

## Pitt Hosts World Summit of Fossil Fuel Researchers, Environmental Policy Experts



By Morgan Kelly

The week that world financial leaders converge on Pittsburgh for the G-20 summit, the University of Pittsburgh's Swanson School of Engineering will host the foremost experts on fossil fuel research and environmental policy from 26 countries at the 26th annual International Pittsburgh Coal Conference (PCC), the premier conference devoted to the more efficient and environmentally responsible use of coal and coal byproducts.

The 2009 conference, titled "Coal—Energy, Environment, and Sustainable Development," focuses on the environmental, technology, and policy issues related to the continued use of coal. The conference will be held Sept. 20-23 at the Westin Convention Center, Downtown. During the three-day conference, more than 400 researchers and coal experts from around the world—including from 17 of the G-20 countries—will explore such topics as climate change; carbon and mercury sequestration; sustainability and environmental policy; the development of near-zero emissions coal-based power plants; and byproduct management, including deriving additional energy sources such as hydrogen from coal. A full conference schedule is available on the PCC Web site at [www.engr.pitt.edu/pcc](http://www.engr.pitt.edu/pcc).

"The PCC is the world's most prominent forum for addressing the environmental and policy issues surrounding coal with practical research," said PCC Executive Director Badie Morsi, director of the Petroleum Engineering Program in the Swanson School and a professor of chemical and petroleum engineering. "The 2009 conference will allow representatives of developed and emerging economies to exchange the latest ideas and technology that will help society use the world's coal resources in a manner that better serves societal and environmental needs."

Each day of the conference begins at 8:20 a.m. with an address by a leading thinker or practitioner of better coal use. The Sept. 21 panel on energy production and policy includes a discussion of how to make clean coal a reality. It will be led by Carnegie Mellon University professor M. Granger Morgan, who specializes in climate change, carbon sequestration, and advanced energy policy. The panel will also include a presentation by Al Whitehouse, director of the U.S. Department of the Interior's international program, about international cooperation on combating climate change. The Sept. 22 panel features leaders of international companies describing the move toward more efficient coal use in other countries. The panel includes Zhongxue Gan, vice president of ENN Group, the Chinese clean energy company that in 2007 unveiled the first pilot process for converting coal to a gas fuel through a zero-emissions process. The Sept. 23 panel covers environmental issues and such methods of preservation as carbon sequestration. Frank Princiotta, director of the U.S. Environmental Protection Agency's Air Pollution Prevention and Control Division, will talk about climate change and air pollution.

The research objectives of the PCC mirror the larger energy initiatives under

way at Pitt and in the Swanson School. The University-level Center for Energy hosts more than 40 faculty members pursuing advanced energy sources, from harnessing solar energy to developing synthetic and biomass-derived fuels. In the Swanson School, efforts include: Pitt's nuclear engineering program; the Swanson Institute for Technical Excellence, which draws on faculty from all engineering fields to design cleaner, more efficient processes for oil, coal, and electric companies; and the Power and Energy Initiative, which works with industry partners to identify and address key areas of concern such as energy efficiency, power system operation and management, energy technology development, and the increased demand for electricity.

"For more than a quarter century, the PCC has attracted researchers from around the world to discuss advancements in making coal—the source of most of the world's electricity—a cleaner energy source, and that focus exemplifies the values of the Swanson School," said Gerald D. Holder, Pitt's U.S. Steel Dean of Engineering. "Our researchers who organize and participate in the PCC are exposed to the latest research and technologies, enabling them to help reduce emissions and work toward more efficient electricity production. We are a school committed to accountability and responsibility in our research and have invested heavily in attracting and retaining faculty researchers to further this mission. We have particularly increased support of research in carbon sequestration, capture, and storage, among other research aimed at developing increased efficiency related to natural energy resources."

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—Badie Morsi

Africa, in 2007; Osaka, Japan, in 2004; Newcastle, Australia, in 2001; and Taiyuan, China, in 1997.



## Pitt Researchers Undertake \$1.06 Million Federal Project To Curtail, Reuse Wastewater From Marcellus Shale Drilling

By Morgan Kelly

The U.S. Department of Energy recently selected the University of Pittsburgh as one of nine national partners that will develop techniques for curtailing the possible environmental and health hazards associated with tapping the massive natural gas reserves lying beneath Pennsylvania and surrounding states. Roughly 70 percent of Pennsylvania sits atop the Marcellus Shale formation, which experts estimate contains up to 500 trillion cubic feet of natural gas with about \$500 billion worth of recoverable gas.

Researchers in Pitt's Swanson School of Engineering will lead a three-year, \$1.06 million project to better manage the wastewater generated by the extraction process used on the Marcellus Shale. Difficult to treat, the wastewater usually languishes in reservoirs or the environment. The Pitt approach calls for a new method that would allow the water to be safely reused in gas wells that would contain extraction costs, limit the byproducts flowing into the environment, and reduce the strain on freshwater sources currently tapped during extraction. Furthermore, the researchers seek to tackle the problem of acid mine drainage—the environmentally damaging water flowing from old mines—by using it as a sanitizer and supplemental water source.

