

DeJong, Manfredi, and Sbragia Named Pitt Vice Provosts



From left: Juan J. Manfredi, Patricia E. Beeson, David N. DeJong, and Alberta M. Sbragia

University of Pittsburgh Provost and Senior Vice Chancellor Patricia E. Beeson has chosen Pitt faculty members to fill three key academic administrative posts within the University. Pitt professor David N. DeJong, chair of the Department of Economics, is the new vice provost for academic planning and resources management. Mathematics professor Juan J. Manfredi, associate dean for undergraduate studies in Pitt's School of Arts and Sciences, has been named vice provost for undergraduate studies. And Alberta M. Sbragia—the inaugural holder of the Mark A. Nordenberg University Chair, Jean Monnet Chair *ad personam*, professor of political science, and director of the European Studies Center and the European Union Center of Excellence at the University—has been tapped to serve as vice provost for graduate studies.

The appointments mark Beeson's first major staffing decisions since she assumed her new duties as provost on Aug. 15.

David N. DeJong

DeJong joined Pitt as an assistant professor in Arts and Sciences' Department of Economics in 1989; he was promoted to professor in 2001 and has served as chair of the department since 2006. He has served as a visiting professor at three distinguished foreign institutions: the Institute for Advanced Studies in Vienna; DiTella University in Buenos Aires; and the Kiel Institute for the World Economy in Kiel, Germany.

"Dr. DeJong shares my strong commitment to the value of academic planning within the University and the effective integration of that planning with strategic use of our resources," Beeson said. "I am looking forward to his important contributions to our senior staff team."

DeJong's research focuses on macroeconomics, econometrics, and transition economics. He specifically focuses on the formal statistical implementation of theoretical models for the purpose of forecasting aggregate economic activity. He has received grants from the National Science Foundation and the National Council for Eurasian and East European

Research. He has published widely in the top general-interest journals in economics as well as in the leading field journals. In addition to writing more than 40 published refereed journal articles, he is the coauthor of the textbook *Structural Macroeconomics* (Princeton University Press, 2007). He also served as associate editor of the *Journal of Business and Economic Statistics* from 2000 to 2006.

DeJong utilizes his expertise in economics to assist in maintaining the University of Pittsburgh's U.S. gross domestic product (GDP) forecasting model, which is accessible at www.dhariharan.info/dhhr/index.php. This model has proven useful for identifying postwar economic cycles and business-cycle turning points identified by the National Bureau of Economic Research.

DeJong's service to the University goes

beyond scholarly and instructional activities: He has served as a member of or representative to the University Planning and Budgeting Committee's Parameters Subcommittee, the Advisory Committee for the Admission of Student Athletes, the NCAA Athletics Certification Subcommittee on Academic Integrity, the Faculty Admissions Support Team, and the Budget Committee of the Pitt Board of Trustees.

DeJong is the recipient of numerous awards and honors, including the Schenker Award for Outstanding Teaching of Principles of Economics (University of Pittsburgh, 1993), the Dissertation Support Award (National Bureau of Economic Research, 1989), and the Paul R. Olson Award for Excellence in Scholarship (University of Iowa, 1988). He is a member of the American Economic Association, the American Statistical Association, and the Econometric Society.

DeJong earned his Bachelor of Arts degree, summa cum laude, from Central College in Iowa in 1985 and his doctorate from the University of Iowa in 1989, both in economics.

Juan J. Manfredi

In his new position as vice provost for undergraduate studies, Manfredi will draw on his more than 20 years as a distinguished scholar, teacher, and administrator to oversee the educational programs serving Pitt's largest student cohort.

"I have great confidence in Dr. Manfredi's academic and organizational leadership," Beeson said. "He shares my strong commitment to student achievement and has the energy and experience to help us continue to build on the University's existing strengths and priorities in undergraduate education. I very much look forward to working with him."

Deeply engaged in undergraduate edu-

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A Q&A With Provost Patricia E. Beeson

Less than two weeks into your administration, you've filled three key senior staff positions: vice provosts for undergraduate and graduate education and for academic planning and resources management. How do these three hires position you as you begin your first year as Pitt's provost?

I am delighted that I have been able to recruit for these positions—from a very impressive pool of candidates—such talented, dedicated, and respected individuals as David DeJong, Juan Manfredi, and Alberta Sbragia. I know they are fully committed to advancing the academic mission of the University and working in a collaborative leadership environment. Each of the new vice provosts is a strong fit for his or her role, bringing academic values as well as administrative experience to the position. This has been acknowledged in the very positive responses to these appointments that I've received from the University community across all of our campuses. Finally, let me say I am gratified that we are able to get our full team in place at the beginning of this new academic year, which, I think, positions us to make an orderly transition of leadership and gets us off to a positive and successful start.

You have been at Pitt more than 25 years now, long enough to see the University change in many ways. As Pitt's new chief academic officer, what key aspects of that role do you think are important to focus on in the years ahead?

My first and highest priority is to maintain the momentum that has been established over the past 15 years. The University of Pittsburgh has had unprecedented success during that time, and we will continue to build on that strong foundation, moving to even higher levels of excellence and solidifying our reputation as one of the very best public research universities in the country. The most important role of a Provost, I think, is to keep everyone focused on the core academic mission of the University. We take very seriously our mission to provide high-quality undergraduate programs that will prepare students for meaningful and productive lives and to offer graduate and professional programs that will prepare our graduates to be highly skilled professionals and leaders in a broad range

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Spotlight on Research



Excellence in Research: From Collaboration to Transformation

By Patricia E. Beeson

One of the primary ways in which the University of Pittsburgh continues to build on its strengths as one of the nation's leading public research universities is by striving for excellence in research. While the University has long been noted for the excellence of its discipline-based research and scholarship, one of Pitt's achievements also has been the development over time of an environment in which teams of eminent researchers are encouraged to work together on major challenges.

Working from a position of strength in the disciplines and reaching beyond traditional research boundaries to create academic partnerships help Pitt fulfill its mission as a research university: to advance learning by extending the frontiers of knowledge and creative endeavor. Because key questions often occur at the intersection of various disciplines, it is increasingly important for researchers to work in teams to try to answer these complex questions.

The Excellence in Research series that will be published monthly in the *Pitt Chronicle*, beginning today, will highlight these kinds of collaborative endeavors. Specifically, the series will explore the broad multidisciplinary research categories in which Pitt is a leader or is positioning itself as a leader. (Story on page 3)

It takes a large number of researchers—sometimes working together, sometimes separately, but all aware of one another's work—to define a leadership position. To facilitate that kind of collaboration, Pitt has created a number of new cross-disciplinary, cross-school centers in recent years in such areas as energy, simulation and modeling, and global health, to name a few.

Infrastructure investments also contribute to the progress of the University's research programs, with a number of major capital projects helping to foster multidisciplinary research, including: the Biomedical Science Tower 3, a model of functional, flexible laboratory space; the addition and ongoing renovations to the Chevron Science Center that will advance research in chemistry, including collaborative work in drug discovery; the addition to and continuing renovations of Benedum Hall to advance engineering research with a focus on energy, sustainability, and nanotechnology; and the current renovations to the mid-campus complex with a focus on basic and applied research in physics and geology, including nanoscience. Other important projects for research include additions to and renovations in Clapp/Langley/Crawford Halls and future work in Salk Hall and in Parran/Crabtree Halls, all of which play a critical part in our continued pursuit of excellence in research.

Why is multidisciplinary research of value to us as a university? Because it further enhances the conditions that allow teaching and learning, research and discovery to flourish. It is not only the quality of

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A Q&A With Provost Patricia E. Beeson

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of fields. In research, we will continue to focus on supporting an environment that results in high-impact research and scholarly and creative output that address some of the most pressing issues in many areas of endeavor. And we will continue to engage with external constituencies by finding ways to use our knowledge and expertise for the betterment of our communities—local, national, and global.

Given the number of activities that will be demanding your attention in your first year, what are some of the specific things you would like to accomplish?

One of my main goals this year, as I bring on board three new vice provosts, is to build a strong, effective, and efficient team in our office and, with the Council of Deans, to develop an agenda to further advance the institution. I have already begun conversations with deans, presidents, and directors on possible new ideas for initiatives that we might embark upon in the months ahead. In this next year, I also anticipate that we will be making progress on many of our multidisciplinary research initiatives—including energy, simulation and modeling, and others. I am particularly excited about our new University-wide plan to guide Pitt's global and international initiatives, and I expect to be providing updates on our progress. (Editor's note: This issue of the *Pitt Chronicle* provides a detailed look at the extent to which an international and global perspective already permeates the University.) Finally, the University's accreditation review process begins in earnest this year, and for the next 12 months, many individuals in our University community will be focused on preparing a self-study report. So that is something we absolutely will accomplish.

Less than a month into your role as Pitt's provost, you welcomed your first new class of students. What about that has been most exciting, most unexpected?

