Pitt to Launch Hesselbein Global Leadership Academy

By Patricia Lomando White

The University of Pittsburgh, in conjunction with Pitt alumna Frances Hesselbein, is launching the Hesselbein Global Academy for Student Leadership and Civic Engagement. Named for Hesselbein—the recipient of the 1998 Presidential Medal of Freedom and chair of the board of governors of the Leader to Leader Institute (formerly the Peter F. Drucker Foundation for Non-profit Management)—the academy has as its mission inspiring, developing, and rewarding accomplished student leaders to meet the challenges of tomorrow.

“Now no one has done more to advance effective approaches to leadership than University of Pittsburgh alumnus Frances Hesselbein,” said Pitt Chancellor Mark A. Nordenberg. “Among her many honors, Mrs. Hesselbein was awarded the Presidential Medal of Freedom, the nation’s highest civilian honor, in recognition of her exemplary leadership as chief executive officer of the Girl Scouts of the USA. She also was a member of the first class of University Legacy Laureates, a group of distinguished Pitt alumni who—with exceptional creativity, commitment, and intellectual energy—have reached the highest levels of their professions. Mrs. Hesselbein has shared her leadership expertise with corporations, the military, and CEOs across the globe, and now, through this new leadership academy, formally joins forces with Pitt in developing the leaders of tomorrow.”

“We are extremely excited to launch a program that recognizes and advances the work of exceptional student leaders from around the world,” said Kathy Humphrey, Pitt vice provost and dean of students. “Frances is clearly one of the outstanding leaders of our time, and we are delighted that she is so engaged in the academy.”

The academy is under the direction of Humphrey and Angela Miller McGraw, Pitt Hesselbein Academy program manager at Pitt. An inaugural Student Leaders Summit will be held at the University this summer from July 10 to 14, it will be open to 50 top college student leaders from around the United States. Subsequent summits, to be held annually, will be open to college students worldwide.

The annual summits will provide participants the opportunity to learn how to be effective, ethical, and innovative leaders. Through mentoring communities, international experts will share their insights and knowledge with students, training them so that they leave the academy with the skills and experiences necessary to excel in various leadership capacities.

“I’ve been involved in leadership development for a long time, and if I were a young person, I would be so excited about the opportunity to come to this academy because I would have the chance to engage with some of the top leaders and be part of building a community,” said Hesselbein, one of the most highly respected experts in the field of contemporary leadership development. “Instead of reading about great leaders, I’d be engaging with them.”

Hesselbein served as chief executive officer of the Girl Scouts of the USA from 1976 to 1990 and was founding president and chief executive officer of Leader to Leader from 1990 to 2000. A native of Johnstown, Pa., Hesselbein is a board member of the Girl Scouts of the USA, a board member of the University of Pittsburgh’s Alumni Association, and a fellow of the Committee of 200. An accomplished speaker and author, she has received 20 honorary doctorates and has served as a commencement speaker at numerous colleges and universities.

In addition to receiving the Presidential Medal of Freedom award in 1998, Hesselbein also has been awarded the Legion of Honor Gold Medalion from the Chapel of the Four Chaplains, Pitt’s Distinguished Alumni Fellows Award, and an International ATHENA Award. She has received 20 honorary doctorates and has served as a commencement speaker at numerous colleges and universities.

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The academy also will offer four Hesselbein Global Leaders Externships beginning in summer 2010. Graduating seniors from around the world whose dedication to their campuses and communities embodies the essence of leadership are eligible. Fellows will complete a yearlong externship under the direction of prominent international leaders in countries that are different from their native ones.

Applications for the Student Leader Summit and Global Leaders Externship are available at www.pitt.edu/hgla. For more information about the Hesselbein Academy, contact Miller McGraw at ange-mcgraw@pitt.edu or 412-624-5203.

Pitt Magazine Celebrates 12 Phenomenal Pitt Women

Pitt Magazine’s Winter 2009 issue highlights the successes and contributions of 12 University of Pittsburgh women. To mark March’s nationally celebrated Women’s History Month, the magazine’s publisher and editors assembled a contemporary cross-section of women from the Pittsburgh campus, representing students, faculty, staff, alumni, and trustees. The editors then profiled each of them, along with the Pitt women who began it all, Stella and Margaret Stein. The Pitt Chronicle is reprinting those profiles, beginning with this issue and continuing in the March 23 and 30 issues.

