

## Pitt to Launch Hesselbein Global Leadership Academy



Frances Hesselbein

University of Pittsburgh alumna 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, Hesselbein Academy program manager at Pitt. An inaugural Student Leadership 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 across 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 for several nonprofit and private-sector corporate boards.

She serves as editor-in-chief of the award-winning quarterly journal *Leader to Leader* and has written for or served as an editor of numerous articles and books on effective leadership, including the best-seller *The Leader of the Future* (Jossey-

Bass, 1996), which has been translated into 16 languages. Her latest book, *Hesselbein on Leadership* (Jossey-Bass, 2002), is an exposition of her thoughts on living out her philosophy that "leadership is a matter of how to be, not how to do."

In addition to receiving the Presidential Medal of Freedom award in 1998, Hesselbein also has been awarded the Legion of Honor Gold Medallion from the Chapel of the Four Chaplains, Pitt's Distinguished Alumni Fellows Award, and an International ATHENA Award. She has received 20 honorary doctoral degrees 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 Leadership Summit and Global Leaders Externship are available at [www.hesselbein.pitt.edu](http://www.hesselbein.pitt.edu). For more information about the Hesselbein Academy, contact Miller McGraw at [angelamm@pitt.edu](mailto:angelamm@pitt.edu) or 412-624-5203.

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—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.

"No one has done more to advance effective approaches to leadership than

## 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 Ott, 2008 Truman Scholar and a senior in the School of Arts and Sciences; Helen S. Faison (EDUC '46, '55G, '75G), Pitt trustee and director of Chatham University's Pittsburgh Teachers Institute; Eva Tansky Blum (A&S '70, LAW '73), trustee and cochair of the University's Building Our Future Together campaign, senior vice president and director of Community Affairs at PNC Bank, and PNC Foundation chair; and Amy Krueger Marsh, Pitt treasurer and chief investment officer. Standing from left are Pitt Chancellor Mark A. Nordenberg; Gwen Watkins, vice president of Staff Association Council's Steering Committee and community activities coordinator for Pitt's Office of Community and Governmental Relations; Alberta Sbragia, the Chancellor Mark A. Nordenberg University Chair and director of Pitt's European Union Center of Excellence/European Studies Center; Kathy W. Humphrey, vice provost and dean of students; Agnus Berenato, head coach of Pitt women's basketball team; Cindy Gill, *Pitt Magazine* editor in chief; John Harvith, senior associate vice chancellor for University news and magazines; and Robert Hill, vice chancellor for public affairs. Not present: Susan G. Amara, the Thomas Detre Professor and Chair, School of Medicine's Department of Neuroscience, and Angela M. Gronenborn, UPMC Rosalind Franklin Professor and Chair, School of Medicine's Department of Structural Biology.



# UniversityUpdate

**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 celebrated the 222nd anniversary of the founding of the University 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 productive 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 not come quickly.

Each year, the University's Planning and Budgeting Committee (UPBC)—whose members include representatives of the administration, faculty, staff, and students—makes recommendations to me regarding 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 typical year.

Recently, at their first meeting of the new year, members of the UPBC assessed the continuing economic crisis and discussed the difficulties that will have to be faced in crafting a budget for the next fiscal year. Believing that it would be a 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



Mark A. Nordenberg

implement it.

Even though many other universities 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 constrained.

A significant workforce reduction, the most obvious alternative in an institution 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 organizations are moving forward with substantial 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 hope for a quick reversal of our economic fortunes. From all that we now know, however, we will continue to face serious fiscal challenges for the foreseeable future. But, as noted above, our history shows that if we remain committed to our mission, we will prevail in our current struggles, as daunting as they may be, and Pitt will continue to make unique, significant, and lasting contributions—in education, research, and service—for many, many years to come.

*Mark A. Nordenberg*

# BrieflyNoted

## Ridgway Center Sets Lecture on U.S. Military Preparedness

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

Korb is a senior fellow at the Center for American Progress, a senior advisor to the Center for Defense Information, and a former GSPIA dean. He will address the U.S. military's preparedness and overextension 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.

Korb was assistant secretary of defense under President Reagan from 1981 to 1985, overseeing 70 percent of the U.S. defense budget. He has authored more than 20 books and 100 articles on national security issues, appeared frequently on major television shows, and written numerous op-ed pieces in various leading publications.

—Patricia Lomando White



Lawrence Korb

this important engineering field, the University of Pittsburgh Swanson School of Engineering's Department of Civil and Environmental Engineering will host J.N. Reddy for its 2009 Landis-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 20 in the Frick Fine Arts Auditorium. RSVP to mebitz@pitt.edu.

—Morgan Kelly

## 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 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 AFRICOM 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.ridgway.pitt.edu/africa\\_registration.asp](http://www.ridgway.pitt.edu/africa_registration.asp) or

by phone, 412-624-7884.