This academic year is off to an excellent start. The staff in Admissions and Financial Aid did a terrific job reaching out to promising students, helping them to understand what Pitt has to offer and to see themselves as a part of this campus. Student Affairs helped to ease the transition for our students through a wonderful series of motivating and informational events. And Arrival Survival is now such a well-honed machine that we barely noticed the impact of more than 3,500 new residents moving onto campus. At this year's orientation, I spent a lot of time talking with parents. They told me about their many positive experiences with Pitt and, as a result, how comfortable they are leaving their students here (though they still had worried looks on their faces). And this time it struck me maybe more than it ever did before: We have to deliver. We have a great responsibility to these families. It is critical for us to continue to build even stronger academic programs and to align experiences outside the classroom with the academic goals we have for our undergraduates, providing for them the foundations they need for successful lives. That is our value and our promise, and it is both exciting and sobering to be the provost of an institution in which so much trust is given.

During your time at Pitt, you've been successful as a faculty member and as an administrator, both at the school level and at the University level. What did you find rewarding in your past roles and what do you expect to be the most rewarding aspect of this position?

Let me first say that one of the things I've truly enjoyed in all of my roles at Pitt has been the opportunity to work closely with so many accomplished individuals from such diverse backgrounds and with such broad interests. I look forward to that continuing. During my years here, I have learned what is special about great universities, particularly this one. So I expect that the most fulfilling aspect of my new role will be helping to create the environments and provide the resources that will enable all members of the Pitt community to continue to move toward excellence and take advantage of the enormous opportunities provided by a University of our caliber and character.

Professor and Provost Emeritus James V. Maher To Continue Contributing Expertise to Pitt Senior Leadership on Science, Energy, Other Key Areas



From left: Professor and Provost Emeritus James V. Maher, Chancellor Mark A. Nordenberg, and Provost Patricia E. Beeson

that they expect Prof. Maher to function in the role of a "senior science advisor." He has also agreed to benchmark certain of the University's technology transfer policies against best practices nationwide and to maintain a leadership role in Pitt's emerging energy initiatives. The Chancellor and Provost Beeson said they also plan to make use of Prof. Maher's nearly 10 years of service as a member of the Middle States Commission on Higher Education as Pitt prepares for its own upcoming accreditation visit.

Prof. James V. Maher, who stepped down as the University of Pittsburgh's provost and senior vice chancellor on Aug. 15, will continue to contribute to the work of the University's senior leadership team.

Even as then-Provost Maher was preparing during the summer to leave the office that he had held for the past 16 years, Chancellor Mark A. Nordenberg and then-Provost-Elect Patricia A. Beeson discussed Prof. Maher's future role in the life of the University.

Prof. Maher plans to return to teaching within the University. But his years of experience and knowledge about many fields will be tapped in a number of ways. The Chancellor and Provost have indicated

"As is absolutely clear from his long record of distinguished service as provost, Jim Maher is a unique institutional asset," Chancellor Nordenberg said.

"Our University is so large and complex, with so many challenges to meet, that Jim's willingness to help us deal with particular issues, tied to his experience and expertise, can only add strength to our overall team," Provost Beeson added.

For his part, Prof. Maher has indicated that he welcomes the opportunity to continue partnering with his administrative colleagues on issues that matter to him and in ways that are compatible with his desire to return to a life that also includes teaching and writing.

Pitt Names New Vice Provosts

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Manfredi since joining Pitt's faculty in 1989, Manfredi has been recognized for his innovative work teaching undergraduate calculus; he received the Chancellor's Distinguished Teaching Award in 1994. Manfredi was instrumental, among his other efforts, in establishing an electronic calculus classroom that includes an electronic textbook and electronic submission of homework and exams and for running symbolic computation software on a variety of computing platforms. He also has served as a mentor to undergraduate student researchers.

Manfredi has a strong record of administrative experience as chair of the Department of Mathematics from 2005 to 2007, as a two-time NSF program director, and, since 2007, as associate dean of undergraduate studies in Arts and Sciences, where he strengthened the undergraduate advising program and led the assessment of student-learning outcomes.

As a scholar, Manfredi has focused his research on nonlinear partial differential equations, nonlinear potential theory, and, more recently, their stochastic games interpretations. He has an extensive publication history, as well as strong research support from the National Science Foundation (NSF). He has served as a colloquium lecturer or invited speaker at universities and conferences around the world. Most recently, he was an invited speaker on the evolution of interfaces in Sapporo, Japan, and at a partial differential equations conference in Parma, Italy.

Manfredi is a member of a number of prestigious professional associations, includ-

ing the American Mathematical Society, the Mathematical Association of America, the Society for Industrial and Applied Mathematics, and the American Association for the Advancement of Science.

Manfredi earned his bachelor's degree in mathematics from the Universidad Complutense de Madrid in 1979 and his master's and PhD degrees in mathematics from Washington University in St. Louis in 1984 and 1986, respectively. Since coming to Pitt, Manfredi was promoted to full professor in 1998 and has held visiting professorships at such other renowned institutions of higher education as Northwestern University.

Alberta M. Sbragia

One of the world's foremost experts on European politics and economics and a leading authority on the teaching of international affairs, Sbragia joined Pitt's faculty in 1974 and taught American and European urban politics and policy. In 1983, she was a visiting associate professor at Harvard University; she returned to Pitt the following year, to become director of Pitt's West European Studies Program, now Pitt's European Studies Center. From 1993 to 1995, she chaired the European Union Studies Association, the foremost national association for experts in that field. Because of her leadership in the organization, the association is now headquartered at Pitt.

In 1998, Sbragia was named director of Pitt's European Union Center, one of the original 10 such centers in the United States funded by the European Commission. In

2005, the center was elevated to the status of a European Union Center of Excellence.

"I am extremely pleased that such a highly respected academic leader has accepted my invitation to join our senior staff team," said Beeson. "Dr. Sbragia holds herself and others to notably high standards and shares my commitment to the graduate and professional education that is at the heart of Pitt's impact on the future of academic scholarship and the professions."

Sbragia's strengths as a teacher and mentor have been recognized internationally, through such awards as the Jean Monnet Chair, granted in recognition of her teaching and research related to the European Union, and Universitywide, as the first holder of the Nordenberg Chair and the 2001 Apple for the Teacher Award.

Sbragia authored or coauthored several books and numerous book chapters and articles and has presented more than 200 papers and speeches around the globe. Her areas of expertise include comparative politics, with a focus on Western Europe; comparative regionalism; European Union politics; and comparative federalism. She is a member of several professional journals' editorial and advisory boards.

Sbragia earned her undergraduate degree from Holy Names College in Oakland, Calif., after spending her junior year studying at the Sorbonne in Paris. She earned her PhD in political science from the University of Wisconsin, where her doctoral studies included her pursuit of research in Italy as a Fulbright Scholar.

Excellence in Research

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the faculty that makes a university great; it is also the quality of their interactions with each other and with their students. Leading-edge scholarship and the growth of knowledge depend upon discussion and debate, incorporating multiple perspectives, theories, and approaches. Pitt is uniquely positioned to do this kind of collaborative research, fostering excellence throughout our academic community.