"Our approach is to not only reuse the wastewater, but also reduce the level of treatment it requires prior to being reused, which should be a much more economical approach," said Radisav Vidic, chair of the Swanson School's Department of Civil and Environmental Engineering and a William Kepler Whiteford professor. "And by reusing the acid mine drainage readily available at many gas drilling locations, we can manage acid mine drainage from older mines and wastewater from current drilling operations, both of which are serious environmental concerns."

Vidic heads the project with Eric Beckman, codirector of Pitt's Mascaro Center for Sustainable Innovation and the George M. Bevier Professor of Chemical and Petroleum Engineering. They will work with Carnegie Mellon University assistant professor Kelvin Gregory. The National Energy Technology Laboratory (NETL)—the lead research and

Continued on page 2

# "Do everything you can to leave the University of Pittsburgh having achieved all that you've dreamed."

This is the printed version of remarks delivered by Pitt Provost and Senior Vice Chancellor James V. Maher during the New Student Orientation session titled "Pathway to Your Success at Pitt: A Pitt Tradition" on Aug. 27, 2009, in the John M. and Gertrude E. Petersen Events Center.

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

The people admitted to this University are students of real attainment. You have competed successfully for rare places in this freshman class by being very, very good as students and as well-rounded people through the first 18 years of your lives. But you are not the only ones to be commended for that, for it's very hard to get to this point without a support system. You almost certainly come out of families that have worked very hard to help you succeed, and they're here with you, too. I like the opportunity to have an event like this where all of us—both in this room and in the ballroom, where there



Provost James V. Maher

is another large group of people watching this on TV—can be together and talk about how to make the coming years years of great success for you, the students.

Your families want you to succeed. You want you to succeed. And we at the Uni-

versity of Pittsburgh want you to succeed. That's something we all have in common.

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

difficult things to happen at the same time.

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

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

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

Continued on page 3

## Pitt Ranks Highly in Washington Monthly

By John Harvith

Billing itself as "A Different Kind of College Ranking," *Washington Monthly's College Guide* has listed Pitt among the top 25 U.S. public universities and among the top 50 of all U.S. universities, public and private, in its 2009 national university ranking, which, according to the ranking's preamble, "rates schools based on their contribution to the public good in three broad categories: Social Mobility (recruiting and graduating low-income students), Research (producing cutting-edge scholarship and PhDs), and Service (encouraging students to give something back to their country)."

Pitt's ranking—24th among public universities and 43rd among all U.S. universities, with the same overall score as Dartmouth, USC, and Columbia—places it ahead of numerous other fine Association of American Universities peer institutions, among them Arizona, Brandeis, Carnegie Mellon, Colorado, Emory, Florida, Indiana, Iowa, Maryland, Minnesota, Missouri, Nebraska, NYU, Penn, Purdue, Rice, Rochester, Rutgers, Syracuse, Tulane, and Washington University in St. Louis.

In an introductory essay, the ranking's editors write that its aim is to provide "a measure of not just what colleges can do for you, but what colleges are doing for the country. ... In our eyes, America's best colleges are those that work hardest to help economically disadvantaged students earn the credentials that the job market demands. They're the institutions that contribute new scientific discoveries and highly trained PhDs. They're the colleges that emphasize the obligations students have to serve their communities and the nation at large. ... By giving credit where it's due to colleges that are truly fulfilling their public obligations, we hope to make life a little easier for college leaders who are trying to do the right thing—and to give elected officials reasons to reward those deserving campuses with more public funding and support."

## Pitt Researchers Undertake \$1.06 Million Federal Project to Curtail, Reuse Wastewater From Marcellus Shale Drilling

development office for the U.S. energy department's Office of Fossil Energy—will contribute more than \$794,000 to the effort, and Pitt will provide around \$269,000.

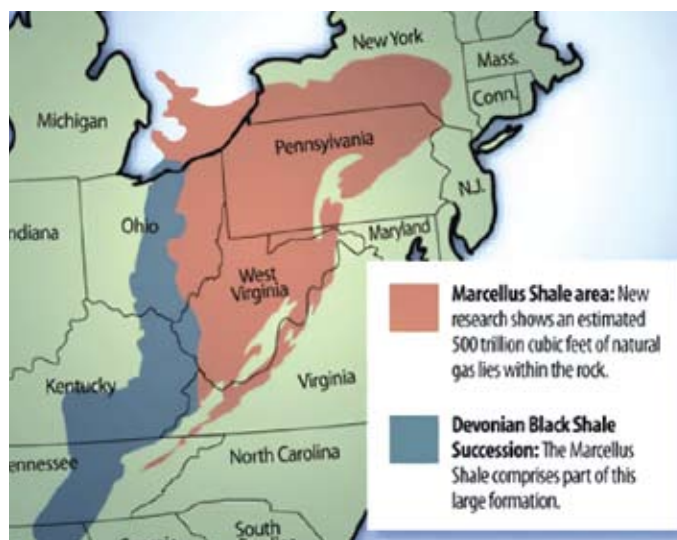
The technique for mining the Marcellus Shale is known as hydraulic fracturing. A high-pressure mix of local-source freshwater, sand, and various chemicals known as "slicking agents" fractures the rock formation and allows trapped gas to escape. One gas well can consume 2 to 5 million gallons of fluid with 25 to 100 percent of it returning to the surface as wastewater, or "flowback." Flowback contains varying levels of hydrocarbons, heavy metals, natural radioactive materials, and very high levels of total dissolved solids (TDS). TDS includes such substances as calcium, potassium, sodium, chloride, and carbonate; Marcellus Shale flowback tends to have much higher concentrations of TDS than wastewater from other hydraulic fractured sites.