—Amanda Leff

## Pitt's Lynn Emanuel to Give Reading at UPJ

Poet and author Lynn Emanuel, who is a professor of English at the University of Pittsburgh, will be the featured poet of the annual Esther Goldhaber Jacovitz Poetry Series reading at 7:30 p.m. March 19 in the J. Irving Whalley 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 Fiesta* (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 selection of the Academy of American Poets' Poetry Book Club and Eric Matthieu King Award; and, forthcoming, *Mob 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 Endowment for the Arts fellowships.

—Patricia Lomando White



Lynn Emanuel

## Pitt Lecture Explores Latest in Computational Mechanics

From designing airplanes to simulating intercellular 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, pharmaceutical, 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

# PittChronicle

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## Phenomenal Pitt Women

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Stella (above) and Margaret Stein

**Stella and Margaret Stein**

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

In 1895, 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 indisputable standouts in the Class of 1898. They had aced 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 enrolled as Pitt graduate students and were among the first women to earn master's degrees at the University.

(Reprinted from *Pitt Magazine's* Winter 2009 issue.)

**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 rearrange 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 Universitywide 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."

**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.

**Helen S. Faison**

EDUC '46, '55G, '75G  
Trustee, University of Pittsburgh  
Director, Pittsburgh Teachers Institute  
Chatham University

The 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.



# "An Investment in Knowledge Always Pays the Best Interest"

## Winter 2009 Report to the Trustees

This is the print version of Chancellor Mark A. Nordenberg's report to the Pitt Board of Trustees at its Feb. 27 meeting.

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 our 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—whose founding of our University in 1787 will be celebrated at our Honors Convocation this afternoon—came west, across the Alleghenies, to make his fortune.



Hugh Henry Brackenridge

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.*

Both of those "Pittsburgh prophecies"—made

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

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



Mark A. Nordenberg

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

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Carnegie Museum of Natural History and Carnegie Library



Former Schenley Hotel, now William Pitt Union



Former Forbes Field, now Mervis Hall and Posvar Hall



Former Masonic Temple, now Alumni Hall



Continued from page 4

period of time.

For Pitt, of course, the construction of the Cathedral of Learning, which began in 1926 and was completed in 1937, made the clearest statement that Oakland would be our home. And both Heinz Chapel and the Stephen Foster Memorial were opened at that same time.

Much, obviously, has changed since the Cathedral of Learning was dedicated, and part of that change has been physical:

- Some of the facilities that I mentioned—Forbes Field and the Syria Mosque—no longer exist;

- Some of the facilities that I mentioned have been renovated and converted to other uses. The Schenley Hotel now is our William Pitt Student Union, and the Masonic Temple now is our Alumni Hall, for example. And the University Club, having been completely renovated, soon will reopen as a true University facility;

- And, of course, new construction has continued to reshape Oakland. Key recent additions by Pitt—among more than \$1 billion in capital projects just in the past decade—include the Petersen Events Center (the world’s best place to watch two of the country’s best basketball teams) and our third Biomedical Science Tower (the world’s best place to do biomedical research).

Of course, the true impact of Oakland is tied most directly to the people and programs of the community of Oakland institutions—most particularly Pitt, UPMC, and Carnegie Mellon University—with health and education now being the region’s top employment sector and the only sector of the regional economy that has added jobs in every year since 1995.

For the three institutions that I specifically mentioned—Pitt, UPMC, and CMU—regional impact can be measured in many ways. They include the people that we employ, the students we attract, the patients that we treat, the regional reputation we have built, the technologies that we

develop, and the companies that we have helped create.

To pick up on that last point, most people tend to think of university-related, technology-driven economic development as a very modern thing. But let me give you two very relevant regional examples from the 1960s:

- Jerry McGinnis, a young man from Illinois, came to Pitt to do graduate work in engineering. Having completed his studies, he stayed, worked for a period of time at Westinghouse, and ultimately founded Respirationics—which remains one of this region’s biggest commercial biotechnology success stories, a major regional employer and a global force in its areas of specialty; and

- At roughly the same time, John Swanson, a young man from upstate New York, came to Pitt to do graduate work in engineering. Having completed his studies, he stayed, worked for a period of time at Westinghouse, and ultimately founded ANSYS, which remains one of this region’s biggest software success stories—a major regional employer and a global force in its areas of specialty.

And to return to my “neighborhoods theme,” the impact of key Oakland institutions also can be clearly seen in patterns of physical growth beyond Oakland’s own boundaries. Consider:

- the almost unbelievable pace of recent development along the river across the Hot Metal Bridge, where early anchors included the UPMC Sports Performance Complex and the headquarters building for Pitt’s McGowan Institute for Regenerative Medicine;

- the transformational impact, still under way, of the Hillman Cancer Center, which is half UPMC clinical and half Pitt research, on the Baum Boulevard/Centre Avenue corridor; and

**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.**



Clockwise from top: Hillman Cancer Center, the new Children’s Hospital of Pittsburgh of UPMC, and the Petersen Events Center

- the promise for Lawrenceville of the new Children’s Hospital of UPMC, which also will include a new research tower.

Perhaps the most telling symbol of the impact of Oakland institutions on the broader economy, though, may be the fact that the city’s two most famous “skyscrapers” now are occupied by the University of Pittsburgh, which remains in the Cathedral of Learning, and the University of Pittsburgh Medical Center, which has moved its executive offices, and much more, to the U. S. Steel Tower.

