performance space in Stuttgart, Germany, where it will run Sept. 28-Oct. 20. Performances there will be in German, except on one weekend, when they will be presented in English.

*Outside Inn* weaves four personal quests across Germany, Africa, Arizona, and Mexico. Characters commit infidelity, murder, and identity theft as they attempt to flee what they have become.

Dreyer is documenting the entire project—from auditions to final performances—on video. She hopes to provide a blueprint for other theater companies embarking upon international collaborations and for future international projects at Pitt.

—By Sharon S. Blake



Building, Pitt Bioethics and Health Law Lecture Series.

**"Some Fallacies Regarding Free Will,"** Nicholas Rescher, Pitt's University Professor of Philosophy, 12:05 p.m. **Sept. 11**, 817R Cathedral of Learning, Pitt Center for Philosophy of Science Lunchtime Talks series, 412-624-1052.

**"Mass Spectrometry at High Pressure: Ion Formation and Reaction Outside the Mass Spectrometer,"**

Graham Cooks, Henry Bohn Hass Distinguished Professor of Chemistry, Purdue University, 2:30 p.m. **Sept. 11**, 12 Chevron Science Center, Pitt chemistry seminar series, www.chem.pitt.edu.

**"The Natural History of Rotator Cuff Disease: Relationship to Healing and Outcome from Surgery,"** Ken Yamaguchi, Sam and Marilyn Fox Distinguished Professor of Orthopaedic Surgery, Washington University, 7 a.m. **Sept. 12**, Montefiore University Hospital's LHAS Auditorium, Pitt Orthopaedic Surgery Grand Rounds series, http://www.orthonet.pitt.edu.

**"Nucleoporins and Myeloid Leukemogenesis,"** Nabeel Yaseen, assistant professor of pathology, Northwestern University, noon **Sept. 12**, 1104 Scaife Hall, 412-648-1260, http://path.upmc.edu.

**"Mental Health Risk Factors in Nonwhite Populations,"** Carl C. Bell, president and CEO, Community Mental Health Council, Inc., of Chicago, 1:30 p.m. **Sept. 12**, 2017 Cathedral of Learning, part of the Pitt Center on Race and Social Problems' Buchanan Ingersoll & Rooney Fall 2007 Speaker Series, 412-624-7382, crsp@pitt.edu.

**"Single Cell and Single Molecule Detection: Applications in Biology, Medicine, and Drug Discovery,"** Stephen Soper, William L. and Patricia Senn Jr. Professor of Chemistry, Louisiana State

University, 4 p.m. **Sept. 13**, 12 Chevron Science Center, Pitt chemistry seminar series, www.chem.pitt.edu.

**"The Grateful Dead: How Death Drives Regeneration,"** Michael T.

Lotze, Pitt professor of surgery and bioengineering, 4 p.m. **Sept. 13**, Scaife Hall's Auditorium 5, McGowan Institute for Regenerative Medicine Seminar Series, www.mirm.pitt.edu.

**"Newton, Neo-Platonism, and the Substantivist Ontology of Space,"** Edward Slowik, chair of Winona State University's Department of Philosophy, 12:05 p.m. **Sept. 14**, 817R Cathedral of Learning, Pitt Center for Philosophy of Science Lunchtime Talks series, 412-624-1052.

**"The Once and Future 'Ape-man': Chimera, Human Evolution, and Disciplinary Coherence,"** Joseph S. Alter, professor and chair, Pitt Department of Anthropology, 3 p.m. **Sept. 14**, 3106 Posvar Hall, 412-648-7500.

**"Changing Sexuality in China,"** 4 p.m. **Sept. 17**, and **"Gender Equality in China,"** 4 p.m. **Sept. 18**, both lectures by Li Yinhe, professor and researcher, Beijing's Chinese Academy of Social Sciences, William Pitt Union's lower lounge, Pitt Asian Studies Center, 412-648-7370.

**"The Function of the Third Actor in Greek Tragedy,"** Mae Smethurst, Pitt professor of classics, 4 p.m. **Sept. 17**, 142 Cathedral of Learning, Pitt Department of Classics, 412-624-4494.

**"Entanglement and Measurement in Abstract Probabilistic Theories,"** Alexander Wilce, professor, Susquehanna University's Department of Mathematical Sciences, 12:05 p.m. **Sept. 18**, 817R Cathedral of Learning, Pitt Center for Philosophy of Science Lunchtime Talks series, 412-624-1052.