Pitt Magazine honored its 12 “Phenomenal Women” during a March 5 reception in the Twentieth Century Club. Seated from left are Yuan Chang, a professor of pathology in the School of Medicine; Jeannette South-Paul, UPMC Andrew W. Mathieson Professor and Chair, School of Medicine’s Department of Family Medicine; Honors College student Eleanor Ort, 2008 Truman Scholar and a senior in the School of Arts and Sciences; Helen S. Faison (EDUC 46, ’55, ’75), Pitt trustee and director of Chatham University’s Pittsburgh Teachers Institute; Eva Tanksy Blum (A&S ’70, LAW ’73), trustee and cochair of the Board of Governors, Pitt’s School of Business; Amy Krueger Marsh, Pitt treasurer and chief investment officer. Standing from left are Pitt Chancellor Mark A. Nordenberg; Gwen Watkins, vice president of Student Affairs; Olivia Hamrick, Pitt student of the year; and Angela M. Gronenborn, UPMC Rosalind Franklin Professor and Chair, School of Medicine’s Department of Neurosurgery, and Angela M. Gronenborn, UPMC Rosalind Franklin Professor and Chair, School of Medicine’s Department of Structural Biology.
University Update

To: Members of the University Community
From: Mark A. Nordenberg
Date: March 2, 2009
Re: Fiscal Year 2010 Salaries

At last Friday afternoon’s Honors Convocation, we cele-
brated the 222nd anniversary of the founding of the Uni-
versity of Pittsburgh, and we did so in true academic style—
honoring alumni, faculty, staff, and students for their
outstanding accomplishments and contributions. It would be
impossible to participate in such an event without being
inspired by the levels of talent and dedication to be found
within our community, as well as the impact of the work being
done here.

Honors Convocation also provides an opportunity to
reflect on an institutional life that now spans nearly two
and one-quarter centuries. Over the course of that extended
time, our Pitt predecessors had the chance to witness many
wonderful things, but they also endured fires and floods
and wars, as well as economic crises as serious as the Great
Depression. Through it all, they kept our University moving forward.

Now, unfortunately, it is our turn to deal with what might fairly be
described as “more than our fair share” of bad fortune, even while we maintain
our committed efforts to contribute to the greater good. It would not be produc-
tive even to try to compare our own hardships with those that were
faced here in the past. However, the knowledge that significant challenges
were met and overcome should be a source of encouragement.

Beyond that, steps recently
taken by the federal government, as I described in my last Update, do provide new reasons for hope—for
the economy generally and for higher education in particular. But we still are
searching for any persuasive signs of an economic reversal, and most experts
seem to be predicting that a recovery will come quickly.

Each year, the University’s Plan-
ning and Budgeting Committee (UPBC)—whose members include
representatives of the administration, faculty, staff, and students—makes re-
commendations for major items in the shape of our operating budget for the
next fiscal year. Typically, its advice
covers a number of matters and comes in a single submission that is delivered
in late spring, but this clearly is not a

Recently, at their first meeting of the new year, members of the UPBC
assessed the continuing economic
climate and discussed the financial
difficulties that will have to be faced in crafting a budget for the next fiscal year. Believ-
ing that it would be prudent first
step in meeting that responsibility and also feeling that it would be fairer to put
everyone on formal notice as soon as possible, the UPBC recommended that
next year’s budget not include a salary increase pool. I agree with that recommendation and also plan to
implement it.

Even though many other univer-
sities already have taken this step, the decision not to provide for salary
increases in next year’s budget was not an easy one for me to make or for the
UPBC to recommend. We value the efforts of our faculty and staff and have
made investments in compensation a high priority over the course of many
years. However, given the stresses on our revenue streams, our ability to
meet new expenses will be severely

A significant workforce reduction,
the most obvious alternative in an insti-
tution with such heavy commitments to personnel expenses, was considered to be
a far less desirable option by all involved. As we know from almost
daily media reports, many organiza-
tions are moving forward with substan-
tial employment cutbacks, but sitting
at the very heart of our core strengths are the dedicated individuals who work
tirelessly and effectively to advance our
important institutional mission. It is both equitable and essential, then, that we
do everything possible to maintain a reasonably stable employment base.

Holding salaries at their current levels will help us to do that.

Obviously, we all will continue to

From designing airplanes to simulating intercel-
larular relations, computational mechanics provides the
basis for creating—and improving—products and procedures before they’re brought to fruition.
Major industries such as automotive, aerospace,
pharmaceuticals and petroleum—as well as the emerging biotechnology and information technology
industries—rely on computational mechanics to help
with engineering, design, and manufacturing.

To examine the latest developments in
this important engineering field, the University of Pittsburgh Swanson School of Engineering’s Depart-
ment of Civil and Environmental Engineering will host J.N. Reddy for its 2009 Lando-Epic Lecture. A Distinguished Professor at Texas A&M University, Reddy is renowned in the broad fields of
mechanics, applied mathematics, and computational engineering. The free public lecture, “Modeling and Simulation of Complex Structures: From Physical to Biological Systems,” will be held at 4 p.m. March 29 in the William Pitt Union Assembly Room, is free and open to the public, though registration is requested.

The AFRICOM leadership
is working to develop an interagency pattern of security cooperation on the continent by emphasizing diplomatic and development efforts that will foster human security. The AFRI-
COM initiative is intended to be mutually beneficial to the United States and African countries, and its success is dependent on a strengthened partnership among African leaders. Registration can be done online at www.ridsley.pitt.