Our ability to sustain this “towering momentum” is critical not only for our own people and programs but for the economic health of the entire region. As I pointed out in a column published in the *Pittsburgh Post-Gazette* this month, analysts from throughout the country are looking with envy at Pittsburgh’s economic stability. And, in virtually every case, they have concluded that this region’s single most significant economic asset is its companion strengths in higher education and health

**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.”**

care. (See reprint of article in Feb. 23, 2009, *Pitt Chronicle*, <http://www.chronicle.pitt.edu/?p=2201>)

A favorable, front-page article in *The*

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William Pitt Union

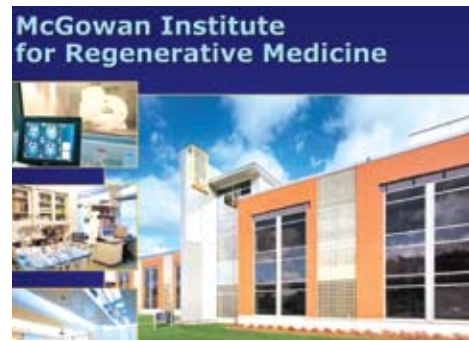


The entrance to the former University Club and artist’s renderings of the UC as it will appear after its current renovation





# "An Investment in Knowledge Always Pays the Best Interest"



Continued on page 5

*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.

In the *Plain Dealer* article, David Bergholz, a Cleveland-based foundation executive who earlier had been a respected civic leader here, described a "growing gulf" between Cleveland and Pittsburgh in higher education. After referring to the unique partnership between Pitt and Carnegie Mellon, the presence of nearby West Virginia University as a third research center, and the position of UPMC as the area's largest employer, he noted even more specifically, "You don't have an equivalent of Pitt in Cleveland. It's a big engine, both regionally and nationally."

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." Even more recently released state-wide employment data support his assessment. According to a Jan. 22 report by the state Department of

Labor & Industry, Pennsylvania lost more than 27,000 jobs in December. The single bright spots were the education and health services sectors, which added 1,500 jobs and set a record-high job count that month.

Dr. Miller also went on to ask what might be viewed as the "bottom-line" question: "How long can Pittsburgh retain this competitive advantage?" My own answer—offered in my op-ed and again today—is that "it depends"—and that it depends, most directly, on the level of priority assigned to public investments in Pennsylvania's public research universities, which do now compete on an uneven playing field.

From a university perspective, the news now emerging from Washington can be viewed as a beacon of hope in troubled times. Actions taken in response to the recession reflect a continuing commitment to the age-old belief that education is the key to the American dream. They also reflect the more modern, but widely shared, recognition that investments in research are among the most effective generators of economic growth, both in the short term and in the long term.

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." And the recently enacted American Recovery and Reinvestment Act, supported

by the President and passed with a big boost from Pennsylvania's senior senator, Arlen Specter, provides the funding necessary to increase Pell Grant awards, to expand the federal work-study program, and to create a larger, more flexible and more expansive form of tax credit for the families of college students.

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 will not only spur new discoveries 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 a new Commonwealth budget were grounded in a very different approach—one placing Pennsylvania's public research universities in a "least favored" status among the broader community of the state's higher education institutions. In terms of annual appropriations, to begin with the most basic example, it was recommended that the state's community colleges receive a 2 percent increase to their appropriations and that the institutions of the State System of Higher Education receive "flat funding"—support equal to what had been authorized for the current fiscal year. In sharp contrast, the state-related universities—which include our public research universities—were recommended to receive appropriations that are 6 percent less than what had been authorized for the current fiscal year. [The week following the Trustees' meeting, the Governor announced that he would be able to use federal stimulus funds to restore cuts that had been planned to the appropriations of the state-related universities in the next fiscal year. This obviously was a very welcome development, for which the University is grateful.]

Even more troubling is the fact that the proposed Tuition Relief Act would NOT extend to the families of Pennsylvania students enrolled in the state-related universities. Instead, the benefits of that act would be limited to students enrolled in the State

System or in a community college.

Ironically, it is the state-related universities that have become the universities-of-choice for many of Pennsylvania's most committed and talented high school students, and access to state-related universities helps keep those students in Pennsylvania. To a considerable extent, it also is the public research universities within that group that most effectively leverage the state's investments in them and that are generating, through their research efforts, many of the "jobs of the future" that will require a college education. More than any other sector, it also is students from the state-related universities that have been disadvantaged by funding levels that lag well behind the support provided to peer universities in other states and

that have played a major role in driving up tuition.

In fairness, those recommendations were crafted before the passage of the federal stimulus package. Pennsylvania is expected 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.