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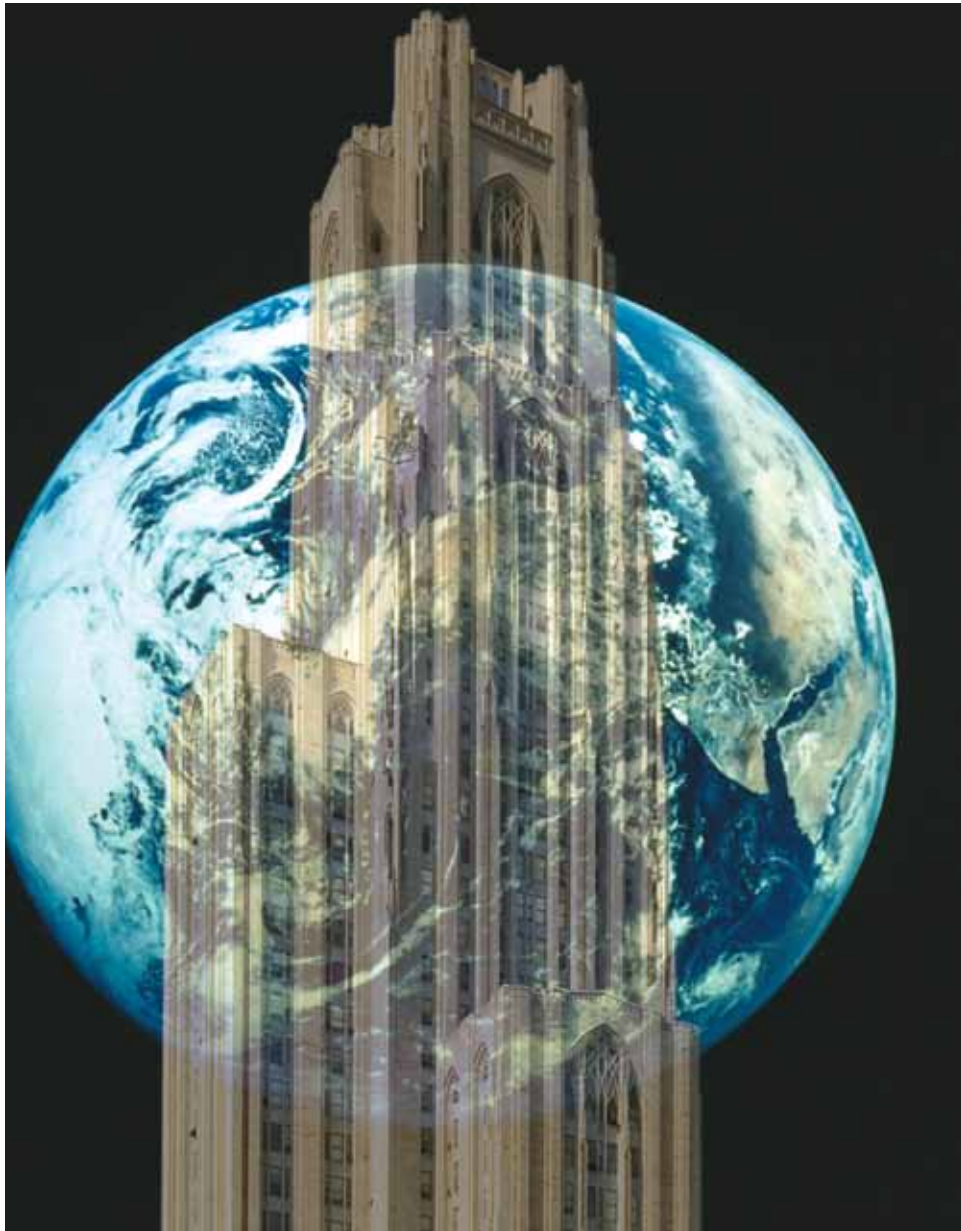
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Window on the World

International and global research and education at Pitt



By Jeffery Fraser

In sub-Saharan Africa, where the spread of HIV lingers as a public health crisis stunning in its scope, Pitt professor Sharon Hillier leads a study to test the effectiveness of topical microbicides and antiretroviral drugs in stopping the spread of the virus.

In the Indian Himalayas, where earthquakes wreak havoc on concrete and masonry buildings, Pitt engineering students ally themselves with students from the Indian Institute of Technology in Kanpur to promote building with bamboo, which is well suited for the environmentally sensitive region, even as they develop comprehensive building standards for the use of bamboo in Himalayan structures.

In the United States, amid concern surrounding the global spread of the H1N1

influenza, health officials call upon Pitt's Graduate School of Public Health (GSPH) to assemble a team of experts to perform computer modeling and simulation of epidemic control strategies.

An established leader in international education and research, Pitt recognized more than a half century ago that an American academic institution of merit cannot isolate itself from issues and opportunities that arise beyond U.S. borders and set in motion a strategy that over time made the University one of the most highly regarded in international and global research and education.

With the world drawing ever closer—infectious diseases moving like lightning from an isolated outbreak to a pandemic, sovereign debt crises roiling international markets, and remote bands of extremists disrupting international travel—Pitt has long understood the need for its students to have a mature awareness of the world in which they live and for all to realize that gifted faculty members have the expertise to help solve complex global problems.

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tional education and research, Pitt recognized more than a half century ago that an American academic institution of merit cannot isolate itself from issues and opportunities that arise beyond U.S. borders and set in motion a strategy that over time made the University one of the most highly regarded in international and global research and education.

“Because a well-educated student should be prepared to function in an increasingly integrated world, we want every student receiving a Pitt diploma to be sophisticated in international issues,” says Pitt Provost and Senior Vice Chancellor Patricia A. Beeson. “We also want our faculty to be highly qualified to educate our students on those issues, and we encourage and support them to pursue research questions that involve other parts of the world.”

To those ends, Pitt embeds global and international research and education within its disciplines, schools, and departments—and ensures that those initiatives are adequately supported—so that today, an international research component is found in nearly every department and school, from anthropology, history, medicine, and public health to engineering, law, and business.

Pitt's International Coordination Council—comprising the leadership of Pitt's schools and other academic units—developed a universitywide plan to guide global and international initiatives across Pitt's campuses, ensuring that such initiatives

are today inextricably woven into the fabric of the University and lie near the core of its mission. The plan provides a foundation that, according to Beeson, “clarifies our intention and offers guidance to anyone pursuing these kinds of projects.” The key network for these endeavors is provided by the universitywide center UCIS (University Center for International Studies) and focuses on specific fields of study or regions of the world and offers operational support.

International Centers of Specialized Study

Each year, UCIS helps hundreds of faculty and students across a wide spectrum of disciplines conduct field research abroad, leverages the support that allows a growing number of students to study in foreign lands, and provides resources that enable professors to bring the world to the Pitt campus through specialized courses, visiting professorships, seminars, conferences, and exhibitions.

Created in 1968 in recognition of the growing importance of applying faculty

expertise to the fluid and complex issues beyond U.S. borders, UCIS has emerged as a leader in advancing international research and education programs in the arts, sciences, humanities, and professions, with an emphasis on multidisciplinary collaboration.

“UCIS is designed to pull people together to work on common questions,” says UCIS Director Lawrence Feick. “It is intrinsically multidisciplinary and driven by a set of global, regional, and thematic foci.”

At UCIS' core are four centers renowned for their expertise in regional studies: Asian Studies Center, Center for Latin American Studies, Center for Russian and East European Studies, and European Studies Center. Each ranks among the elite in its area of study, having in the past earned designation as National Resource Center (NRC) by the U.S. Department of Education. This year UCIS' Global Studies Program was designated an NRC for the first time, and two other centers were redesignated. UCIS is also home to a European Union Center of Excellence (EUCE), one of only 11 such institutions in the United States funded by the European Union.

The mission of UCIS is to integrate and support international scholarship, including research and teaching, in addition to public service. Comprehensive in scope, UCIS' reach extends to schools and other jointly sponsored and affiliated units across campus. It coordinates international education curricula and provides a home to support such services as Pitt's Study

Abroad Program. Many other U.S. research universities have since adopted this design, which was unique when UCIS opened its doors more than four decades ago.

UCIS does not have its own faculty; it has faculty affiliates from across the University, connecting more than 600 members with opportunities to advance their work in international scholarship. It awards academic certificates to students who successfully complete specialized courses of international study while pursuing degrees from schools across the University.

From 2005 to 2009, the number of undergraduate and graduate students earning certificates increased by nearly 60 percent, reflecting both the steady rise in student interest in international studies as well as the heightened emphasis within the University on providing such international opportunities. UCIS' organizational structure has helped create highly developed international areas of expertise, an intellec-

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Window on the World

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tual environment that attracts top talent, and educational resources that, in many cases, are second to none.

The majority of the faculty affiliated with UCIS and its international centers of study are from the School of Arts and Sciences, including the directors of the four regional studies areas. Many are distinguished professors who are leading experts on international and global economics, history, art, architecture, music, literature, and the sciences, among other disciplines. When, for instance, Oxford University wanted a comprehensive history of Afro-Latin America, the distinguished British academic institution turned to George Reid Andrews, Pitt Distinguished Professor of History, who not only is an expert in Afro-Latin American history, but also is fluent in Spanish and Portuguese.

Many Arts and Sciences faculty members are leaders in international and global research, including, for example, Distinguished Professor of Archaeology Robert D. Drennan, a member of the National Academy of Sciences who has focused on the origins and development of complex societies in northern South America, Mesoamerica, and China; Andrew W. Mellon Professor of Contemporary Art History and Theory Terry Smith, who is investigating the contextual influences on the creation, analysis, and viewing of art across the world; and University Professor of History Evelyn Rawski, whose research has included the examination of the historical evolution of a northeast Asian tradition of political and social organization that affected politics in ancient and premodern Korea and Japan as well as several dynasties in early China. European studies students benefit from such renowned faculty as EUCE Director Alberta Sbragia, the Mark A. Nordenberg University Chair and Jean Monet Chair *ad personam*, whose expertise includes European integration, public policy, trans-Atlantic economic relations, and comparative European-American politics. Sbragia is the newly named vice provost for graduate studies (see story on page 1).

Professional Schools With a Global View

The Joseph M. Katz Graduate School of Business founded its International Business Center (IBC) more than two decades ago as a joint venture with UCIS to build international competence among business students, faculty, and practitioners. It was one of the first such centers funded by the U.S. Department of Education. In the years since, IBC has fostered the ongoing development of the business school's global character. The Katz School, for example, operates Executive MBA programs in major cities in three far-flung countries—Pittsburgh, Pa., in the United States; Prague, in the Czech Republic; and São Paulo, in Brazil—and is considering opening another one in Asia. Such resources not only deepen the school's international education offerings, but also provide faculty researchers with contacts, collaborators, and case studies.