Pitt’s Lynn Emanuel to Give Reading at UPJ

Post and author Lynn Emanuel, who is a professor of English at the University of Pitts-
burgh, will be the featured poet of the annual Esther Goldhaber Jacquette Poetry Series reading at 7:30 p.m. March 19 in the J. Irvine Whitney Memorial Chapel on the Pitt-Johnstown campus.

Emanuel, who is director of Pitt’s Writing Program, is the author of four collections of poetry: Hotel Faux (University of Georgia Press, 1984), The Dig (University of Illinois Press, 1992), a National Poetry Series Award winner, Then, Suddenly—(University of Pittsburgh Press, 1999), a collection of the Academy of American Poets’ Poetry Book Club and Exc. Matthew King Award; and, forthcoming, Abos and Torch.

Emanuel’s work has been featured in the Pushcart Prize Anthology and in Best American Poetry eight times and is included in The Oxford Book of American Poetry. She has been a Pushcart Prize Anthology poetry editor, a member of the National Endowment for the Arts’ Literature panel, and a judge for the National Book Awards. She is a recipient of two National Endowments for the Arts fellowships.

Pitt Lecture Explores Latest in Computational Mechanics

Briefly Noted

March 20 Conference to Examine AFRICOM

The University of Pittsburgh will present a
conference to examine the United States’ new African Command (AFRICOM), which is intended to provide a
unified focus for U.S. security concerns and defensive activities in Africa. The conference, which takes place from 8 a.m. to 4:30 p.m. March 20 in the William Pitt Union Assembly Room, is free and open to the public, though registration is requested.

The Graduate School of Public and International Affairs’ (GSPIA) Matthew B. Ridgway Center of Pitt and the National Security Network will present a free public lecture by Lawrence Kohl, “The Unintended Amazing—Prospects for Our Future,” at 7:15 p.m. March 19 in the Frick Fine Arts Auditorium.

Kohl is a senior fellow at the Center for American Progress, a senior advisor to the Center for Defense Information, and a former ESPIA dean. He will address the U.S.’ military’s preparedness and overreliance and discuss the future of U.S. national security. He also will offer suggestions for how President Obama should deal with challenges the country is facing.

Kohl was assistant secretary of defense under
President Reagan from 1981 to 1985, overseeing 70 percent of the U.S. defense budget. He has authored many books and 100 articles on national security issues, appeared frequently on major televi-

tion shows, and written numerous op-ed pieces in various leading publications.

—Patricia Lomando White

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Pitt Lecture Explores Latest in Computational Mechanics

From designing airplanes to simulating intercel-
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Major industries such as automotive, aerospace,
pharmaceuticals and petroleum—as well as the emerging biotechnology and information technology
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To examine the latest developments in
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Phenomenal Pitt Women

Sisters Stella and Margaret Stein

Stella and Margaret Stein

Stella and Margaret Stein were true pioneers, daring to tread first where others eventually would follow. Their exceptional quest of achievement continues to be a beacon of aspiration and attainment for all Pitt women.

In 1899, after completing advanced courses at Pittsburgh’s Central High School, the Stein sisters enrolled as sophomores at the University of Pittsburgh, which then was known as the Western University of Pennsylvania.

The Steins were the first women in the University’s history to be admitted as full-time undergraduates. By the end of their senior year, the Stein sisters were indistinguishable standouts in the Class of 1899. They had excelled in their courses and were tied—with one another, with identical grades—for first place in their graduating class.

Ultimately, Stella Stein was named class valedictorian; some surmise that a coin flip determined the outcome. Several years after completing their bachelor’s degrees, the Steins completed four years of graduate study and were among the first women to earn master’s degrees at the University.

(Reprinted from Pitt Magazine’s Winter 2009 issue.)

Phenomenal Pitt Women

Stella and Margaret Stein

Kathy W. Humphrey
Vice Provost and Dean of Students
Office of the Provost
University of Pittsburgh

It is not uncommon for Kathy W. Humphrey to arrange her action-packed schedule at a moment’s notice to assist a student. As Pitt’s vice provost and dean of students, she works to create learning opportunities for undergraduates inside and outside the classroom. As a faculty member, she focuses her School of Education efforts on helping traditional-age college students find their purpose. Her staff members describe her as dynamic, passionate, energizing, inspiring, and committed. “I am someone who believes that everything can be made better,” she says.

Since her arrival at Pitt in 2005, Humphrey has initiated many innovations for students, including the establishment of the Office of Cross-Cultural and Leadership Development and Nordy’s Place recreation center in the William Pitt Union. She created the Office of Student Employment and Placement Assistance to give students a boost in securing internships and jobs, and she also played a leadership role in developing the Outside the Classroom Curriculum, a University-wide initiative that was piloted in the fall of 2008.

Also in 2008, Humphrey received a YWCA Greater Pittsburgh Tribute to Women Leadership Award in the education category. She was one of eight women honored for their professional and volunteer work and for helping to advance the goals of YWCA—the empowerment of women and girls and the elimination of racism. Humphrey’s accomplishments have been lauded before, but her greatest personal honor so far, she says, is recognition as the 2007 Best University Administrator in her category as voted by the readers of the student newspaper, The Pitt News. She particularly cherishes this accolade from the students.