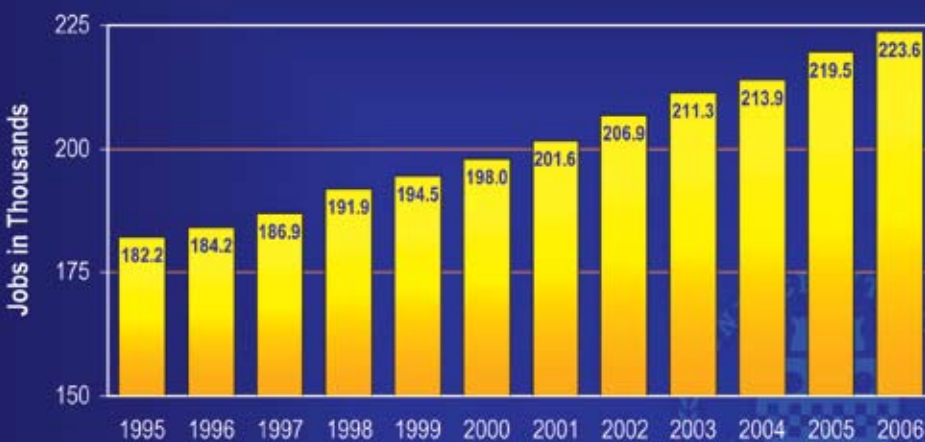
As the state's budget-building process moves forward, Pitt recognizes that these are troubling times, and we stand ready to do our part. What that means, on the one hand, is that we are prepared to share in the sacrifices that may be required—as we have done, without complaint, in absorbing recent midyear 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 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, said, "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.



Barack Obama

## Education and Health Sector Job Growth





**Doorway Into a Community of Scholars****Pitt Doctoral Students Learn the Art of Teaching**

*This is the final article in a series about the University of Pittsburgh's programs in graduate and professional education.*

By Reid R. Frazier

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 knew—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 from seasoned faculty.

“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 Beeson, “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 Beeson, 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 Constable, 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 Con-



Peter Bell, a Pitt doctoral student in chemistry, conducts an experiment for his organic chemistry class, while George Bandik, a senior lecturer and director of undergraduate studies for Pitt's Department of Chemistry, looks on. From left are Bell, sophomore Vanessa Cole, junior Jason Zlotnicki, Bandik, and sophomore Kaitlyn Musco.

stable. “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 undergrads, 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 increases, 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 undergraduates and faculty. Graduate students might relate to the undergraduates they teach because, for the most part,

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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

*Continued on page 8*



# Pitt Doctoral Students Learn the Art of Teaching



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 doctorate in communication, had just finished teaching a discussion class for the Advertising History and Criticism course to 22 undergraduate students in the Cathedral of Learning's German Nationality Room.

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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 relevant and to reach their media-savvy undergraduates. Using these references as teaching tools comes easily to this generation of PhD students because they also grew up using these media forms. In teaching cultural identity, for example, anthropologist Macia used profile pages on Facebook.com to show her students how people construct and then manage their own identities.

Peter Bell, a PhD candidate in chemistry, likes to share his love of chemistry with his students, many of whom are intimidated by their first organic chemistry lab. So Bell orchestrates a hands-on activity to teach polymer chemistry—how two different substances combine to make a third, totally different substance. The class is asked to mix two liquids—polyvinyl alcohol and borate. The result: slime. "We make slime—it's this goo that will ooze between your fingers. Everybody ends up having a good time," says Bell, a self-described science geek whose favorite TV show as a child was *Mr. Wizard*. "There are serious applications to polymer chemistry, of course, but this is a way to show way to show them that we can have fun with chemistry."

## 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. Some departments provide the training themselves,

**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.**

while all graduate students have access to Pitt's Center for Instructional Development and Distance Education (CIDDE), which serves the teaching and learning mission of the University by providing support for instructional excellence and innovation.

The center offers a new-TA orientation course each semester, and almost 300 graduate students participate. They receive instruction in everything from ethical issues to student evaluation. The TAs also learn how to effectively assess whether their students are grasping the course material.

CIDDE also offers a teaching practicum course and in-depth workshops throughout the semester on various subjects, among them incorporating diversity into the classroom, leading discussions, and creating a teaching portfolio.

Graduate TAs also have the opportunity to receive one-on-one video consultations at the center, in which a seasoned teacher evaluates various segments of video footage from a class. It can be painful for some students to watch themselves, but it is a valuable tool, says Joann Nicoll, associate director of CIDDE. "They'll look at the video of themselves and ask, 'Am I asking the right questions? Am I keeping the students engaged? Is my class organized well?'"

Among those who answer these questions is Brenda Henry, a TF who helps organize the CIDDE consultations. "We'll talk to them about how they stand in front of a classroom and write on a blackboard—do they stand with their backs to the class? We'll talk about their tone of voice—are they modulating their voices or are they using a monotone?" says Henry, who is herself a graduate student in a joint master's-PhD program in Pitt's Graduate School of Public Health and School of Social Work.

Some departments offer specialized teaching courses tailored to their particular disciplines. In the Department of the His-

tory of Art and Architecture, for example, the pedagogy course is partly designed to provide discipline-specific instruction, such as teaching with images, says Kirk Savage, a professor and chair of the department. But Savage says there's another benefit: "That course helps us get a conversation about teaching going within the department, so you get graduate students talking with professors and their fellow graduate students about teaching."