IBC fosters research by helping

The Katz School operates Executive MBA programs in major cities in three far-flung countries—Pittsburgh, Pa., in the United States; Prague, in the Czech Republic; and São Paulo, in Brazil—and is considering opening another one in Asia. Such resources not only deepen the school's international education offerings, but also provide faculty researchers with contacts, collaborators, and case studies.



Students from the Swanson School of Engineering teamed up with their counterparts from the Indian Institute of Technology in Kanpur, working in the Indian Himalayas to popularize bamboo as a sustainable construction material. Posing on the road from Rimbik to Darjeeling are (left to right) former Pitt senior Derek Mitch, who graduated in 2009; Bhavna Sharma, civil engineering postdoctoral researcher and recipient of an Integrative Graduate Education and Research Traineeship fellowship from Pitt's Mascara Center for Sustainable Innovation; civil engineering doctoral student Maria Jaime; and civil engineering professor and William Kepler Whiteford Faculty Fellow Kent Harries.

to fund, for instance, a study on the role of human networks in bringing about industry globalization. Coauthored by Ravi Madhavan, Pitt associate professor of business administration, the study shows that the rate at which U.S. venture capital is invested in start-ups in other countries is predicted by the rate of professional emigration from those countries to the United States, with a several-year time lag. A newer research initiative, the Business of Humanity project, led by John Camillus, the Donald R. Beall Professor of Strategic Management in the Katz School, and Bopaya Bidanda, Ernest E. Roth Professor and chair in the Department of Industrial Engineering in the Swanson School of Engineering, examines the idea that companies benefit economically when they effectively address such issues as quality, safety, diversity, social sustainability, and environmental impact, especially in developing nations.

Like the business school, other schools across the University recognize that the realities of a shrinking world mean

that for them to remain vibrant they must continually strengthen their international character.

The School of Law, for example, offers the International and Comparative Law Certificate Program, which gives students a foundation in the application of legal regimes to transnational and international relationships. In addition to hosting international conferences and lecturers, the Center for

International Legal Education (CILE) provides opportunities in the study of foreign, comparative, and international law, including courses taught by Pitt faculty and visiting foreign law professors. Perhaps most important is the depth of expertise, scholarship, and experience in international legal issues and environments that is found within Pitt's law school faculty, as exemplified by CILE director and law professor Ronald Brand,



Alberta Sbragia (far right), as head of Pitt's European Union Center of Excellence, and José Manuel Barroso, president of the European Commission (at podium), participated in a question-and-answer session in Alumni Hall during the September 2009 G20 Summit in Pittsburgh. For more than a decade, the European Center of Excellence has supported scholarship in public policy and European political, economic and legal integration, including trans-Atlantic research, exchange programs, and policy conferences. Sbragia is Pitt's new vice provost for graduate studies effective Oct. 1.

COURTESY OF KENT HARRIES

MARY JANE BERTY/CODE



On the University's campus, the number of visiting scholars and international graduate and postdoctoral students attending Pitt programs increases yearly. The global reach of the School of Medicine, for example, extends to every continent but Antarctica.

who represented the United States at Special Commissions and the Diplomatic Conference of the Hague Conference on Private International Law that produced the 2005 Convention on Choice of Court Agreement.

International research and education opportunities are key features of the Mascaro Center for Sustainable Innovation in the Swanson School. This center of excellence was established in 2003 to provide research, education, and outreach initiatives with the intention of inspiring innovations that lead to a more sustainable community infrastructure. The Mascaro Center has developed a number of international experiences for undergraduate and graduate engineering students with the understanding that today's practicing engineers must work effectively on multinational teams and within cultures and nations other than their own.

One such experience is an ongoing project in India where Pitt students work with a team of students from the Indian Institute of Technology in Kanpur in the steep, earthquake- and flood-prone mountains of Sikkim and Darjeeling. They are trying to return to popularity the traditional bamboo-frame structure known as the ikra, replacing the more favored building material of reinforced concrete, considered by many as more modern and of higher status. Although bamboo is native to the region, affordable, largely resistant to earthquakes, and gentle on the steep, loose-soil hillsides, it suffers from an image problem in a region where people associate it with the poor. Under the direction of Pitt's William Kepler Whiteford Faculty Fellow Kent Harries, the students hope to overcome such skepticism by demonstrating bamboo's value as a sustainable and cost-effective option by working with a local sustainable engineering and design organization.

On the University's campus, the number of visiting scholars and international graduate and postdoctoral students attending Pitt programs increases yearly. The global reach of the School of Medicine, for example, extends to every continent but Antarctica. Each year, the medical school attracts hundreds of postdoctoral scholars, graduate students in biomedical science, and visiting scholars from more than two dozen nations, among them Canada, China, France, Germany, India, Iran, Italy, Japan, Korea, Lebanon, Peru, the Netherlands, the Phil-



In Hyderabad, India, a hospital and large community health program that Pitt professor of medicine Sudhakar Pesara Reddy and colleagues helped to establish three decades ago has enabled Pitt's Graduate School of Public Health to launch a large-scale health study of Indian children. Pictured are community health workers in Hyderabad who are attending a training class conducted by Donald Burke, Pitt's associate vice chancellor for global health, the GSPH dean, and UPMC-Jonas Salk Chair in Global Health.

ippines, Poland, Russia, Spain, Turkey and the United Kingdom. In 2009 alone, about 58 percent of the postdocs studying in the School of Medicine were from countries outside the United States, drawn to Pitt by the breadth and depth of the expertise of Pitt scientists and physicians and the leading research facilities found within the top-10 ranked School of Medicine and the University of Pittsburgh Medical Center (UPMC).

"We have extensive resources and opportunities here that are attractive to someone who is competitive and interested in being a leading scientist," says Steven Kanter, vice dean of Pitt's School of Medicine. "The bonds that are made here at the University are lasting. There are research collaborations that develop, for example, and when medical school graduates go back to their homelands, they take a little bit of the University of Pittsburgh with them. In a sense, that means the University exists all over the world."

Policy as Practiced on the World Stage

The Graduate School of Public and International Affairs (GSPIA) opened its doors in 1958 against a backdrop of global tension and change. Today, more than 50 years later, the widespread emergence of global economies, international crime and terrorism, global climate change, and ethnic strife and genocide underscores the importance of understanding complex and disparate governments, movements, and policies.

Perhaps it is not surprising, then, that GSPIA, ranked among the nation's best programs for international relations, is experiencing a surge in the number of students interested in pursuing international policy studies. "GSPIA

from its founding included a Master of Public and International Affairs (MPIA) degree. But, over time, the school has become more attractive to students everywhere," says John Keeler, GSPIA dean. "It was ahead of the curve early on and continues to remain at the forefront of schools of public and international affairs."

Global security, a high priority in the United States and throughout the world, is an area of study in which GSPIA is particularly strong. More than a decade before the Sept. 11, 2001, terrorist attacks in the United States, Pitt opened the Matthew B. Ridgway Center for International Security to educate the next generation of security analysts, conduct research, and provide impartial analysis to help policymakers make more informed decisions when confronted with complex international security challenges.

Ridgway Center Director Phil Williams is a widely recognized authority on transnational organized crime and terrorism and financial cybercrime. His recent research focuses on alliances between criminal organizations and on terrorist finances, drugs, and violence in Mexico. Williams formerly worked at the Strategic Studies Institute at the U.S. Army War College, with which Pitt is now expanding its long-standing ties in an effort to develop a program of faculty and student exchanges and other cooperative ventures.

GSPIA's Ford Institute for Human Security conducts research on such issues as the causes of violent conflict, displaced populations, and the challenges of rebuilding political, social, legal, and economic

institutions in the aftermath of violence. The work of the institute is based on the idea that national security and the security of a nation's citizens are mutually reinforcing—that governments face their greatest challenges when the lives and livelihoods of their people are threatened from inside or outside the country.

A Global Vision in Public Health

In 2010, Donald Burke coauthored a commentary published in *The Lancet*, and the title alone—"Global Health Is Public Health"—explains why Pitt's Graduate School of Public Health (GSPH) is moving more deliberately than ever to extend its reach beyond the United States.

"When you talk about public health, it's about issues of population, disease prevention, sanitation, environmental health, aging, and population. All of the public health issues in the United States are played out in the world with the same kinds of problems," says Burke, GSPH dean, UPMC-Jonas Salk Chair in Global Health, and Pitt's associate vice chancellor for global health.

GSPH leadership has long recognized the importance of public health in a global context. The school's first dean, Thomas Parran, a former U.S. Surgeon General, chaired the committee that drafted the constitution of the World Health Organization. Burke, who came to Pitt from Johns Hopkins University in 2006, began his career as a U.S. Army medical officer and, while investigating infectious diseases,

helped conduct trials in Thailand for a Japanese encephalitis vaccine that today protects as many as 40,000 children from paralysis or death each year.