A leader, author, educator, and compassionate human being, Humphrey encourages all of us to reach our full potential. In a convocation speech, she gave this advice to freshmen: “You are in charge of your soul, which is your intellect, your will, your emotions, and your imagination. Develop your intellect. Use your will to make good choices. Develop a game plan that can help you boldly face the difficulties that may come. Take charge and develop the strongest you.”

Phenomenal Pitt Women

Alberta Sbragia
Chancellor Mark A. Nordenberg University Chair
Director, European Union Center of Excellence/European Studies Center
Professor of Political Science
University of Pittsburgh

Alberta Sbragia has been studying the changes in Europe for more than three decades—most of her academic career.

She remembers the day when the Berlin Wall came down. She was in Brussels, Belgium, watching a television screen that glowed with images of people streaming across a once-forbidden border between West and East Germany. As a longtime political expert, she was astonished by what she saw. “It was one of those moments when you think, ‘This is truly historic,’” she says. “But no one could foresee how Europe would change.”

Now, nearly 20 years later, the direction is clearer. Sbragia, the inaugural Mark A. Nordenberg University Chair and professor of political science, is an internationally renowned expert on Europe and the European Union’s rise as a unique type of superpower. “The whole of Europe is being reshaped by the European Union,” she says.

With expertise in public policy, urban affairs, transAtlantic relations, and comparative European-American politics, Sbragia has won the respect of colleagues as well as European Union leaders. She directs the University’s European Studies Center, as well as Pitt’s European Union Center of Excellence, one of only 11 such centers nationwide designated and financially supported by the European Commission. She also is a Jean Monnet Chair ad personam, an honor bestowed by the commission upon leading American scholars whose careers exemplify excellence in teaching and research related to the European Union.

When she’s not busy teaching, writing articles and books, mentoring students, and leading two active academic centers, she’s often lecturing in cities across Europe. The continent is being transformed, she says. Sbragia wants to observe those changes up close, to see history in the making.

Phenomenal Pitt Women

Helen S. Faison
EDC ’46, ’55, ’75G
Trustee, University of Pittsburgh
Director, Pitt Teachers Institute
Chatham University

She week before Helen S. Faison graduated from Westinghouse High School, her father died, leaving her an orphan. With the help of church and community, she was given a scholarship, after-school work, a home with a generous family, and enough support for trolley tokens. The quiet, serious student was able to begin her classes at Pitt in the autumn of 1942. The support gave her something else, too—great expectations.

Faison didn’t disappoint. With a sense of duty and a graceful determination, she repaid the debt, blazing a trail of firsts as she became one of the state’s most accomplished educators.

In 1950, joining a small cadre of Black teachers, Faison was hired to teach social studies and English at Fifth Avenue High School in Pittsburgh’s Hill District. A strong believer in public education, she encouraged her students and built a highly respected career. In 1960, she became the school district’s first African American high school guidance counselor; in 1968 she became the district’s first African American and first female academic high school principal. Later, she became a deputy superintendent and the district’s highest-ranking woman. She retired from the public schools in 1993, returning in 1999 for one year as interim school superintendent, making her the first African American to lead the entire school district.

Those long-ago lessons of community continue to resonate. Faison is now director of the Pittsburgh Teachers Institute, a center for enhanced teacher training at Chatham University. The Helen S. Faison Arts Academy, in the community where she grew up, is a tribute to her ongoing legacy.

In 2006, Pitt Chancellor Mark A. Nordenberg announced the creation of the Dr. Helen S. Faison Chair in Urban Education, the first fully endowed chair in the School of Education’s history. Faison, a Pitt trustee, has also been recognized by the University with an honorary doctorate, a Distinguished Alumna award, and other accolades. With respect and dignity, Faison continues to inspire others. Her father, most surely, is proud.
Here in Pittsburgh, we just completed a yearlong celebration of the region’s 250th birthday. The history of Pittsburgh is mainly a story of triumph and of impact. In certain key respects, including the transformation of regional economic drivers, the story of Pittsburgh also is a story of change.

When the British took possession of the Point in November of 1758, they were driven by the strategic military importance of controlling the confluence of their three rivers. And principally because of those rivers, Pittsburgh did become the country’s first “Gateway to the West.”

But even in those very early days, at least one person saw a different, much grander, future for this wilderness outpost. Hugh Henry Brackenridge—who’s founding of our University in 1787 will be celebrated at our Honors Convocation this afternoon—came west, across the Alleghenies, to make his fortune.

In commenting on his adopted home, Mr. Brackenridge made two prophetic statements.

The first was that

This town must in future time be a place of great manufactory. Indeed, the greatest on the continent, or perhaps in the world.

And the second was that

The situation in the town of Pittsburgh is greatly to be chosen for a seat of learning . . . I do not know that the legislature could do a more acceptable service to the commonwealth than by endowing a school at this place . . . We well know the strength of a state greatly consists in the superior mental powers of the inhabitants.