In Pennsylvania, flowback—which can have five times the salinity of seawater—is typically stored in reservoirs or trucked to a brine treatment plant. But current treatment processes cannot remove the majority of TDS, so many of these substances typically end up in surface water. In their project proposal, the Pitt team refers to a 2008 incident, when treated flowback released into the Monongahela River resulted in TDS levels exceeding safety limits set by the Pennsylvania Department of Environmental Protection. The department restricted the amount

of flowback treatment plants could receive, which halted some drilling operations in Western Pennsylvania.

To contain flowback pollution and freshwater consumption, Vidic and Beckman will first develop new slicking agents that would be stable in high-salinity water. These chemicals would allow for the flowback to be reused in adjacent gas wells without extensive off-site purification. Then, they will study the use of locally available acid mine drainage to further treat the flowback and simultaneously supplement the freshwater supply. Finally, the cleaner flowback would be pumped back into the gas well, reducing the strain on freshwater sources and curtailing costs of shipping and storing wastewater. The project will consist of a research phase and a subsequent field-demonstration phase.

Pitt is the only Pennsylvania institution granted a project. The eight other projects include ALL Consulting in Tulsa, Okla.; General Electrical Company; West Virginia



University; the University of Arkansas; the Ground Water Protection Research Foundation in Oklahoma City; the Geological Survey of Alabama; Altela Inc. in Albuquerque; and the Texas Engineering Experiment Station.

More information on the projects is available on the U.S. energy department Web site at [www.fossil.energy.gov/news/techlines/2009/09058-DOE\\_Selects\\_Natural\\_Gas\\_Projects.html](http://www.fossil.energy.gov/news/techlines/2009/09058-DOE_Selects_Natural_Gas_Projects.html).

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# "Do everything you can..."

Continued from page 2

all need to be communicating.

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

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

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

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

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

Parents, there's a law called FERPA

[the federal Family Educational Rights and Privacy Act] that protects students' records; you may not know about that law yet. I don't want you to find out about that law only when you first really need to talk to us. That law says that without your student's permission, we can't "talk" to you. We can talk to you, of course, but we can't tell you anything about how that student is doing without that student's permission. Don't let it get to that.

There's a standard way a student can give us permission to talk to you about his or her progress when you call with concerns; the student needs to check the box on the relevant form that gives us that permission. I love my own two children, have always loved them, always got along well with them, but at this stage in my relations with them, I was perfectly clear with them. I said, "Yes, you have the legal right not to check that box. And I have the legal right not to sign the check for the tuition. Now, let us discuss this."

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

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

There are so many ways to go wrong. Let me give you a very common and absolutely rotten reason for failing to graduate in four years. The federal gov-

ernment considers you a full-time student as long as you're taking 12 credits. That's nice of the federal government to do that, because under federal law, things like federally guaranteed student loans would not be valid if you weren't a full-time student. So, if you go down to 12 credits, you can still be a full-time

**The people admitted to this University are students of real attainment. You have competed successfully for rare places in this freshman class by being very, very good as students and as well-rounded people through the first 18 years of your lives. But you are not the only ones to be commended for that, for it's very hard to get to this point without a support system. You almost certainly come out of families that have worked very hard to help you succeed, and they're here with you, too.**

## OrientationWeek



The Aug. 25-26 moving-in days kept freshman students, their parents, and volunteers more than busy.

JIM BURKE/CODIE

student as far as the federal government is concerned. But a lot of people get trapped on that one. They think, "Well, I'm a full-time student, so I'll graduate in four years." No. You're not really a full-time student in the sense of any major university in this country if you're only taking 12 credits.

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

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

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

Another good reason for taking more than four years to graduate: internship opportunities. We want you to buy into your own development. We want you to buy into your own education. For many students, that investment comes not just through what they're getting into in the classroom, but through what they get out of an internship. While many good internships can be done

during the summer, some good internship opportunities extend into the school year, which may delay graduation a little bit.

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

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

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

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

Nobody who's been admitted here is without talent, but that does not mean that everybody here is equally talented in every endeavor. Sometimes, people match themselves to the wrong endeavor and discover

Continued on page 6

## OrientationWeek



Pitt Women's Basketball Coach Agnus Berenato welcomes Pitt freshman women and their families during the Aug. 30 Latern Night in Heinz Chapel.