Under Burke's direction, the University in 2009 created the Center for Global Health to coordinate, support, and expand global health research by bringing under one umbrella University scientists and medical researchers working on projects throughout the world—projects that are of increasing importance to the health and well-being of children and families here and abroad. As of 2009, the center was represented in more than 60 locations

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In five countries of sub-Saharan Africa, a study of the effectiveness of topical microbicides and prophylactic use of antiretroviral drugs in preventing the sexual transmission of HIV is being led by Sharon Hillier, a professor of obstetrics, gynecology, and reproductive sciences and of microbiology and molecular genetics in Pitt's School of Medicine. The study, the first of its kind to evaluate both a microbicide and oral antiretroviral pill, could have a profound impact if the interventions prove successful. As many as 40 percent of the young women in some sub-Saharan regions test positive for HIV.



John Keeler

GSPIA, ranked among the nation's best programs for international relations, is experiencing a surge in the number of students interested in pursuing international policy studies. "GSPIA from its founding included a Master of Public and International Affairs (MPIA) degree. But, over time, the school has become more attractive to students everywhere."

—John Keeler



Donald Burke

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Window on the World

Continued from page 5



The Matthew B. Ridgway Center for International Security Studies at the University of Pittsburgh investigates and analyzes past and emerging global security problems. Last October, Ridgway and the U.S. Army War College sponsored a conference titled "Drug Trafficking, Violence, and Instability in Mexico, Colombia, and the Caribbean: Implications for U.S. National Security." Above, Ridgway director Phil Williams (middle) participated in a panel discussion during the conference.

Such infectious diseases as HIV and influenza are among the global health issues that GSPH is particularly well suited to address. In 2009, GSPH was awarded \$13.4 million to create a Center for Excellence in Modeling of Infectious Diseases as part of the National Institutes of Health Modeling of Infectious Disease Agent study. The center puts Pitt researchers at the forefront of the development of computer simulations that will enable public health officials to evaluate strategies to contain the outbreak of infectious diseases.

GSPH researchers are also working to create computer models of epidemics with the goal of optimizing vaccine strategies for specific diseases and regions with the support of a \$10 million grant from the Bill and Melinda Gates Foundation. Their work is part of the Vaccine Modeling Initiative, a research partnership headquartered at Pitt that also includes disease-modeling teams from Pennsylvania State University and the Imperial College of London.

That ability to collaborate effectively was put to the test in 2009 when GSPH was asked by the U.S. Department of Health to build computer models and simulations that could help evaluate strategies for controlling the H1N1 virus, which had grown from a regional outbreak to a pandemic. "I had two faculty in D.C. with skills in modeling of infectious disease epidemics and evaluation of control strategies," says Burke. "We'd have a conference call every day or two about how to build the model. Sitting around the table were family practitioners, economists, computer scientists, epidemiologists, behavioral experts, lawyers, and people from infectious diseases, public health, and preparedness—because those are the disciplines you need to think through epidemic control strategies and how to simulate them."

The University offers a number of study-abroad programs and scholarships, including the Provost's Scholarship for Study Abroad, the Nationality Rooms Scholarships, and the Vira I. Heinz Scholarship Program for Women in Global Leadership, a competitive program Pitt administers for The Heinz Endowments that provides an opportunity for international study as well as mentoring, supervision, and leadership-development training.



Pitt's Multi-region Academic Program (PittMAP) took students on a journey to Argentina, South Africa, and China during spring semester 2010. Students were immersed in three distinct cultures and political systems as they explored the tension between state-constructed memory systems and the experiences of private citizens. The 14 students were the first group to take part in PittMAP, an academically rigorous, comparative study-abroad initiative that each year examines a different theme through coursework, the insights of foreign faculty, and excursions to various locations, including Cape Town's District 6, pictured here, which the South African government decreed in 1966 to be for Whites only, forcibly removing the district's residents and bulldozing their homes.

A Door to the World Open to All Students

The role of a university today clearly includes making sure its students graduate with the skills, knowledge, attitude, and experience to competently navigate in a world that is increasingly interconnected. This phenom-

non of connectedness is leading

students in record numbers to seek educational experiences that enrich their understanding of other cultures.

"People need language skills, but they also need an in-depth understanding of particular cultures and should be exposed to comparative methodologies," says John Cooper, the Bettye J. and Ralph E. Bailey Dean of the School of Arts and Sciences. "We prepare our students by not only giving them certain sets of knowledge about how the world is, but also by giving them ways of thinking about the world and its structures that are grounded in good comparative methodologies and theoretical frameworks."

Key to that preparation are the Arts and Sciences' faculty,



John Cooper

resources, and opportunities that are made available to students. Some of those opportunities can be quite uncommon. In Cuba, for example, the Center for Latin American Studies collaborates with the University of Havana so students can study in the only Western Hemisphere nation that's been under continuous Communist rule for nearly 50 years. There, they spend a

semester exploring Cuban history, politics, health and environmental policy, economics, culture, and society from a Cuban perspective while living in the country to gain a comprehensive and balanced view of contemporary Cuban life.

Pitt students also are offered a wide range of opportunities to study or conduct research in other nations and regions of the world. Statistics suggest that students are taking advantage of those opportunities at a rate similar to that of students at comparable leading public universities. Pitt's participation rate in study abroad was about 27 percent in 2009-10, according to *Open Doors*, an annual report published by the Institute of International Education, which looks at the number of undergraduates studying abroad in an academic year as compared to the number of undergraduate degrees awarded that year.

"Students are seeing study abroad as part of their education, part of the college experience," says Cooper. "And that has not slowed down in the post-9/11 environment."

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Among the University's innovative, homegrown study-abroad opportunities is the Multi-region Academic Program (PittMAP). This new, comparative study-abroad initiative enables 30 students a year to spend a semester in three countries exploring a common theme. The inaugural PittMAP cohort of students traveled earlier this year to Brazil, South Africa, and China to explore the theme state memory/private lives; they looked at ways memory systems are constructed and sustained across cultures. Future themes include exploring epidemiology and examining economic issues related to global health.

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"It's another way of thinking altogether," says Nancy Condee, Pitt professor of Slavic languages and literatures. "The world is accessible to you in a very different way."

In Argentina, for example, students witnessed how the "disappeared"—young political activists murdered in the 1970s and '80s by the ruling military dictatorship—receive scant public commemoration. In South Africa, local faculty helped the students examine the contradiction of a state-promoted "rainbow nation" image and the racial tensions and legacy of apartheid that still exist today. In China, local faculty compared the state image of a harmonious society in which civil activism is unnecessary to contradictory experiences and attitudes among citizens.

"It's not so much a criticism of those three countries," says Condee, who accompanied the students. "It's a question of what sense do you make of the gap between what the state would like you to remember and what you remember, and what the state would like you to forget and what you remember anyway."

Academic Partners Around the World

Rounding out Pitt's global and international research and education initiatives are a growing number of academic partnerships with universities in countries ranging from Switzerland to China—partnerships designed to facilitate faculty research and enrich undergraduate and graduate students with international learning opportunities.

These partnerships offer a number of Pitt schools and departments stable ties



The Pitt affiliation with UPMC provides significant opportunities for developing international partnerships. In one example, Pitt researchers, who are seeking to improve transplant patient outcomes, are collaborating with UPMC and the Italian government on a number of training and research projects at the Mediterranean Institute for Transplantation and Specialized Therapies (ISMETT). Above, a “cell factory” at the Palermo, Italy, facility where researchers are investigating ways to improve immunotherapy.

Wuhan University in China is the base for the Pitt in China study-abroad program and works in partnership with Pitt’s Confucius Institute to advance language and cultural studies. GSPH is another partner. Pitt researchers, for example, are investigating issues related to environmental health in the Wuhan region, which is undergoing the kind of industrial development Pittsburgh experienced many decades ago.

to universities abroad that offer such benefits as research collaboration, contacts, data access, and student and faculty exchange programs. In Germany, for example, Pitt’s English and German departments, School of Law, and Katz School have those kinds of partnerships with the University of Augsburg.

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GSPH has similar partnerships in

Europe, Asia, and the Pacific, including one in China with Nanjing University’s School of Government. Nanjing University has a center similar to GSPH’s Center for Disaster Management that has led to research and study opportunities for both students and faculty with specialists who have worked on such projects as the May 2008 Sichuan earthquake.

“We have a large number of critically important one-on-one relationships between our faculty and programs abroad, and these will always play a crucial role in our global approach,” says UCIS Director Feick. “But, institutionally, we are developing and nurturing a set of multifaceted relationships with key institutional partners abroad, involving Pitt faculty and students in the best academic programs the world has to offer.”

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—Lawrence Feick

Experiencing Language-Based Discrimination Firsthand

By Jeffery Fraser

During her summer abroad, Sarah Henrich lived with a Peruvian family in Cusco, the historic capital of the Inca Empire. She took courses in Latin American literature and modern Peruvian culture, and she saw firsthand how discrimination based on language can dissuade young children from learning to speak it.