In yet another approach, chemistry department TAs spend a week before each semester preparing to lead lab sections. They learn safety precautions, perform all the lab experiments ahead of time, and practice giving lessons to mock classes.

## Jumping in the Deep End

While graduate TAs in most departments gradually become acclimated to the classroom, communication PhD students experience total immersion. First-semester PhD students teach stand-alone courses in public speaking, under the supervision of a faculty member. The idea, says Ron Zboray, professor of communication and director of graduate studies for the department, is to immerse students in the classroom environment from the beginning of their doctoral education.

While they are teaching their first courses, the TAs also are enrolled in a pedagogic course that "walks them through what they can expect during their first semester teaching," Zboray says. In the pedagogic course, they learn everything from the history of the communication field to how to address different kinds of audiences. The new TAs pick up pointers from senior faculty and from each other. The crash course helps them later on, Zboray says,

**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.**

when they look for jobs as junior faculty.

"During the interview process, they're often asked about how they would handle course development; they usually have a pretty good story to tell because, for them, it begins right away," Zboray says.

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 the emphasis on teaching is part of the reason why the department has an exceptional 90-percent placement rate for PhDs into tenure-track positions.

Among those PhD students who have benefited from their training at Pitt is Erika Molloseau Pryor, an assistant professor of communication at Denison University who received her PhD degree from Pitt last year. "Being at Pitt really prepared me for the mechanics of teaching, in terms of constructing a syllabus, conducting a class, and interacting with students," she says.

At Pitt, Molloseau Pryor was a TA in several communication courses and, as she advanced in her degree program and began to master subject-specific information, she taught courses. Teaching these courses helped her to gain the required teaching background she needed to successfully compete for tenure-track positions at universities around the country.

"Especially after teaching those stand-alone courses, where you are responsible for students learning, I felt like it prepared me to step into the role of faculty member," she says.

Inevitably, being a TA presents difficult challenges for PhD students, says Molloseau Pryor—such as handling a case of cheating or plagiarism. But, as she points out, almost every experience prepares them for what lies ahead.

## Testing the Teacher

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

Continued on page 9





Brenda N. Henry (left), a teaching fellow in Pitt's Center for Instructional Development and Distance Education (CIDDE), and Sarah Taylor (right) review a video of Taylor teaching a Pitt anthropology class. CIDDE offers graduate teaching assistants like Taylor, a fourth-year doctoral student in anthropology, one-on-one video consultations during which a seasoned teacher critiques the teaching assistant's pedagogic techniques. Henry is a student in a joint master's-PhD program in Pitt's Graduate School of Public Health and School of Social Work. She and Taylor are gaining experience in the classroom as part of their doctoral programs.

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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 grilled 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

“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

audience for help, we had a lifeline 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,” says Stringfield. “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.”



Pitt History of Art and Architecture Chair Kirk Savage (left) works with Robert Bailey (middle), a fourth-year doctoral student studying contemporary art, and Julia Finch, a fifth-year doctoral student studying medieval art. They are discussing ways to teach Michael Baxandall’s classic art text *The Limewood Sculptors of Renaissance Germany*.



# PittScholars&Stewards

## A World of Opportunities

John P. and Constance A. Curran Pharmacy Scholarship Fund



Constance A. and John P. Curran

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 suc-

cesses 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 favor-

ite 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. "I only have a handful of good ideas!" 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.

**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.**

## Pitt Honors Convocation 2009



PHOTOS BY JIM BURKE/CODE

Former Pitt Trustee Raymond W. Smith (KGSB '69), a Fellow of the American Academy of Arts and Sciences and a Pitt Legacy Laureate, was the keynote speaker for the Pitt's 33rd annual Honors Convocation, on Feb. 27 in Carnegie Music Hall. **(1)** Pitt Provost and Senior Vice Chancellor James V. Maher delivers his message. **(2)** Maher (left) and Pitt Chancellor Mark A. Nordenberg (right) bestow an honorary doctoral degree on Smith. **(3)** Smith gives his address, "Heisenberg's 'Certainty' Principle." **(4)** Pitt Vice Provost and Dean of Students Kathy W. Humphrey addresses the assembly. **(5)** Pitt Trustee Burton Tansky (A&S '61), cochair of Pitt's \$2 billion capital campaign and chair and CEO of The Neiman Marcus Group, Inc., and Tracey Thomas Travis (ENG '83), senior vice president of finance and CFO at Polo Ralph Lauren Corporation, are honored as Pitt's 2009 Distinguished Alumni Fellows. **(6)** Chancellor Nordenberg smiles during the ceremony.





# Happenings



**"Escaping One's Own Notice Knowing: Meno's Paradox Again,"** MM McCabe, King's College London professor of ancient philosophy, 3:30 p.m. **March 17**, 144 Cathedral of Learning, Pitt Program in Classics, Philosophy, and Ancient Science, 412-624-4494, www.classics.pitt.edu.

**"Project Paphlagonia: Multi-Period Archaeological Survey in North Central Turkey,"** Roger Matthews, University College London professor of archaeology, 4:30 p.m. **March 17**, 304 Cathedral of Learning, Archaeological Institute of America, Pitt Department of Classics, 412-624-4494, www.classics.pitt.edu.