—Hugh Henry Brackenridge

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—Hugh Henry Brackenridge

in the mid-1780s—came true generations later. But even Mr. Brackenridge could not have foreseen the position that higher education would occupy in the economy of 21st-century Pittsburgh. Today, of course, higher education not only serves as an important aid to other industries, such as manufacturing, but is a dominant economic force in its own right.

In a very real sense, that regional transformation began in Oakland, roughly a century ago. In fact, as many of you have seen from the street banners we have hung, Pitt now is celebrating 100 years in Oakland. I want to spend some time this morning, then, talking not only about Pitt but also about Oakland and its impact on the social vitality and economic strength of the larger region.

Oakland’s emergence as the cultural, educational, and medical capital of Western Pennsylvania began near the turn of the 20th century. Consider some of the highlights from that period:

• In 1893, Henry Phipps built the conservatory that still bears his name;
• In 1895, Andrew Carnegie built his museum, library, and concert hall. Presbyterian Hospital was founded, and Eye and Ear Hospital was chartered;
• In 1898, the Schenley Hotel opened, and in 1901, it was the site of a dinner called “the meal of millionaires”—a banquet celebrating the formation of the United States Steel Corporation, this country’s first billion-dollar company;
• In 1905, construction began on buildings to house the Carnegie Technical Schools, which ultimately would become Carnegie Mellon University;
• In 1906, St. Paul’s Cathedral was consecrated and the University Club purchased property in Oakland to build its new home;
• In 1908, the Western University of Pennsylvania was re-chartered as the University of Pittsburgh and construction began on State Hall, its first Oakland building;
• In 1909, Forbes Field was dedicated, and Montefiore Hospital was founded;

• In 1910, the Soldiers & Sailors Memorial was dedicated;
• In 1912, the Syria Mosque was dedicated; and
• In 1914, the cornerstone was laid for the Masonic Temple.

That incredibly rich collection of well-targeted investments dramatically transformed and elevated this one very special section of the city within a very compressed
A favorable, front-page article in *The New York Times* described Pittsburgh’s positive passage to an economy grounded in university-based research. A Miami Herald column enviously identified research as the foundation for Pittsburgh’s transformation into a “Knowledge City.” And the Cleveland Plain Dealer analyzed lessons from “Pittsburgh’s renaissance” that might be applied there.

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In a December *Post-Gazette* column, Harold Miller, a highly respected analyst of regional economic trends, confirmed that our region is doing better than most and said that a major reason is that fully “one-fifth of the jobs in the Pittsburgh region...are in the two most recession-resistant sectors: health care and higher education.”

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Continued on page 6
In his prime-time address on Tuesday evening [Feb. 24], President Obama, taking the 222-year-old message of Hugh Henry Brackenridge into a current context, declared that “[i]n a global economy where the most valuable skill you can sell is your knowledge, a good education is no longer just a pathway to opportunity—it is a prerequisite.”

In that same speech, the President described the federal stimulus package as supporting “the largest investment in basic research funding in American history—an investment that not only will expand opportunities in energy, but breakthroughs in medicine, science, and technology.” The act authorizes $16 billion in new funding for research—including more than $10 billion for the National Institutes of Health, $3 billion for the National Science Foundation, and $2 billion for the Department of Energy. Additional funding for research also has been built into the omnibus funding package now moving forward in Washington. From our past performance, it is clear that Pitt is particularly well positioned to bring a sizeable share of those dollars into this region.

The first steps taken to create the new Commonwealth budget were crafted before the passage of the federal stimulus act. Among other things, those monies are intended to help restore funding for public universities. Those funds, then, should position Pennsylvania to be more supportive of its state-related universities and their students.

In fairness, those recommendations were crafted before the passage of the federal stimulus package. And these recommendations would now enable Pitt, and similarly other state-related universities, to receive $1.6 billion in federal payments through the State Fiscal Stabilization Fund that was created by the stimulus act. Among other things, those monies are intended to help restore funding for public universities. Those funds, then, should position Pennsylvania to be more supportive of its state-related universities and their students.

As the state’s budget-building process moves forward, Pitt recognizes that these are tough times, and we stand ready to do our part. What that means, on the one hand, is that we are prepared to share in the sacrifices that may be required as we have done, without complaint, in absorbing recent midyear cuts to our state appropriation. But, as we work to build a better future, doing our part also means continuing to provide the highest-quality education and higher education programs, which will be in even greater demand as people seek to effectively position themselves for life in the postrecession economy. And doing our part means continuing to compete effectively for the expanding pool of research dollars, which now represent such a major force within our regional economy.