The recipient of a \$3,000 William and Bernice McKeever Award through Pitt’s Nationality Rooms Scholarship Program, Henrich spent six weeks in Peru in the summer of 2009. Each year, Pitt’s Nationality Rooms committees offer scholarships, and in approximately the last 60 years more than 1,000 students have received a total of \$2 million to help finance their international academic adventures.

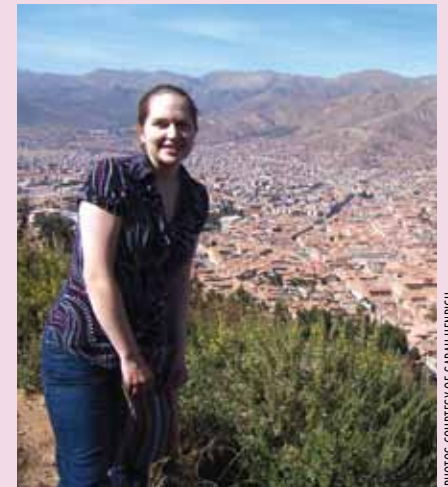
“I went mainly to take classes,” says Henrich, 22, who graduated from Pitt earlier this year with bachelor’s degrees in linguistics and anthropology and certificates in West European Studies and Latin American Studies. “But one of my main motivations for going to Cusco was that I would be studying Quechua. Obviously, there are not many opportunities to do that outside of northwestern South America.”

Quechua is an indigenous language of the South American Andes. It was the language of the Incas and is spoken today by about 10 million people, mostly in Peru, Bolivia, and Ecuador.

In Peru, people who speak only Quechua are found mostly in the rural highlands, and many are economically disadvantaged. Many also have distinctively indigenous physical features. In cities such as Cusco, Henrich saw how Quechua-speaking people were almost always judged to be poor and backward by the largely Spanish-speaking population.

“It became very clear to me how people will discriminate against one another on the basis of language, Henrich said. “We talked about that in my Quechua classes at Pitt. But when you talk to friends who are Spanish monolinguals who don’t want to speak to Quechua speakers because they see them as lesser people, it becomes clear that language discrimination is a huge issue. That was what hit me the most when I was in Peru.

“What was interesting was I was able to observe this fact while living with



PHOTOS COURTESY OF SARAH HENRICH



Sarah Henrich in Cusco, Peru, the historical capital of the Inca Empire, and with her Peruvian homestay family.

a middle-class Peruvian family,” Henrich added. “They had indigenous features, but they certainly didn’t speak Quechua. They thought it was interesting that I wanted to study Quechua, and they enthusiastically supported my interest in the language. But when I interviewed a member of the family, he said he didn’t have any friends who spoke Quechua, and his little boy didn’t want to learn Quechua. And that says a lot when children don’t want to learn a language because they think it’s bad. For Peruvians, the rejection of Quechua is intricately tied to racism, economics, and many other social factors.”

"Take charge of your body and soul. . . . Refuse to leave the ring. Get back up when it appears you've been counted out."

This is the printed version of remarks delivered by Kathy W. Humphrey, Pitt vice provost for student affairs and dean of students, during the Aug. 25 Freshman Convocation Ceremony in the John M. and Gertrude E. Petersen Events Center.

Class of 2014, parents, family members, returning students, and colleagues, good afternoon.

This is my favorite time of the year because the arrival of every new class brings energy and excitement to campus. The sounds, activities, and pace are rejuvenating in a way that makes me so very glad that I have been chosen to work at the University of Pittsburgh, to serve as one of its vice provosts and as your dean of students.

It is always a tremendous honor for me to welcome the new class to our community. Know that we are absolutely elated that you are here.

Each year as I craft my message to the incoming class, I think about what you have experienced, what your concerns may be, and, ultimately, what you, the newest members of our community, really need to hear from me today.

Because I am the mother of twin college freshmen, I have experienced from a different perspective what it means for a family to prepare to send its children away to college.

You see, I know that for many of you, making the decision to attend the University of Pittsburgh is one of the biggest decisions that you have ever made. And rest assured, you are attending one of the best institutions in this country. I know that you have made a good decision because it is our goal to provide you with the best collegiate experience in the world.

For some of you, your summer experience may have been a bit rocky, because you believe that you are now an adult and that you should have adult rights and privileges. That belief may have caused a little friction in your home, but know that such discord is common and often serves to protect you and your parents during the separation process.

Some of you, right at this moment, are being stricken with something that is very familiar to us: homesickness. I saw signs of it in my own son after I took him to college a couple of weeks ago. A few days later, I received a message that he had called. Now this son is very extroverted and was extremely excited about going away to school. In the past, he had called only when he needed something. So when I returned his call, the first words out of my mouth were, "What's up, David, what do you need?" He replied, "What do you mean, 'What's up?'" I just wanted to see how you were doing."

I was stunned and a little embarrassed. We had a great conversation, but I realized as I hung up the phone that while he never said it, he was missing home. Nevertheless, he was determined to connect with his new community.

I challenge you to do the same. If you will engage in any of Pitt's many activities, if you will realize that new friendships made here may develop into lifelong relationships—I am confident that any feelings of homesickness

You see, I know that for many of you, making the decision to attend the University of Pittsburgh is one of the biggest decisions that you have ever made. And rest assured, you are attending one of the best institutions in this country.



Kathy W. Humphrey

will subside and eventually disappear.

Don't be too hard on your parents. While this may be an easy or difficult transition for you, it can be a hard transition for many parents. For some, it feels like only yesterday that they brought you home from the hospital or were attending your Little League games or helping you with homework. So just know this: When they told you to be in by certain time, it was their way of saying, "I love you, and I want to protect you." When they seemed to be pressuring you about your schoolwork or other responsibilities, it was their way of saying, "I love you, and I want you to be ready to take on any responsibility that life throws at you."

And when they disapproved of one of your friends, it was their way of saying, "I love you, and I want nothing and no one to deter you

from moving in the right direction."

You may not be able to see this love today, but you will soon realize that you were fortunate to have parents, family members, or mentors who loved you enough to ensure that you were ready to sit where you are today. There were more than 20,000 students who applied to the University of Pittsburgh, but we selected you because we believe that you have what it takes to be successful on our campus and play a significant role in our community.

We congratulate you, your family, and your mentors for this great accomplishment.

While many of you may be concerned about what you are leaving behind, others of you may be more like I was as a freshman entering college. The thought that truly thrilled me that summer before my freshman year, was that I, Kathy Wilson, was finally going to be totally in charge of my own life.

In my neighborhood, we would say, large and in charge!

Now being in charge was a big deal to me because whenever my parents were not home, the oldest child was always left in charge. And because I am number 10 of 11 children, it goes without saying, I was never in charge.

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 else put the smile on my face, and I shall not allow anyone else to permanently take it away.

Being in charge of my life then meant that I could go where I wanted, do what I wanted, and be where I wanted for as long as I wanted to be there.

Finally, the day that I had dreamed about but also was a little frightened by had arrived. I was going to fly from my nest and be in charge of my total existence. But truth be told, I actually had no idea how to manage my total existence. The Greek philosopher Plato in his book *The Republic* breaks down the components of human life into what he called a four-part being.

One part obviously is the physical body; the Chancellor has already challenged you to take care of yourselves physically. Plato refers to the remaining parts of the self as the soul, which has three virtues: intellect, will, and emotion. Plato writes that unless a person takes charge of his soul, his life will be unbalanced and chaotic. I would like to spend just a few minutes sharing with you pieces of advice that I believe will help you manage your life and keep chaos to a minimum. This is advice that I have gained from mentors, family members, friends, former students, and by watching others live their lives. Oliver Wendell Holmes once said, "The mind, once expanded to the dimensions of larger ideas, never returns to its original size."

Expanding your intellect is our, and hopefully your, primary goal for your journey here at Pitt. We will provide countless experiences to help you develop your intellect, but because you are in charge, it will be up to you to take advantage of them.

Going to class and being on time: It's up to you. Gaining new experiences that will challenge your thinking and actions: It's up to you. Performing at your highest ability in the classroom: It's up to you. Developing relationships with people who do not look, think, believe, or dress like you: It's up to you. Doing all of these things will expand and prepare you for your future, but it is up to you to make the connections and decisions that will expand your intellect and make you a stronger individual.

Plato describes the will as the virtue that summons our courage so that we can carry out the dictates of our intellect. Our will is

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Patricia E. Beeson welcomes freshman students during this year's orientation at Pitt.

“Discover something that excites and interests you, something that changes your life forever.”

This is the printed version of remarks delivered Aug. 26 in the John M. and Gertrude E. Petersen Events Center by Pitt Provost and Senior Vice Chancellor Patricia E. Beeson during the New Student Orientation session titled “Pathway to Your Success at Pitt: A Pitt Tradition.”