MINE DRAZINSKI/CODIE

# Be determined. Stay focused on the reason for your journeys. Reach out and believe in your abilities.

Kathy W. Humphrey, Pitt vice provost for student affairs and dean of students, delivered the following address during the Aug. 26 Freshman Convocation in the John M. and Gertrude E. Petersen Events Center.

Good afternoon.

I am always excited about the beginning of the school year because the energy that the new and returning students bring to campus is exhilarating. I count it a privilege and an honor to welcome you to our community.

When I begin to prepare for this moment, I always ask myself, "What do you, the newest members of our community, need to hear from me today? What can I say that will assist and equip you as you begin this incredible journey?"

This journey will open the doors to your futures. It will expand your minds in all kinds of directions, and it will require you to grow and develop into the men or women you choose to become.

So I have decided to share with you some wisdom that I have gained when I have taken journeys to new places. I am sharing this wisdom so that you can use it as a possible tool to assist you as you begin this journey to a place you have never been.

This summer, I was fortunate to go to Prague to learn more ways that we can help our students become stronger global citizens. But because of my lack of experience in traveling in the Czech Republic, I found that I needed good preparation and determination. I needed to push fear and doubt away, and I needed to understand that I might be rerouted in my travel plans.

In order to be fully prepared for any journey, most times you must have the proper credentials to gain entrance. Your passport to Pitt was the hard work you performed in high school and in your community.

There were more than 20,000 people who applied to sit in the seats that you are now in. But we selected you to sit in that seat because we felt confident that you had prepared to complete this journey and make it to your desired destination.

Many of you have been fortunate enough to have parents, family members, and/or mentors who have loved you enough to provide you with ample opportunities to ensure that you were prepared to be selected as Pitt students. Those parents, family members, and/or mentors—even in the face of an economic downturn—have determined that your journey was still worth their sacrifice and investment.

Preparation placed you and gave you entrance to this journey, but determination will keep you on the right path.

While some of you are eager to begin this journey and are excited about your independence, some of you are being stricken with something that is very familiar to us: homesickness.

I understand this sickness because I am one of those people who enjoy being in

the comfort of familiar surroundings. But I assure you that if you are determined to meet new people and go to new places, your homesickness will dissipate. Nevertheless, it will take work and determination.

You can't get connected to this community by staying in your room. If you reach out, I promise there will be many who will reach back, because one of this institution's greatest attributes is that we care about one another. Our Pitt connections are important to us. Just attend any Pitt alumni event and you will see that the connections made here can be lifelong. Commit to getting in union with this community, and soon you will feel at home.

Some of you may know the lines of the poem: "I am the master of my fate; I am the captain of my soul." They are from William Ernest Henley's poem *Invictus*, which in Latin means "unconquerable."

Up to this point for many of you, others have managed your lives. But now, many of those choices and decisions are up to you. You must be determined to be the captains of your lives. No one can conquer you because you must be the conquerors.

Getting to class and getting there on time, it's up to you. Gaining new experiences that will challenge your thinking and actions, it's up to you.

Developing relationships with people who do not look, think, believe, or dress like you will expand and prepare you for your futures. But it will be up to you to make those connections and decisions that will make you stronger individuals.

Recently, I met with a young woman who was supposed to graduate in the spring, but because she made bad decisions, she sat in my office in tears. She desperately wanted to graduate with her peers, but she realized that the consequence of her decisions was that it would take her another semester, maybe even another year, to graduate. She kept telling me about her preparation. She said, "I was an excellent high school student. I was ready to be successful here, but I lost focus, and I did things I should not have done."

By the time we ended the conversation, she was saying, "I am determined to get back on track and I am going to finish."

Learn from her and be determined today that you are going stay focused on the reasons for your journeys. College can be a lot of fun—so much fun that I often hear seniors who have managed their journeys well say that they do not want to leave. You can thrive here, but you must be determined to stay focused and manage all pieces of your lives to reach your destinations.

Two pieces of baggage that most carry on a new journey are fear and doubt. A month before I was to leave for Prague, it dawned on me that this would be the first trip that I had taken out of the country without someone who was able to speak the language of that country. Now I must be honest with you: Fear is not something that I struggle with often. You see, when you are number



Vice Provost for Student Affairs Kathy W. Humphrey

MIKE DRAZINSKI/CODE

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**Don't avoid seeking help because you fear that someone may believe you don't belong here. At Pitt, we are here because we know that at some point, whether in or outside of the classroom, you may need some help. Fear is a normal reaction to anything new, but you must repel doubt and fear so that you have the strength to reroute your journey when necessary.**

10 of 11 children, you learn at an early age to be a bit fearless because, as the youngest child, you are challenged all of the time to do fearless acts: See if you can jump from this high place without hurting yourself.

But being in a place where I was not sure how I was going to be able to communicate concerned me just a bit. I could sense fear and doubt trying to make me reconsider my journey. When fear goes unchecked, it has the ability to make us cancel our journey, because fear often makes us doubt our real abilities. Fear is sometimes referred to as false evidence appearing to be real. On this journey, you may believe you cannot succeed in a certain course, but don't allow fear to make you doubt your ability.