President Obama is from Illinois and typically traces his political ancestry to Abraham Lincoln. However, his economic priorities also clearly reflect the wisdom of Benjamin Franklin who, back in the days of our founder, Hugh Henry Brackenridge, believed that “An investment in knowledge always pays the best interest.” Our shared interest will be well served if Mr. Franklin’s wisdom also shapes the work of Harrisburg’s budget builders in the weeks and months ahead.
Laura Macia, a Pitt graduate teaching assistant in anthropology, faced a pedagogical problem: how to engage contemporary undergraduates in learning about kinship, a cornerstone of anthropology. Knowing that kinship can be heavy-going—even for the most devoted anthropology undergraduate—Macia made a teaching decision. She recast the examination of kinship from one of dry theory and diagrams into a lively class discussion that delved into how different cultures define familial relationships.

Macia turned to something her students know—the social dating site Match.com. Macia, who also is a Pitt doctoral candidate in anthropology, compared the ways Americans choose potential partners on the popular dating Web site—using categories such as physical characteristics, lifestyle, and background—to the ways people on a similar site in India choose a mate, basing their matches on religion, caste, mother tongue, and even profession. (In India, such matches are made with an eye toward marriage, not simply dating.)

“I wanted them to understand the emphasis that different cultures make in building their families and how people in other cultures think about these issues differently than we do,” Macia says about the technique she used with her Introduction to Cultural Anthropology students. “I think a lot of the students felt like the kinship material in the book didn’t have a lot of real-life implications. I wanted to translate it into something tangible, something they’d be able to relate to.”

Finding ways to engage students in academic learning is a task shared by hundreds of Pitt graduate teaching assistants (TAs) and teaching fellows (TFs) who, like Macia, are honing their skills in the classroom, under the guidance of faculty, while pursuing PhD degrees. The doctoral students help faculty craft course syllabi, evaluate student work, run labs, and lead discussions and teaching recitations. In doing so, Pitt TAs and TFs receive hands-on experience in teaching and mentoring current and future scholars.

“We want to develop our PhD students as scholars in the fullest sense of the word,” says Pitt Vice Provost for Graduate and Undergraduate Studies Patricia Constable, “scholars who study, who learn, and who share what they learn with the broader community, through writing and publishing, through lectures given to colleagues throughout the world, and through their teaching.”

“Research and teaching are intertwined,” continues Constable, who also is a professor of economics and public policy, “and the best among us are skilled at both. We are as proud of our reputation and accomplishments as educators as we are of our research and scholarship.”

The excitement that many graduate students have for what they are learning in their dissertation research often carries over into the classroom, according to Nicole Connable, associate dean of graduate studies and research in the School of Arts and Sciences and a professor of anthropology.

“When you are first working on a PhD and you are teaching, it’s like you are learning things again for the first time,” says Connable. “There is nothing like the enthusiasm of anthropology students back from their first field research trips. They can talk about how hard it is to do fieldwork and really convey a sense of excitement to the undergraduates because it’s still fresh in their minds. For the undergraduates, they can get a real sense of what the field is like that they wouldn’t necessarily get from reading about it in a book.”

### Introduction to the Profession

For a majority of Pitt’s PhD candidates, the graduate school teaching experience is vital preparation for their future. In the School of Arts and Sciences, 55 percent of PhD graduates move directly into academic teaching positions, while another 20 percent land academic fellowships, which lead to teaching posts in many cases.

That is why most doctoral candidates in Arts and Sciences—between 80 and 90 percent of the 1,500 or so graduate students in the school—receive training as teachers, says Constable. “Once they hit the job market, having teaching experience is really valuable.”

Many TAs gradually work their way into a classroom by helping professors with such administrative duties as grading papers or setting up labs. Over time, they gain more exposure by leading discussions or lab sections, giving lectures, and, as their knowledge and expertise increase, some even teaching classes of their own.

Even if PhD students choose not to go into academia, teaching helps them become better communicators, according to George Bandik, senior lecturer and director of undergraduate studies in Pitt’s Department of Chemistry. “There are two aspects of science,” says Bandik. “One is finding new information, and the other is getting that information across to other people so it can be used in the world. No matter what graduate students end up doing, this is their chance to learn how to get that information across.”

Many chemistry PhD students move on to work as researchers in private industry. They, too, will benefit from learning how to teach, says Bandik. “If they’re going into a research position, they’ll have to know how to share their research with different kinds of people.”

### Bridging the Generational Gap

Graduate TAs and TFs also can serve as a bridge between undergrduates and faculty. Graduate students might relate to the undergraduates they teach because, for the most part, they are just a few years older than their students. They also can bring a certain freshness to the classroom because of their generational connection.

That freshness can be seen in the teaching methods doctoral students employ, many of which use or reference popular media forms. At 25 years old, art history PhD candidate Robert Bailey is only a few years older than his students. “There are things I have in common with them that I can use to make a point,” says Bailey.

In one course, he cited channel surfing as a way of characterizing the work of American painter David Salle, whose paintings include images from different sources and contexts. “His paintings have a character similar to the random juxtaposition of images that channel surfing produces,” says Bailey. “Salle came to prominence in the 1980s when a lot of Americans began subscribing to cable, so it makes...
Pitt Doctoral Students Learn the Art of Teaching

Coaching New Teachers

Pitt helps its graduate students meet the requirements for classroom teaching by providing an array of courses, workshops, and a form of “boot camp” that immerses them in the art and science of teaching.

sense that an artist would create a painting that appeals to the haphazard, distracted viewer surfing through a hundred or more channels. It’s a way to show students how one aspect of their visual culture relates to the study of art history.