**"Electrochemistry at Nanostructured Membranes and Interfaces: From Bioanalytical Applications to Nanomaterial Characterization,"** Shigeru Amemiya, Pitt assistant professor of chemistry, 4 p.m. **Sept. 18**, 12A Chevron Science Center, Pitt chemistry seminar series, www.chem.pitt.edu.

**"Lessons for the United States From Social Security Reform in Latin America,"** Carmelo Mesa-Lago, Pitt Distinguished Professor Emeritus of Economics and Latin American Studies, 4 p.m. **Sept. 18**, Frick Fine Arts Auditorium, cohosted by Pitt's Department of Economics and Center for Latin American Studies, 412-648-7073, PaulaR@pitt.edu.

**"Prolotherapy Encourages Natural Healing,"** Ron Glick, medical director of the UPMC Center for Integrative Medicine and Pitt assistant professor of psychiatry, physical medicine, and rehabilitation, and family medicine; 5:30 p.m. **Sept. 20**, Shadyside Place, Suite 310, 580 S. Aiken Ave., 412-623-3023.

## Miscellaneous

**Blood Drive** benefiting the Central Blood Bank, **Sept. 11** 8 a.m.-4 p.m. in the William Pitt Union lower lounge and 8 a.m.-2 p.m. in Victoria Hall's 1st-floor lounge; for appointment, 412-624-7702.

**Free Prostate Cancer Screenings** offered by UPMC Cancer Centers and the University of Pittsburgh Physicians Department of Urology, 5:30-7:30 p.m. **Sept. 11** and **Sept. 13**, Shadyside Medical Center's Suite 209, 5200 Centre Ave.; for appointment, 412-625-3015.

**Macy's Elephant Day**, celebrating elephant babies' birthdays, 11 a.m.-3 p.m. **Sept. 16**, Pittsburgh Zoo and PPG Aquarium, Highland Park, 412-665-2640, www.pittsburghzoo.org.

**Farmers' Market**, 3:30-6:30 p.m. every **Friday through Nov. 16**, Sennott Street between Atwood Street and Meyran Avenue, Oakland Business Improvement District, 412-683-6243, www.onlyinoakland.org.

## Pitt PhD Dissertation Defenses

**Anthony M. Harrison**, Department of Psychology, "Online or Offline? Exploring Working Memory Constraints in Spatial Updating," noon **Sept. 14**, LRDC's 2nd-floor auditorium.

**Julie Hakim Azzam**, Department of English, "The Alien Within: Postcolonial Gothic and the Politics of Home," 1 p.m. **Sept. 21**, 526 Cathedral of Learning.

## University Special Events/Meetings

**"Maximizing Your Postdoctoral Success: An Orientation to a Full Academic and Social Life in Pittsburgh,"** 8:30-10:30 a.m. **Sept. 11**, S100 Thomas E. Starzl Biomedical Science Tower, sponsored by Pitt's Office of Academic Career Development and the University of Pittsburgh Postdoctoral Association; to register, www.oacd.health.pitt.edu.

**Pitt Department of Biological Sciences' 30th Birthday Celebration**, featuring lectures by current faculty members, undergraduate researchers, graduate researchers, and former department members, as well as social activities; **Sept. 14-16**, Alumni Hall; for schedule of events and to register, www.pitt.edu/~biology.

## Workshops

**"Hiring and Firing,"** covering employment law, 8-10 a.m. **Sept. 12**, Comfort Inn Hotel, 237 Meadownlands Blvd., Washington, Pa., Pitt's Small Business Development Center; to register, 412-627-9054.

**"Social Enterprise: Making Business Work for Non-profit Organizations,"** 5 p.m. **Sept. 12**, Schenley Lounge, Pittsburgh Athletic Association, Pitt's Institute for Entrepreneurial Excellence; to register, ieeregistration@katz.pitt.edu.

**Forum on Open Government/Pennsylvania Open Records Law Workshop**, 1-4 p.m. **Sept. 15**, William Pitt Union, cosponsored by the Pittsburgh Professional Chapter of the Society of Professional Journalists and the Pennsylvania Freedom of Information Coalition; registration requested, Pittsburgh@spj.org; 412-382-3987.