Don't allow fear to make you give up. Do what I had to do: Keep asking for help

until someone understands what you need. Ask for help and do it immediately.

Oftentimes, because many of our freshmen have never struggled academically, when they receive grades that they are not accustomed to, they initially believe it is a fluke. *Listen closely to me now.* If you find yourselves in this situation, don't take the chance that things are going to get better without you taking some type of different action.

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*Continued on page 5*

## Be determined. Stay focused on the reason for your journeys. ...

*Continued from page 4*

new, but you must repel doubt and fear so that you have the strength to reroute your journey when necessary.

On the return journey from Prague, there was to be a long layover in Paris, so I had made plans, and I was excited. But my flight from Prague to Paris was delayed, which meant all of my plans were shattered. It was no fault of my own, but they were shattered.

In this life, a change of plans is inevitable. It is how we reroute ourselves that determines whether or not—or more importantly, how—we will reach our destination. Having the courage to reroute one's self is what every great person must learn. One of the best ways I have found to deal with life's twists and turns is to build the strongest me I can build. As the saying goes, feeling good about one's self is not a luxury, it is an absolute necessity. Feeling good about one's self does not just happen: We have to work at it every single day.

You have to remind yourselves of your positive attributes so you have the energy to work on areas of lesser strength. While you may not be perfect, you need to realize there is a whole lot of good inside of you.

"Who am I?" and "What am I to do with who I am?" are the questions that most college students ask themselves. Often those who have spent time gaining a stronger sense of self are better prepared to craft the answers to these questions.

We have many resources that will help you create a stronger you and our goal is to educate the whole student. We will provide courses, workshops, services, programs, and activities that will feed you intellectually, physically, culturally, spiritually, globally, and yes, even socially, but it will be up to you to take advantage of these resources.

If you start working on you today, you will have not only degrees, but a stronger you to present to the world upon graduation.

Many mornings when I finish dressing for the day, I look in the mirror and I smile. I may be having a bad hair day, but I smile. My shoes may not match my suit perfectly, but I smile. My children may be screaming in the background because one is wearing what the other had planned to wear that day, but I smile. The biggest white zit may have appeared overnight in the middle of my African American forehead, but I still smile.

I get the first smile of the day, and I remind myself that no one on this Earth put the smile on my face—and I shall not allow anyone to permanently take it away.

I have been on many trips where the flight has been cancelled and smiles begin to fade all over the gate area. While rerouting yourselves at times may feel a little overwhelming, just remember that it is sometimes necessary and you are more than capable of handling the detour.

I give you these tools because if you use them, I am confident that these next four years have the potential to be an awesome part of your lives. I give you these tools because I believe that you should not wait and start living when you graduate. I hope these tools will help you to enjoy every moment of your lives at Pitt.

We have every confidence in your preparation and we need you to remember that you are unconquerable. You should know that we greatly anticipate the successful completion of your journeys and we feel confident that in a few short years, we will all be back at this same location as you reach your first graduation destination.

Welcome to Pitt and have a great journey.

## OrientationWeek



**1.** Pitt Chancellor Mark A. Nordenberg welcomes students during the Aug. 26 Freshman Convocation in the John M. and Gertrude E. Petersen Events Center. **2.** Students learn Pitt fight songs and the alma mater as part of the Aug. 27 "Pathway to Your Success at Pitt" event in the Petersen. **3.** Students and their families ham it up for the camera. **4.** The Aug. 25 Ice Cream Social, sponsored by the Division of Student Affairs, drew crowds to the lawn and patio of the William Pitt Union.

# "Do everything you can..."

Continued from page 3

that mismatch in the classroom. If your student calls and says, "Look, I just have to change majors, and that does mean that I won't graduate in four years," then as a parent you need to look ahead. Realize that if students please you by graduating in four years with their original majors, then they may be absolutely miserable in their jobs for the following 40 years. Reach out to your students. Encourage them to find something that does match their interests and their needs, and then try to deal with the fact that it may mean that the graduation in the four years that we all originally envisioned may not be possible.

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

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

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

First, by the time the orientation week is over, you will have heard of a program that we call the Pitt Pathway. The Pitt Pathway tries to make it easy for you to think about your goals and to reach your goals. We're offering the examined life here. Every time you go to register for classes, we want you to sit down with advisors and discuss your personal goals, your career goals, and your academic goals. We want you to discuss what

the courses you might take that semester are likely to do for you in *reaching* those goals.

After your first semester, you'll start talking with your advisors about whether the courses you took last semester did, in fact, help you reach your goals and about whether in the course of taking those courses your goals might have changed a little bit—because as you learn more, you're better able to refine what those goals are. Are those goals changing? If the goals are changing, should you and your advisors change the course selection a bit?

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

At many universities, the career services people only become important when you're a senior and you're looking for a job. At the University of Pittsburgh, we want them engaged with you in the first year. We want them engaged every semester. We want you to know who they are. We want you to begin thinking about how what you're doing now prepares you for what you're going

to do later. Not because we want you to be narrowly professional: We want you to be wide-ranging in your interests. But we want you to be thinking of yourselves and the way that society will look at you, and we want you to be thinking about how you are going to relate with that society and how you are going to need to present yourselves to that society.