**"Pathogenesis, Treatment, and Control of Sexually Transmitted Infections—A Global Perspective,"** Anne Rompalo, Johns Hopkins University professor of medicine and medical director of the U.S. Centers for Disease Control and Prevention's Region III STD/HIV Prevention Training Center, 6:30-8:30 p.m. **March 17**, G-23 Parran Hall, Public Health Grand Rounds, Pitt Graduate School of Public Health, Pennsylvania/Mid-Atlantic AIDS Education and Training Center, to register call 412-624-1895 or visit www.pamaaetc.org/events.asp.

**"Presentation on Pittsburgh's 1877 Show Trials of the 'Molly Maguires,'"** Pitt international law student Hal Smith, 7-11 p.m. **March 17**, William Pitt Union Ballroom, Pitt Pre-Law Student Organization, 412-586-4864, echo-soferin.blogspot.com/2008/03/molly-maguire.html.

**"The Veil in Islamic Societies: An Historical and Social Overview,"** Shane Minkin, New York University doctoral candidate in history and Middle Eastern and Islamic studies, 8 p.m. **March 17**, Sutherland Hall Lounge, Pitt Global Studies Program, Pitt International Studies Living Learning Community, 412-624-2918, www.ucis.pitt.edu.

**"Historic Photos of Pittsburgh,"** Miriam Meislik, Pitt Archives Service Center archivist, 11 a.m. **March 18**, Room 501 Pitt Information Sciences Building, Publishing Pittsburgh Pictures Lecture Series, Pitt School of Information Sciences, Student Chapter of the Society of American Archivists, 412-624-5139, www.ischool.pitt.edu/colloquia.

**"A Taste of Democracy From American and Israeli Schools,"** Ofira Roll, Pitt doctoral candidate in education, noon **March 18**, 4217 Posvar Hall, Global Studies Program, 412-624-2918, www.ucis.pitt.edu/global.

**"And We Got to Get Ourselves Back to the Garden,"** Rebecca Denova, Pitt visiting lecturer of religious studies, noon **March 18**, 2628 Cathedral of Learning, Brown Bag Lunch Colloquium, Department of Religious Studies, 412-624-5990, www.religiousstudies.pitt.edu.

**"Preparing Yourself for Success: Understanding Promotion and Tenure,"** Ann E. Thompson, Pitt professor and interim chair in the Department of Critical Care Medicine, 3-5 p.m. **March 18**, S120 Thomas E. Starzl Biomedical Science Tower, Spring 2009 Professional Development Series, Office of Academic Career Development, 412-648-8486, register at www.oacd.health.pitt.edu.

**"Pearl Harbor: The Relevance of the Attack 68 Years Later,"** Donald Goldstein, Matthew B. Ridgway Center interim director and Pitt professor of public and international affairs, noon **March 19**, 4130 Posvar Hall, Asia Over Lunch Lecture Series, Asian Studies Center, 412-648-7370, www.ucis.pitt.edu/asc.

**"Rising Powers—The New Global Reality,"** Michael Kraig, Stanley Foundation director of policy analysis and dialogue, 3 p.m. **March 19**, 4130 Posvar Hall, Pitt Global Studies Program, 412-624-2918, www.ucis.pitt.edu/main.

**"Diversity: Corporate Leadership and Issues for Our Region,"** Keith Caver, Development Dimensions International vice president and global practice leader, presentation followed by panel discussion on strengthening Southwestern Pennsylvania through diversity and leadership, 3:30-5:30 p.m. **March 19**, Kurtzman Room, William Pitt Union, Pitt's Johnson Institute for Responsible Leadership, Sustainable Pittsburgh, Coro Center for Civic Leadership, to register call 412-648-1336, or email ethics@gspia.pitt.edu.

**"Overview of Real-time GPS Networks and the New Virtual Reference System in Pennsylvania,"** Kevin Chapell, Precision Laser and Instruments, Inc., director of mapping and surveying, 4 p.m. **March 19**, 11 Thaw Hall, Pitt Department of Geology and Planetary Science, 412-624-8780, www.geology.pitt.edu.

**"Crisis of Conscience,"** Peter Karsten, Pitt history professor, 6 p.m. **March 19**, Alcoa Room, Barco Law Building, Pitt's Center for International Legal Education, 412-648-7023, www.ucis.pitt.edu/main.

**"The Overextended American Military—Prospects for Our Future,"** Lawrence Korb, Center for American Progress senior fellow and Center for Defense Information senior advisor, 7:15 p.m. **March 19**, Frick Fine Arts Auditorium, Pitt Graduate School of Public and International Affairs' Matthew B. Ridgway Center for International Security Studies, 412-624-7884, www.ridgway.pitt.edu.

**Lynn Emanuel**, Pitt professor of English, award-winning poet and author, 7:30 p.m. **March 19**, J. Irving Whalley Memorial Chapel, Pitt-Johnstown, 6th Annual Esther Goldhaber Jacovitz Poetry Series, Pitt-Johnstown Department of Creative Writing, 814-269-7138, www.upj.pitt.edu.