Welcome, Class of 2014! As you now know, I am the provost of the University. I started in this position just about 10 days ago, and so you and I are starting off together on this new adventure. Like you, or like some of you, I am a little nervous. But I am also very excited. There are so many possibilities ahead of us: so much that we can do, so much that we can accomplish both individually and collectively. I'm looking forward to the next four years, and I know that there are many more records we are going to set.

As I have been moving into this new position, I have been contemplating what I would like the University to be like in five or 10 years and what I need to do to make the University that place. Similarly, all of you who are freshmen will be spending the next few years thinking about the person you want to be when you graduate and what you will need to do over the next four years to become that person.

This is what the college experience is all about: The next four years will provide you with the opportunity to explore your intellectual interests, to find out where your talents lie, and to learn what engages and electrifies you. Our hope for you is that you will have a meaningful life and that the time you spend at Pitt sets you up for success in that life.

I encourage you to think hard about the goals that you have for yourself—your academic goals, your professional goals, and your personal goals. Take advantage of the many opportunities you will have over the next four years to reflect on, to explore, and to achieve those goals.



Patricia E. Beeson

Some of you may already have a good sense of the career you want to pursue. My friend Danny was like you. His parents gave him a chemistry set for his 10th birthday, and from that moment, he knew he wanted to be a chemist. He spent all his time fussing around making compounds and stink bombs and whatever else 10-year-olds do with chemistry sets. When Danny went to college, he majored in chemistry, and today he is a professor of chemistry.

I was not like Danny.

I did not come to college with a single passion that would shape my professional life. When I went to college, I started off as an engineering major, largely because my parents suggested it would be a good major for me since I had a talent for math. So off I went to Oregon State University with slide rule in hand.

That first year I did well in my classes, but in looking around at the other kids in my class, I realized that something was missing.

While I was diligently puzzling over my projects, my classmates were absolutely enthusiastic about theirs—building digital clocks and integrated circuits for class, spending their free time rebuilding stereos and TVs. They loved what they did, and I realized that I wanted to feel like they did about what I was studying.

So I decided to explore some other majors. I thought about becoming an English major because I really enjoyed my literature classes. Unfortunately, while I was enthusiastic and engaged in these classes, it did not take me long to realize that I had no talent in this area. Writing and studying literature were not my gifts.

Economics, on the other hand, *was* my gift. When I signed up for my first course in Microeconomics with Professor Zvi Orzak, my friends advised strongly against this class. Economics was generally considered to be boring, and Orzak had the reputation of being the hardest teacher on campus. But it sounded interesting to me, it fit into my schedule, and it met a social science requirement, so I kept it.

And from the first day I walked into that class, I loved it.

Even though I was sitting in the third row from the back in the upper left hand corner of a large lecture hall, I felt Professor Orzak was speaking directly to me. During that class, I came to realize that this was a subject for which I had a talent that I could enthusiastically pursue. For 27 years now, I have been a professor of economics here at Pitt, and I have had the good fortune to have a career that I have never considered to be work.

I tell you this story for a couple of reasons. First, you may be like my friend Danny and have very well defined goals that you will successfully pursue over the next

four years. If so, that's great. But you may also be like me and not know exactly what academic area fits you best, or you may find over the coming year that you no longer want to pursue the major you intended to pursue when you came to Pitt. And that's okay, too. College should be a time when you explore your interests. While you explore, look for a subject that fully engages you, an interest that matches your talents, a profession that you can pursue with your whole heart, as I have pursued economics.

The next four years will provide you with the opportunity to explore your intellectual interests, to find out where your talents lie, and to learn what engages and electrifies you. Our hope for you is that you will have a meaningful life and that the time you spend at Pitt sets you up for success in that life.

Second, remember that there are many people, including your parents and the faculty and staff here at the University, who want to see you succeed and are here to help you succeed. Talk with them; listen to them; let them help you as you explore. But realize that while your family, friends, and advisors can help, they cannot provide the answers: You have to come up with the answers yourself. If I had dropped that first economics course as my friends advised, or had I stayed an engineering major because that is what my parent suggested I do, I would not be who I am today.

I am certain that your parents would be concerned if I did not note at this point that even though I explored several majors, I completed my degree in four years. I was able to do that because, as I explored my options, I did so in a structured way, and I encourage you to structure your exploration, as well. Use the general education curriculum to guide you as you explore your interests; in this way you will be completing graduation requirements as you explore. Choose a major by the end of your sophomore year and develop a plan with your advisor for completing that major and graduating in four years.

Continued on page 10

"Discover something that excites and interests you, something that changes your life forever."

Continued from page 9

Now sometimes graduating in four years will not be possible: If I had started as a literature major and decided to switch to engineering, I could not have finished in four years. If you find yourself in this situation, talk with your parents and let them know what is going on and what you are thinking. Don't come home at the end of four years and say, "Oh yeah, by the way, I am going to need to go back next year and will need a little more money."

I mentioned the general education curriculum as a structured way to explore your interests while you are here, but it is much more than that. Even for those of you who are like my friend Danny and have very clearly defined professional ambitions, the general education curriculum is critical in developing the skills and habits of mind that employers and admissions officers at graduate schools tell us are most important for success:

- Strong communication skills—both in writing and speaking
- The ability to think clearly and to read critically, to be able to evaluate the strength of arguments, and to be able to develop strong arguments yourself; and,
- An understanding of the culture you

are part of, the diversity of people and experiences in the United States, as well as the diversity of the cultures of the world.

The development of these skills and attributes is at the core of the general education curriculum.

I have talked a lot about choosing majors and courses, but some of the most important lessons you will learn—and much of the character you will develop—will come from experiences outside of the classroom. So you should approach those experiences in the same thoughtful and reflective way that you approach your academic experience. As you consider who you want to be when you graduate, think carefully about the activities you choose outside the classroom and how they will contribute to you becoming that person.

In a few minutes, I am going to turn over the stage to Shawn Brooks and his colleagues, who will tell you about the Outside the Classroom Curriculum, the OCC—a program that will help you as you consider your engagement outside the classroom and how that engagement will help you develop the characteristics you will need to build a foundation for a successful life. But before I do, I would like to tell you one more story, a

story that I hope you will remember as you progress through your studies.

Several years ago I was talking with one of our graduates, another successful chemist, as it turns out, and I asked him if there was a teacher whom he remembered more than others, one who had had a significant impact on his life. And he said, yes, there was, but that I would probably be surprised to hear that the teacher who had had such an impact was not a chemist, even though he had many great chemistry instructors who contributed in very significant ways to his professional success.

But, he said, none of them had the same impact on my life as the gentleman who taught my World Music class. He did more to shape my life than any other instructor. In that class, I learned something about myself—that I have a very deep and passionate appreciation for classical music. Every morning now, I listen to classical music as I prepare for my day. This music has brought such joy and calm to my life that I cannot imagine who I would be without it.

So as you start on your college experience, remember that during these four years you should be building a foundation for a meaningful life, not just a successful

So as you start on your college experience, remember that during these four years you should be building a foundation for a meaningful life, not just a successful career. I hope that over the next four years you discover something that excites and interests you, something that changes your life forever.

career. I hope that over the next four years you discover something that excites and interests you, something that changes your life forever.

Thank you, and welcome to Pitt!

"Take charge of your body and soul. . . . Refuse to leave the ring. Get back up when it appears you've been counted out."

Continued from page 8

what makes us strong and brave enough to move forward.

A prizefighter was once asked, "What does it take to become a champion?" "You must be willing to fight one more round," he replied. So my message to you today is: Refuse to leave the ring. Get back up when it appears you've been counted out. There may be a tough class ahead that you fear, and you may even be tempted to change your major because of it. Instead, call forth your will. Be courageous and seek help from your professors, tutors, or classmates who have mastered the material. In this life, victory is possible if you have the courage to set your will in motion.

I also want to talk a little about emotions. Arthur Chickering, a noted student development theorist, maintains that one of the most difficult challenges young adults face is managing their emotions.

Managing emotions requires self-control and confidence, and students who have those attributes are better able to withstand life's turmoil. Now that you are in charge of your lives, it behooves you to develop the mechanisms that will help you manage your emotions each day.

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 else put the smile on my face, and I shall not allow anyone else to permanently take it away.

In 1900, Lyman Frank Baum wrote the beloved American novel *The Wonderful Wizard of Oz*. In this tale, the main character, Dorothy, spends most of the story trying to find her way home. Yet many believe that



Kathy W. Humphrey welcomes students during orientation week.

Dorothy's search is not for Kansas, but instead to find herself.

Along the journey, she meets the Scarecrow, who is looking for a brain—enhanced

intellect. She meets the Cowardly Lion, who is looking for courage—the will to move, even in fear. And finally, she meets a Tin Man, who wanted a heart—the ability to manage

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emotions. Just as a cyclone began this tale, life's changes will present opportunities for you to enhance your intellect, exert your will, and manage your emotions. In turn, these opportunities will help each of you to make incredible strides in your own life, and possibly incredible contributions in your home, community, and maybe even the world.