Questions that the career services people might start raising in your sophomore or

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## OrientationWeek



Students streamed *en masse* up to the John M. and Gertrude E. Petersen Events Center for both the Aug. 26 Freshman Convocation and the Aug. 27 "Pathway to Your Success at Pitt" session.

MIKE DRAZDZINSKI/CODE

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

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

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

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

Instead, they ask: Can you write well? Can you stand up and express yourself in

speech well? Can you sit down at a computer and use it well? Do your mathematical skills allow you to be sophisticated about quantitative reasoning? Do you think clearly? Do you read critically? When you read something, can you make a decision about which arguments are strong and which are weak? Do you understand the society in which you are embedded? Do you understand the diversity of the people of the United States? Do you understand the diversity of the cultures of the world? Are you a sophisticated person?

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

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

Finally: Have fun.

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

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

Thank you.

## OrientationWeek



The Aug. 30 Lantern Night ceremony continued a tradition that began in 1920. Female alumni pass the light of learning and inspiration to first-year women.

MIKE DRAZDZINSKI/CODE

# Happenings



**Senator John Heinz History Center, Forbes Field: Celebrating 100 Years, through November 8**

## Concerts

**Jacob Yoffee**, tenor saxophonist, 5 p.m. **Sept. 15**, Backstage Bar at Theater Square, 655 Penn Ave., Downtown, Pittsburgh Cultural Trust, 412-325-6769, www.pgharts.org.

**Salsamba**, Latin jazz, 8 p.m. **Sept. 15**, Backstage Bar at Theater Square, 655 Penn Ave., Downtown, Pittsburgh Cultural Trust, 412-325-6769, www.pgharts.org.

**The Books With Lymbyc Systym**, electronica and acoustic music, 8 p.m. **Sept. 16**, Andy Warhol Museum, 117 Sandusky St., North Side, 412-237-8300, www.warhol.org.

**Sunn O))),** rock music, 8 p.m. **Sept. 17**, Mister Smalls Fun House and Theater, 400 Lincoln Ave., Millvale, 412-821-4447, www.mrsmalls.com.

**The Weathered Road**, blend of folk, Celtic, and newgrass music, 8 p.m. **Sept. 18**, Hard Rock Café, 230 West Station Square Dr., Downtown, 412-481-7625, www.hardrock.com.

**Don Aliquo**, saxophonist, 7:30 p.m. **Sept. 19**, Gypsy Café, 1330 Bingham St., South Side, 412-381-4977, www.gypsycafe.net.

**Carolyn Perteete**, jazz and R&B music, 8 p.m. **Sept. 19**, New Hazlett Theater, 6 Allegheny Square East, Downtown, 412-320-4610, www.newhazletttheater.org.

**David Garrett**, classical and rock music, 8 p.m. **Sept. 19**, Byham Theater, 101 Sixth St., Downtown, 412-456-6666, www.pgharts.org.

## Exhibitions

**Frick Art and Historical Center**, *The Dutch Italianates: Seventeenth-Century Masterpieces From Dulwich Picture Gallery, London*, through **Sept. 20**, 7227 Reynolds St., Point Breeze, 412-371-0600, www.frickart.org.

**Pittsburgh Glass Center**, *Seventh Inning Stretch*, through **Sept. 27**, 5472 Penn Ave., Garfield, 412-365-2145, www.pittsburghglasscenter.org.

**Wood Street Galleries**, *Physical Conditions*, through **Sept. 25**, 601 Wood St., Downtown, 412-471-6078, www.woodstreetgalleries.org.

**707 Galleries**, *The Secret Lives of Stories*, through **Oct. 17**, 707 Penn Ave., Downtown, 412-471-6078, Pittsburgh Cultural Trust, www.pgharts.org.

**Senator John Heinz History Center**, *Forbes Field: Celebrating 100 Years, Constitution and the Civil War*, through **Jan. 15, 2010**; 1212 Smallman St., Strip District, 412-454-6000, www.heinzhistorycenter.org.

**Carnegie Museum of Art**, *Documenting Our Past: The Teenie Harris Archive Project, Part Three*, through **Nov. 1**; *Associated Artists of Pittsburgh Annual Member Exhibit*, through **Nov. 8**; *Digital to Daguerreotype: Photographs of People*, through **Jan. 31, 2010**, 4400 Forbes Ave., Oakland, 412-622-3309, www.cmoa.org.

**Mattress Factory Museum**, *Gestures: An Exhibition of Small Site-specific Works*, through **Jan. 10, 2010**, 500 Sampsonia Way, North Side, 412-231-3169, www.mattress.org.

**Andy Warhol Museum**, *Drawn to the Summit: A G-20 Exhibition of International Political Cartoons*, through **Oct. 18**, 117 Sandusky St., North Side, 412-237-8300, www.warhol.org.



**"Aging, Separating the Facts From the Fiction: A Roadmap for Success," Neil Resnick, University Club, September 16**



**Mister Smalls Fun House and Theater**, *Project 50/50*, featuring 50 skateboards designed by 50 artists, 400 Lincoln Ave., Millvale, 412-821-4447, www.mrsmalls.com.