Many graduate student teachers use movies, television, and Internet references to make their topics relev-

Pitt doctoral student Jessica Ghilani confers with Ronald Zboray, a professor of communication and director of graduate studies for Pitt’s Department of Communication. Ghilani, who is working on her doctoral in communication, had just finished teaching a discussion class for the Advertising History and Criticism course to 20 undergraduate students in the Cathedral of Learning’s Common Nationality Room.

Continued from page 7

The intellectual exchange that takes place in the classroom is by no means a one-way street, graduate TAs and TFs say. The curiosity of undergraduates continuously challenges them to reappraise their ways of seeing the world and understanding their own disciplines.

“It’s a really good way to learn your own biases and defend your opinions—your way of thinking about the world—because students will test you,” says Octavia Graham, a PhD student in communication.

By the end of the pedagogic course, the students will have crafted course syllabi and teaching statements that describe their teaching philosophies and strategies for implementing those philosophies. Zboray says that the intellectual exchange is part of the reason why the department has an excep-

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way of thinking about the world—because students will test you,” says Octavia Graham, a PhD student in communication whose students have grappled her on everything from race to religion to human sexuality. “They’ll ask you, ‘Why do you think this? Why are you assigning this kind of reading over other kinds?’”

These types of questions can cause some PhD candidates to rethink their core assumptions about their own fields. The give and take that occurs between teachers and students has the potential to enliven the PhD candidates’ own research and deepen their understanding of their discipline.

It’s okay when students sometimes ask questions that go beyond a TA’s knowledge base, says Julia Finch, a PhD candidate in the Department of History of Art and Architecture, because it forces TAs to learn something they might not know.

“There’s nothing like having a student ask you a question and having to say, ‘Hey, I don’t know the answer, but let’s do some more research on it and we’ll figure it out,’” says Finch.

History of Art and Architecture Chair Kirk Savage, now a seasoned teacher, cites one particular teaching moment from his own graduate teaching experience. During a lecture on the lack of African American representation in 19th-century monuments, a student asked then-graduate student Savage a simple question: If Blacks could cobble together enough money, why couldn’t they just build their own monuments?

“I realized I hadn’t really explained the power structure behind building monuments in this country,” Savage said. The simple question had a big impact on one of Savage’s projects. “I realized if I’m going to go write a book on that, I’m going to have to go right to the heart of that question, and explain how public space works.” In his 1997 book on the topic, Standing Soldiers, Kneeling Slaves: Race, War, and Monument in Nineteenth-Century America (Princeton University Press), Savage devoted part of a chapter to the question initially posed by his undergraduate student.

A Lasting Bond

Thomas Stringfield, who earned his PhD in chemistry at Pitt in 2002, caught the teaching bug during his doctoral program.

Stringfield was a TA for several semesters, eventually becoming TA coordinator, a position usually occupied by a senior graduate student interested in teaching. He created course syllabi, coordinated labs, helped revise the department’s organic chemistry lab manual and Web site, and, eventually, lectured.

Stringfield reveled in the creativity he was able to bring to his classrooms. For his end-of-semester review sessions, he used a game-show format to help students review such concepts as gas chromatography or covalent bonds. Stringfield played a version of Who Wants to Be a Millionaire? with undergraduate supervisor George Bandik close at hand. “In addition to the traditional ‘lifeline,’ where you could ask a friend in the audience for help, we had a lifetime called ‘Bother Bandik,’ in which the students could ask Bandik a question if they were stumped,” he says. In using a familiar media format, Stringfield was able to help students review key concepts from the material and to think on their feet about chemistry.

Stringfield was hired in 2002 as a full-time instructor at Washington and Jefferson College and, four years later, as a tenure-track assistant professor in the University of Cincinnati’s Raymond Walters College. He credits his teaching experience at Pitt with helping him to land both positions—and with helping him find his calling.

“When you teach, you are giving your students something extra they can carry with them for the rest of their lives—whether they become nurses or engineers or go into business, you can teach them something about chemistry that they can take away. You get the opportunity to spark that interest in them. And that’s special.”

—Thomas Stringfield
Constance A. and John P. Curran

A World of Opportunities
John P. and Constance A. Curran Pharmacy Scholarship Fund

By Emily Martin

John P. Curran decided to pursue a career in pharmaceuticals so that he could see the world.

As a teenager from the Bronx who delivered prescriptions for his local pharmacy, Curran recognized the successes that the pharmaceutical industry could offer. “Even as a kid, I could see that there was a lot of potential to do well in the field,” Curran recalls.

After making sure the profession didn’t rely too heavily on Latin—his least favorite subject in school—Curran pursued his undergraduate degree in pharmacy at Fordham University. Following graduation from Fordham in 1966, Curran enrolled in the PhD program at the University of Pittsburgh School of Pharmacy.