**"Winds, Mountains, Oceans, Rivers: Ecologies and Their Social Impacts in the New World,"** symposium on relationship between ecology and society in the Caribbean and South, Central, and North America, 8:45 a.m.-4:30 p.m. **March 20**, 2500 Posvar Hall, Pitt Center for Latin American Studies, Department of Anthropology, 412-648-7500, www.pitt.edu/%7Epittanth.

**"Derogatory and Cynical Clinical Humor: The Joke's on Whom?"** Joseph Zarconi, vice president for medical education and research, Summa Health System in Akron, Ohio, noon **March 20**, Lecture Room 3, 4th Floor Scaife Hall, Medical Education Grand Rounds, Pitt School of Medicine, 412-648-9000, www.megr.pitt.edu.

**"Gender Theories Past and Present: Pedagogical Issues,"** Jen Waldron, Pitt assistant professor of English and director of Pitt's Medieval and Renaissance Studies Program, and Todd Reeser, Pitt French professor and director of graduate studies in French, noon **March 20**, 2201 Posvar Hall, Pitt Women's Studies Program, 412-624-6485, www.wstudies.pitt.edu.

**"Empirical Approaches to Aspect: An Analysis of the Language System and Learner Language of Japanese in Comparison with Germanic, Romance, and Arabic,"** Christiane von Stutterheim, University of Heidelberg professor of Germanic linguistics, 3 p.m. **March 20**, G8 Cathedral of Learning, Pitt Asian Studies Center, Department of Linguistics, 412-648-7370, www.ucis.pitt.edu/asc.

**"Locas Barrocas, Indigencia Americana Maricon: The Queer Face of Poverty as Exposed in the Testimonial Baroque of Néstor Perlongher and Pedro Lemebel,"** Rubén Ríos Avila, University of Puerto Rico professor of comparative literatures, 3 p.m. **March 20**, Room 142, Cathedral of Learning; lecture will be delivered in Spanish; Pitt Center for Latin American Studies, 412-648-7392, www.ucis.pitt.edu/clas.

**"Epigenetics and the Complexities of Inheritance,"** James Griesemer, University of California-Davis professor of philosophy, 3:30 p.m. **March 20**, 817R Cathedral of Learning, Pitt Center for Philosophy of Science Annual Lecture Series, 412-624-1052, www.pitt.edu/~pittcentr.

**"Experiments, Science, and the Fight Against Poverty,"** Esther Duflo, the Abdul Latif Jameel Professor of Poverty Alleviation and Development Economics in MIT, 3:30 p.m. **March 20**, Room 343, Alumni Hall, Pitt Department of Economics' 2009 McKay Lecture, www.econ.pitt.edu

**"Modeling and Simulation of Complex Structures: From Physical to Biological Systems,"** J.N. Reddy, Texas A&M University Distinguished Professor of Engineering, 4 p.m. **March 20**, Frick Fine Arts Auditorium, 2009 Landis-Epic Lecture, Pitt Department of Civil and Environmental Engineering, mebitz@pitt.edu.

**"The Future of the EU: External Challenges and Internal Debates,"** graduate student papers on this topic will be presented and discussed, 8:30 a.m.-6:30 p.m. **March 21**, Pittsburgh Athletic Association, 4215 Fifth Ave., Oakland, breakfast, lunch, and dinner included, 4th Annual Graduate Student Conference on the European Union, European Union Center of Excellence, 412-648-7405, www.ucis.pitt.edu.

## Miscellaneous

**CIDDE Faculty Instructional Development Lab Open House** for faculty and teaching assistants, 11 a.m.-3 p.m. **March 20**, Room B 23, Alumni Hall, 412-648-2832, www.cidde.pitt.edu

## Opera/Theater/Dance

**American Rhythms**, three ballets, including *Anything Goes*, *Straight Life*, and a doo wop world premiere featuring music by Charlie Thomas' Drifters and Pittsburgh's Pure Gold, **March 19-22**, Byham Theater, 101 Sixth St., Downtown, Pittsburgh Ballet Theatre, 412-456-6666, www.pbt.org.

## Pitt PhD Dissertation Defenses

**Kofi Justice Stephen Gbolonyo**, School of Arts and Sciences' Department of Music, "Indigenous Knowledge and Cultural Values in Ewe Musical Practice: Their Traditional Roles and Place in Modern Society," 3:30 p.m. **March 17**, Room 114 Music Building.

**Eric Kimball**, School of Arts and Sciences' Department of History, "An Essential Link in a Vast Chain: New England and the West Indies, 1700-1775," 1 p.m. **March 18**, 3703 Posvar Hall.

**Elizabeth Madison Felter**, Graduate School of Public Health's Department of Behavioral and Community Health Sciences, "Working Hard or Hardly Working? A Multisite Evaluation of Worksites Wellness Teams," 11 a.m. **March 20**, 2nd-floor conference room, Parran Hall.

**Gerald P. Douglas**, School of Medicine's Biomedical Informatics Graduate Program, "Engineering an EMR System in the Developing World—Necessity is the Mother of Invention," 1 p.m. **March 20**, M184 Parkvale Building.