## Lectures/Seminars/Readings

**"Frames and Decisions,"** talk by Natalie Gold, University of Edinburgh visiting fellow, 12:05 p.m. **Sept. 15**, 817R Cathedral of Learning, Pitt Center for Philosophy of Science, 412-624-1052, pittentr@pitt.edu.

**"Aging, Separating the Facts From the Fiction: A Roadmap for Success,"** Neil Resnick, chief of Pitt School of Medicine's Division of Geriatric Medicine and director, Pitt's Institute on Aging and John A. Hartford Center of Excellence in Geriatrics, 6 p.m. **Sept. 16**, University Club, 123 University Place, Oakland, Pitt Alumni Lecture Series, 412-624-8256, www.alumni.pitt.edu.

**"Encouraging, Designing and Implementing Curricular Change: An Organic First Curriculum,"** Michael Kahlow, professor of chemistry at University of Wisconsin-River Falls, 4 p.m. **Sept. 17**, 155 Benedum Hall, Pitt's Department of Chemistry, www.chem.pitt.edu.

**Aleksandar Hemon**, author of *Question of Bruno* (Doubleday, 2000) and *The Lazarus Project* (Riverhead Books, 2008), 8:30 p.m. **Sept. 17**, J.W. Connolly Ballroom, Alumni Hall, Pittsburgh Contemporary Writers Series, Pitt's Writing Program, oaks@pitt.edu.

**"Diagnostic Errors in Medical Education: Where Wrongs Can Make Rights,"** Kevin W. Eva, a professor in McMaster University's Department of Clinical Epidemiology and Biostatistics, noon **Sept. 18**, Lecture Room 3, Scaife Hall, Medical Education Grand Rounds, School of Medicine's Office of the Vice Dean, 412-648-9000, www.meqr.pitt.edu.

**"Hector and the Will of Zeus in the Iliad,"** Wolfgang Bernard, chair of Department of Ancient Greek Language and Literature, Heinrich Schliemann-Institut, University of Rostock, 4 p.m. **Sept. 18**, 244A Cathedral of Learning, Pitt Department of Classics, 412-624-4493, classics@pitt.edu.

**Résumé and Cover-letter Assistance**, featuring one-on-one résumé writing assistance, 11 a.m. **Sept. 19**, Job & Career Education Center, Carnegie Library of Pittsburgh, 4400 Forbes Ave., Oakland, 412-622-3114, www.carnegielibrary.org.

## Miscellaneous

**"Picnic at the Plaza,"** annual event for Pitt postdoctoral students and their families, 5 p.m. **Sept. 15**, Schenley Plaza, University of Pittsburgh Postdoctoral Association, www.oacd.health.pitt.edu.

**"Linking In With a Purpose,"** featuring public relations professional Beth Caldwell discussing social networking sites such as Facebook and Linked-in, 6:30 p.m. **Sept. 16**, Atria's Restaurant and Tavern at PNC Park, 103 Federal St., North Side, Pittsburgh Young Professionals, 412-322-1850, www.pyp.org.

**"Marat/Sade"** (1967, Peter Brook), screening of film with presentation by Dan Chyutin, second-year PhD student in Pitt's Department of English's Film Studies Program, 6:30 p.m. **Sept. 18**, 1501 Posvar, part of Film Studies Program's Cinematheque series Extreme Cinema: The Many Faces of Shock, dsc24@pitt.edu, www.filmstudies.pitt.edu.

**August Wilson Center Grand Opening and World Premiere Tribute Ceremony and Celebration**, 5 p.m. **Sept. 17**, August Wilson Center, 980 Liberty Ave., Downtown, 412-258-2700, www.augustwilsoncenter.org.

## Opera/Theater/Dance

**8-Track: The Sounds of the 70's**, by Rick Seeber, through **Sept. 27**, Theater Square Cabaret, 655 Penn Ave., Downtown, Pittsburgh CLO, 412-456-6666, www.pgharts.org.



**Seventh Inning Stretch, Pittsburgh Glass Center, through September 27**

**That Championship Season**, by Jason Miller, through **Sept. 27**, Pittsburgh Playhouse, 222 Craft Ave., Oakland, Point Park University, 412-621-4445, www.pittsburghplayhouse.com.

**The Wizard of Oz**, by Frank Gabrielson, through **Sept. 27**, McKeesport Little Theater, 1614 Coursin St., McKeesport, 412-673-1100, www.mckeesportlittletheater.com.

**STOMP**, international percussion performance, through **Sept. 20**, Benedum Center, 719 Liberty Ave., Downtown, Pittsburgh Cultural Trust, 412-456-6666, www.pgharts.org.

**Crime and Punishment**, by Fyodor Dostoevsky, **Sept. 10-26**, Henry Heymann Theater, Stephen Foster Memorial, 4301 Forbes Ave., Oakland, Pittsburgh Irish and Classical Theater, 412-561-6000, www.pitttheatre.org.