**Mattress Factory, India: New Installations Part 1, through Oct. 25**



**Macy's Elephant Day, Pittsburgh Zoo Sept. 16**



# Pitt Awarded Grant to Assess Heat Stress in Firefighters



Mike Dortenzo (right), chief of the Guyasuta, Pa., Volunteer Fire Department (VFD), takes part in a Fire ground Rehab Evaluation (FIRE) Trial exercise in Pitt's Emergency Responder Human Performance Lab. Assisting him is David Hostler, a research assistant professor in Pitt's Department of Emergency Medicine and a volunteer firefighter with the Guyasuta VFD, and Pitt School of Education student Jennifer Seitz.

By Maureen McGaffin

Researchers in the Pitt School of Medicine's Department of Emergency Medicine, in collaboration with the Allegheny County Fire Academy, have received a \$222,000 Federal Emergency Management Agency (FEMA) grant to study the best way to reduce firefighters' risk of heart problems from exposure to heat stress.

According to a July 2007 National Institute for Occupational Safety and Health report, sudden cardiac death is the most common cause of line-of-duty deaths among firefighters, killing approximately 45 each year. It is suspected that many of these deaths are triggered by heat stress. The report also

found that, for firefighters, coronary artery disease and sudden cardiac death involve a combination of personal and work-related factors.

Personal factors can include age, gender, family history, diabetes, hypertension, smoking, high cholesterol, obesity, and lack of exercise. Work-related factors can include exposure to fire smoke, heavy physical exertion, heat stress, and other physical stresses.

The two-year Pitt-Allegheny County Fire Academy study, known as the Fire ground Rehab Evaluation (FIRE) Trial, will assess the best methods for maintaining

the health and safety of firefighters while in the line of duty; such health maintenance is called fire ground rehabilitation.

Currently, fire ground rehabilitation is inconsistent across the fire and rescue profession, in which taking a break can be viewed as a sign of weakness.

"During the FIRE trial, we will be looking for the right threshold at which fire ground rehabilitation should be administered and investigating the efficacy of different methods of rehabilitation that can be administered at fire scenes," said David Hostler, a research assistant professor in Pitt's emergency medicine department and a volunteer firefighter in the Guyasuta Volunteer Fire Department in O'Hara Township. "The study is designed to improve firefighter health and safety by providing an improved understanding of the mechanisms of heat stress and its effects on the heart. We anticipate that the study will result in improved methods of prevention and treatment of heat-related cardiovascular stress that can be adopted by fire departments across the United States."

Firefighters from the Guyasuta Volunteer Fire Department and other departments across Allegheny County will be tested in the Pitt emergency medicine department's Emergency Responder Human Performance Lab.

Physiological monitoring will include pulse, heart rate, blood pressure, and core body temperature, while at rest and during exercise and while wearing firefighters' protective clothing. Blood samples will be taken before and after exercise to look for elevations in chemicals that promote blood

clotting and are associated with increased cardiovascular risk. After exercise, various cooling and hydration treatments will be administered (orally administered fluids versus IV fluids, for example) to determine the most practical and effective method to reduce cardiovascular risk in firefighters. Similar tests will be performed during exposure to fire, smoke, and heat when the firefighters are training at the Allegheny County Fire Academy.

**Firefighters from the Guyasuta Volunteer Fire Department and other departments across Allegheny County will be tested in the Pitt emergency medicine department's Emergency Responder Human Performance Lab.**

Coinvestigators of this trial include Joe Suyama, a Pitt assistant professor of emergency medicine, and Steven Reis, the University's associate vice chancellor for clinical research, health sciences, and a professor of medicine. Reis also is a volunteer firefighter and medical officer of the Guyasuta Volunteer Fire Department.

After completing the study, researchers will submit a list of recommendations to the FEMA Assistance to Firefighter Program for implementation by fire departments across the country.

**PUBLICATION NOTICE** The next edition of the *Pitt Chronicle* will be the fall Arts and Culture issue, published Sept. 17. The deadline for submitting information is 5 p.m. Sept. 12. Items for publication in the newspaper's *Happenings* events calendar and fall Arts and Culture calendar should be submitted to [chron@pitt.edu](mailto:chron@pitt.edu). Items should include the following information: title of the event, name and title of speaker(s), date, time, location, sponsor(s), and a phone number and Web site for additional information. Items also may be faxed to 412-624-4895 or sent by campus mail to 422 Craig Hall. For more information, call 412-624-1033.