**Richard M. Schein**, School of Health and Rehabilitation Sciences' Department of Rehabilitation Science and Technology, "Evaluation of Remote Wheelchair Prescription Using a Telerehabilitation Consultation Model," 2:30 p.m. **March 20**, Room 4065, School of Health and Rehabilitation Sciences.

## Concerts

**French Delights and Beethoven Bliss**, featuring works by Honegger, Milhaud, and Beethoven; Lawrence Loh, conductor; Christopher Wu, violinist; James Gorton, oboist; 7:30 p.m. **March 19**, Carnegie Music Hall, 4400 Forbes Ave., Oakland; 8 p.m. **March 21**, Upper St. Clair High School; Pittsburgh Symphony Chamber Orchestra, 412-392-4900, www.pittsburghsymphony.org.

**The Legendary Bernadette Peters**, with Marvin Laird, conductor; 7:30 p.m. **March 19**, 8 p.m. **March 20-21**, 2:30 p.m. **March 22**, Heinz Hall, 600 Penn Ave., Downtown, Pittsburgh Symphony Orchestra, PNC Pittsburgh Symphony POPS! 412-392-4900, www.pittsburghsymphony.org.

**1969**, revolutionary-spirit-infused music of the late 60s performed by Alarm Will Sound, a 20-piece orchestra, 8 p.m. **March 20**, New Hazlett Theater, Allegheny Square East, North Side, Pitt's Music on the Edge, Andy Warhol Museum, 412-394-3353, www.music.pitt.edu.

## Exhibitions

**Free at Last? Slavery in Pittsburgh in the 18th and 19th Centuries**, through April 5, exhibition by the University of Pittsburgh at the Senator John Heinz History Center, 1212 Smallman St., Strip District, 412-454-6000, www.pghhistory.org.

## Film

**Un Hombre de Exito** (1985), directed by Humberto Solas, 7:30 p.m. **March 18**, Frick Fine Arts Auditorium, Pitt's Center for Latin American Studies, Amigos del Cine Latino Americano Spring 2009 Series, www.amigosdelcinelatinoamericano.blogspot.com.

**The Passion of the Christ** (2004), directed by Mel Gibson, 6:30 p.m. **March 20**, 1501 Posvar Hall, presented by Devan Goldstein, Pitt film studies doctoral candidate, free pizza, "Extreme Cinema: The Many Faces of Shock" Cinematheque Series, Pitt Film Studies Program, 412-624-6565, www.filmstudies.pitt.edu.

## Lectures/Seminars/Readings

**"The Long-term Impact of Youth Activism: The Curious Case of Teach for America,"** Doug McAdams, professor of sociology and director of urban studies at Stanford University, noon **March 19**, 4606 Posvar Hall, Pitt Department of Sociology, Pittsburgh Social Movements Forum, 412-648-7580, http://www.pitt.edu/~socdept/graduate.html.

**Ninth Annual School of Arts and Sciences Grad Expo**, 8:45 a.m.-4:30 p.m. **March 16**, complimentary breakfast and lunch, Assembly Room, Ballroom, and Kurtzman Room, William Pitt Union, 412-624-6698, www.pitt.edu/~gradexpo.

**"Discrimination and Its Health Consequences Across Diverse Racial Groups,"** David Takeuchi, associate dean of research in University of Washington's School of Social Work, noon-1:30 p.m. **March 16**, Pitt School of Social Work Conference Center, 2017 Cathedral of Learning, lunch provided, Reed Smith Spring 2009 Speaker Series, Center on Race and Social Problems, 412-624-7382, www.crsp.pitt.edu.

**"Framework for Advancing Transatlantic Economic Integration Between the European Union and the United States of America,"** Susan E. Dudley, administrator of the U.S. Office of Information and Regulatory Affairs, noon **March 16**, 104 Mervis Hall, European Union Center of Excellence, 412-648-7405, www.ucis.pitt.edu/main.

**"Internationalization of Korean Higher Education,"** Heejin Park, Pitt School of Education student, noon **March 17**, 4130 Posvar Hall, International Education Brown Bag Lunch series, Pitt University Center for International Studies, Asian Studies Center, 412-624-2918, www.ucis.pitt.edu/main.

**"Korea's State Ritual Music,"** Bell Yung, Pitt professor of music, 2:30 p.m. **March 17**, 4130 Posvar Hall, Asian Studies Center, 412-648-7426, www.ucis.pitt.edu/main.



**The Legendary Bernadette Peters, Heinz Hall, March 19-22**





# 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.

**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.**

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.



Hilary Tindle

**PUBLICATION NOTICE** The next edition of *Pitt Chronicle* will be published March 23. Items for publication in the newspaper's *Happenings* calendar (see page 11) should be received six working days prior to the desired publication date. *Happenings* 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 may be e-mailed to [chron@pitt.edu](mailto:chron@pitt.edu), faxed to 412-624-4895, or sent by campus mail to 422 Craig Hall. For more information, call 412-624-1033 or e-mail [robinet@pitt.edu](mailto:robinet@pitt.edu).