**North Side Urban Pathways School Steel Pan Band**, noon **Sept. 17**, Katz Plaza, Penn Avenue and Seventh Street, Downtown, G-20 Arts Programming, Pittsburgh Cultural Trust, 412-456-6666, www.pgharts.org.

**Light From the Moon**, featuring Georgian writer and musician Irakli Kakabaze, 8 p.m. **Sept. 18**, New Hazlett Theater, 6 Allegheny Square East, Downtown, City of Asylum/Pittsburgh, 412-320-4610, www.newhazletttheater.org.

**Above Under Inbetween**, choreographed dance performance, **Sept. 18-19**, Kelly Strayhorn Theater, 5941 Penn Ave., 412-363-3000, www.kelly-strayhorn.org.

## Pitt PhD Dissertation Defenses

**John M. O'Donnell**, Graduate School of Public Health, "Development of an Optimal Patient-transfer Task Set and Simulation-based Intervention to Reduce Musculoskeletal Injury in Healthcare Workers," noon **Sept. 14**, Conference Room 109 Parran Hall.

**Donna Haworth**, Swanson School of Engineering, "Bioengineered Urethral Augmentation," 1 p.m. **Sept. 17**, Conference Room A Bridgeside Point Building.

**Jacob Yoffee Backstage Bar at Theater Square, September 15**



# Falk Elementary School Goes Green and Expands

New addition to Pitt laboratory school includes “living” roof, air-exchange systems



COURTESY JOHN YOUSKA

Pitt's Falk School during construction of its new green wing

By Sharon S. Blake

A public ribbon-cutting ceremony including tours and presentations took place at 2 p.m. Sept. 12 to unveil the new green wing at the University of Pittsburgh's Falk Elementary School.

The new 31,000-square-foot addition—comprising 14 classrooms for Kindergarten through the eighth grade, a computer lab, art studio, cafeteria, science room, library, and support areas—will allow the school to increase its student and faculty population. Enrollment is currently 310, more than a 10 percent increase from last year, and the school is planning a population of 403 students by the year 2012.

“When I arrived at the University nearly five years ago, my first meeting regarded the proposed expansion of the Falk School,” said Wendell McConnaha, school director. “Fast forward to today, and the end result is a building with green standards designed to reflect the unique nature of a laboratory school.”

Speakers at the event included McConnaha; Tony Petrosky, associate dean in Pitt's School of Education; Robert Pack, Pitt vice provost for academic planning and resources management; Sigo Falk, son of the founders of the school, and his daughter-in-law, Dorothy Falk.

A portion of the original Falk School

was demolished and rebuilt to accommodate the new wing. All salvage was donated to Construction Junction, a Point Breeze architectural salvage company, and all materials used in the renovation meet requirements for being LEED certified. The architectural firm for the \$20.3 million project was Perkin Eastman Architects PC, which also is renovating the existing building, a project expected to be complete by March 2010.

Other green components of the school include a “living” roof that will absorb 80 percent of rainwater. Plants on a “living” roof filter the air, improving air quality by using excess carbon dioxide to produce oxygen. Low-flow toilets and urinals in the restrooms and motion sensors on the faucets will decrease water usage. Most rooms also are equipped with air-exchange systems that draw cool air into the building and push warm air out. The Governor's Drive entrance was reconstructed to enhance student safety during carpool drop-offs and pick-ups.

Notable Falk graduates include Rob Marshall, Broadway choreographer and director of the movies *Chicago* (2002) and *Memoirs of a Geisha* (2005); his sister Kathleen Marshall, Broadway choreographer and director and winner of Tony Awards for choreographing *Wonderful Town* (2004) and *The Pajama Game* (2006); John Rogers, the son of Fred Rogers of *Mister Rogers' Neighborhood*; and Jonathan and Peter Salk, children of polio vaccine pioneer and Pitt researcher Jonas Salk.

“When I first toured the school in 1996, I remember thinking that the teachers were doing amazing things in spite of such limited facilities,” said Dorothy Falk. “As a Falk

School board member and parent of three current Falk students, I know firsthand the excellent education that the school provides. It's so rewarding to see that the building itself reflects the quality of the program within it,” she said.

Founded in 1931, Falk Elementary School was a gift to the University of Pittsburgh from Leon Falk Jr. and his sister, Marjorie Falk Levy, in honor of their mother, Fanny Edel Falk. It is the only American laboratory school to have a legal charter that stipulates its purpose and function. The original charter designated the school as a progressive and experimental school for demonstration purposes. In 1946, the charter was amended to include practice teaching as one of the school's functions.

Falk School's teachers and interns are Pitt education faculty and students. The school is committed to the development of excellence in education through five types of scholarly activity: research, experimentation, clinical teaching experiences, curriculum development, and staff development.

For more information about the new addition, contact Marian Vollmer at 412-624-8671 or mayv@pitt.edu.

**PUBLICATION NOTICE** The next edition of *Pitt Chronicle* will be published Sept. 21. Items for publication in the newspaper's *Happenings* calendar (see page 7) should be received at least two weeks before the event 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).