At Pitt, Curran studied pharmaceutical economics, a track that honed his skills for understanding and analyzing the business side of the drug industry. “I loved my time in Pittsburgh,” Curran says. “The academic work was interesting and challenging, the students and city residents were nice, and of course I met my wife there, so it was a great experience!”

After marrying and completing his course work in Pittsburgh, Curran applied for a number of jobs and was hired by Pfizer, Inc., in New York City. There, Curran completed his Pitt PhD dissertation while directing Pfizer’s public policy research.

Curran moved to Wall Street in 1975, taking a job as a securities analyst specializing in the health care industry. “I knew that Wall Street would be a great opportunity for me to perform without having to worry about the politics that had dictated my previous job,” Curran says.

It was during his time on Wall Street that Curran realized his dream of seeing the world, traveling across the globe to work with clients in Korea, India, and beyond. “It was just wonderful,” he remembers. “I learned so much about how to do business in such a short time, it was amazing.”

Continued success through the 1970s and into the 80s allowed Curran to develop a simple yet sophisticated approach to analyzing stocks. “Eschewing detail, Curran instead learned to focus on one or two critical issues that make a stock valuable,” he says with a chuckle. “People can write complicated reports about all kinds of variables that can impact a stock’s price, but I don’t want to get into all that. I look at the one big thing that will move a stock, and that’s it.”

It is this philosophy that formed the backbone of Curran Capital Management, a health care equity fund established in 1986 that Curran manages to this day.

In 1998, Curran and his wife, Constance, gave back to the University of Pittsburgh by establishing the John P. and Constance A. Curran Pharmacy Scholarship Fund, the most generous gift of its kind in the history of the School of Pharmacy.

The Curran scholarship is awarded annually and provides assistance to academically qualified students who demonstrate financial need, with preference given to students from underrepresented populations.

Surely, the Currans’ generosity will continue to open up new worlds for scholarship recipients in the years to come.

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Healthy Outlook

Women Who See the Glass Half Full Live Longer, Pitt Study Finds

By Amy Dugas Rose

In a large study of postmenopausal women, optimists had decreased rates of death and were less likely to be hypertensive, diabetic, and smokers than pessimists, according to researchers at the University of Pittsburgh School of Medicine. In addition, women identified as highly cynically hostile, meaning they were highly mistrustful of other people, had increased rates of death when compared to their less cynically hostile counterparts. The results of the research were presented during the American Psychosomatic Society’s 67th annual meeting in Chicago in early March.

The study, led by Hilary Tindle, assistant professor of medicine in the Pitt School of Medicine’s Division of Internal Medicine, analyzed data from nearly 100,000 women in the Women’s Health Initiative, a National Institutes of Health-funded study that has been following women ages 50 and older since 1994.

Optimism was defined as the expectation that good, rather than bad, things will happen. Female optimists in the group surveyed had a decreased rate of death and were 30 percent less likely to die from coronary heart disease than were pessimists. Those identified as being more cynically hostile had a higher rate of death and were 23 percent more likely to die from a cancer-related condition.

In addition, optimism and cynical hostility were not directly compared. Rather, optimists were compared to pessimists, while women with a high degree of cynical hostility were compared to those with a low degree of cynical hostility.

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Rather, optimists were compared to pessimists, while women with a high degree of cynical hostility were compared to those with a low degree of cynical hostility.

The effects of optimism and cynical hostility were independent of one another. After taking into account a woman’s degree of cynical hostility, the health effects of optimism did not change. The reverse also was true. A woman’s degree of optimism did not change the health effects of cynical hostility,” said Tindle.

Interestingly, results for optimism and cynical hostility appeared more pronounced in the almost 8,000 Black women surveyed. Optimistic Black women had a lower rate of death and a 44 percent reduction in risk of cancer-related death. Alternatively, the most cynically hostile Black women had a higher rate of death and a 142 percent increase in risk of cancer-related death. Tindle notes these results need to be interpreted with caution because of the low number of Black women surveyed.

“It’s important to note that while this study controlled for other risk factors, including age, education, income level, smoking, diabetes, and depressive symptoms, among others, we cannot draw a causal relationship from this data,” said Tindle. “The results demonstrate an association between these psychological factors and length of life. More research is needed to determine whether treatment designed to increase optimism or decrease cynical hostility would lead to better health outcomes.”

Tindle is a clinical research scholar with the University of Pittsburgh Clinical Translational Science Institute and the Pittsburgh Mind Body Center (PMBC), both National Institutes of Health-funded organizations. The PMBC is jointly based at the University of Pittsburgh and Carnegie Mellon University.

Other Pitt coauthors of the study include Yue-Fan Chang, an assistant professor in Pitt’s Department of Statistics and School of Medicine’s Department of Psychiatry; Greg J. Siegle, a professor of psychiatry in the School of Medicine; and Karen Matthews, PMBC director. Other coauthors are based at the University of Massachusetts, University of Iowa, Brigham and Women’s Hospital, and Harvard Medical School.