You will be tempted, at times, to believe that others are holding the keys to your success, but never succumb to that idea. The only one who can limit you is you.

My hope for each of you is that this will be an amazing year, that you will enjoy expanding your mind, and that you will commit to becoming stronger physically, intellectually, and emotionally. And that every moment from this day forward, you will move in a heartfelt way to become the man or woman you were created to be.

Welcome to the University of Pittsburgh.

Happenings



Faun, by Richard Claraval, Associated Artists of Pittsburgh 100th Annual Exhibition, Carnegie Museum of Art, through September 19

The Phantom of the Opera, musical theater, **through Sept. 15**, Benedum Center, 719 Liberty Ave., Downtown, PNC Broadway Across America, 412-456-2697, www.broadwayacrossamerica.com, PITT ARTS Cheap Seats, 412-624-4498, www.pittarts.pitt.edu.

Bella Notte With Renee Fleming, celebrated soprano joins Pittsburgh Symphony Orchestra and music director Manfred Honeck, 7:30 p.m. **Sept. 16**, Heinz Hall, 600 Penn Ave., Downtown, Pittsburgh Symphony Orchestra, 412-392-4900, www.pittsburghsymphony.org, PITT ARTS Cheap Seats, 412-624-4498, www.pittarts.pitt.edu.

Pitt PhD Dissertation Defenses

Jae-wook Ahn, School of Information Sciences' Telecommunications and Networking Program, "Adaptive Visualization for Focused Personalized Information Retrieval," 9:30 a.m. **Sept. 8**, Room 522 Information Sciences Building.

Tanine Allison, School of Arts and Sciences' Department of English, "Screen Combat: Recreating World War II in American Film and Media," 10 a.m. **Sept. 8**, 526 Cathedral of Learning.

Joshua Stuchlik, School of Arts and Sciences' Department of Philosophy, "Reason's Self-Actualization: An Essay on Self-Consciousness and Rational Agency," 3 p.m. **Sept. 9**, 1001D Cathedral of Learning.

Yuanyuan Wang, Graduate School of Public Health's Department of Biostatistics, "Open-Source Simulation Experiment Platform for Evaluating Clinical Trial Designs, With Applications to Phase I Dose-Finding Clinical Trials," 1:15 p.m. **Sept. 9**, Room 308 Parran Hall.

Concerts

Broken Social Scene, Canadian indie rock band, 8 p.m. **Sept. 8**, Byham Theater, 101 Sixth St., Downtown, Pittsburgh Cultural Trust, 412-456-6666, www.pgharts.org.

Exhibitions

Andy Warhol Museum, *Twisted Pair: Marcel Duchamp/Andy Warhol*, **through Sept. 12**, 117 Sandusky St., North Side, 412-237-8300, www.warhol.org.

Carnegie Museum of Art, *Associated Artists of Pittsburgh 100th Annual Exhibition*, **through Sept. 19**; *Forum 65: Jones, Koester, Nashashibi/Skaer: Reanimation*, **through Oct. 3**; *Past Meets Present: Decorative Arts and Design*, **ongoing**; *Caricature, Satire, and Comedy of Manners: Works on Paper From the 18th Through 20th Centuries*, **ongoing**; 4400 Forbes Ave., Oakland, 412-622-3131, www.cmoa.org.

Westmoreland Museum of American Art, *Rooted in Tradition: Art Quilts From the Rocky Mountain Quilt Museum*, chronicles the history of the art quilt movement from 1980 through the present; *Cutting Our Own Paths: Contemporary Works by Paper Artists*, **both through Sept. 19**, 221 N. Main St., Greensburg, 724-837-1500, www.wmuseumaa.org.

Frick Fine Arts Gallery, *The Lives They Left Behind: Suitcases From a State Hospital Attic*, **through Sept. 25**, exhibition of items and photos from suitcases that were filled with personal belongings of former patients who resided in Willard Psychiatric Center, New York; Pitt's Department of the History of Art and Architecture, Mental Health America/Allegheny County, www.suitcaseexhibit.org.

Pitt-Greensburg's Millstein Library, *I Thought I Could Fly*, exhibition by Carnegie Mellon University professor of art and design, documentary photographer, and author Charlee Brodsky about people affected by mental illness, **through Oct. 14**, American Jewish Museum, Staunton Farm Foundation, 724-836-9687, www.greensburg.pitt.edu.

Senator John Heinz History Center, *Vatican Splendors: A Journey Through Faith and Art*, **Oct. 2-Jan. 9**; 1212 Smallman St., Strip District, 412-454-6000, www.heinzhistorycenter.org.

Lectures/Seminars/Readings

"The Peculiar Case of Human Security: Explaining Change in a Transnational Network," Charli Carpenter, professor of political science,

University of Massachusetts-Amherst, 12:30 p.m. **Sept. 10**, Room 3431 Posvar Hall, GSPIA's Ford Institute Speaker Series, www.fordinstitute.pitt.edu.

"How Integrative Medicine Can Help You Lead a Healthy and Active Life," Ronald Glick, medical director, Center for Integrative Medicine at UPMC Shadyside, 6-7:30 p.m. **Sept. 13**, Carnegie Library of Pittsburgh, 4400 Forbes Ave., Oakland, Pitt Clinical and Translational Science Institute, 412-622-3114, www.carnegielibrary.org.

"Is Plato's Political Philosophy Totalitarian?" Wolfgang Bernard, professor in the University of Rostock's Heinrich Schliemann-Institut, 4 p.m. **Sept. 17**, Room 244A, Cathedral of Learning, Pitt Department of Classics, 412-624-4493, www.classics.pitt.edu.

"Violent Armed Groups: A Global Challenge," **Sept. 16-17** conference, University Club, Ballroom B, Pitt's Matthew B. Ridgway Center for International Security Studies, U.S. Army War College, 412-624-7884, www.ridgway.pitt.edu.

Miscellaneous

PITT ARTS Attack of the Cheap Seats! Meet PITT ARTS' six Cultural District partners, buy discounted tickets, and enjoy free lunch, too, noon-2 p.m. **Sept. 8**, William Pitt Union Assembly Room, 412-624-4498, www.pittarts.pitt.edu.

Chinese Conversation Club, informal conversation club for anyone wanting to converse in Chinese, 6 p.m. **Sept. 9**, Large Print Room, Carnegie Library of Pittsburgh, 4400 Forbes Ave., Oakland, 412-622-3114, www.carnegielibrary.org.

Kathy Griffith, actress and stand-up comedian, 8 p.m. **Sept. 9**, Heinz Hall, 600 Penn Ave., Downtown, Pittsburgh Symphony Orchestra, 412-392-4900, www.pittsburghsymphony.org.



PITT ARTS Attack of the Cheap Seats!
William Pitt Union,
September 8

The New Tourists, a mix of traditional string band and folk sounds, 2 p.m. **Sept. 12**, First Floor, Carnegie Library of Pittsburgh, 4400 Forbes Ave., Oakland, Celebrate the Arts Sundays, 412-622-3114, www.carnegielibrary.org.

"Training for Success," workshop, 10 a.m.-3 p.m. **Sept. 11**, Lecture Room 2, Fourth Floor, Scaife Hall, Pitt's Survival Skills and Ethics Program, 412-578-3716 or survival@pitt.edu, www.survival.pitt.edu.

Opera/Theater/Dance

Triple Espresso, story of failure-prone comedy trio trying for its big break, **Sept. 9 through Jan. 9, 2011**, Cabaret at Theater Square, 101 Sixth St., Downtown, Pittsburgh Cultural Trust, 412-456-6666, www.pgharts.org.

A One-Man Archy & Mehitabel by Gale McNeeley, showcase of banter, song, and soliloquy inspired by Tom Marquis' Depression-era comic strips, **Sept. 10-19**, Heymann Theatre inside Stephen Foster Memorial, Pitt Repertory Theatre, 412-624-7529, www.play.pitt.edu.



Gale McNeeley

"Violent Armed Groups: A Global Challenge,"
Matthew B. Ridgway Center for
International Security Studies,
September 16-17



Broken Social Scene,
Byham Theater,
September 8



"The Peculiar Case of Human Security: Explaining Change in a Transnational Network," Charli Carpenter, professor of political science,



Orientation Week 2010: Students Return to Pittsburgh Campus



MIKE DRAZDZINSKI/CODE



JOE KAPLEWSKI/CODE



MARY JANE BENT/CODE

1. Forming the word P-I-T with blue flashlights, 2,496 new students gathered Aug. 26 in the Petersen Events Center in an attempt to break the Guinness World Record for the "World's Largest Torchlight (Flashlight) Logo/Image Formed by People." **2.** Parents and volunteers help move students into their residence halls during the annual "Arrival Survival." **3.** Tropical leis and hula dancing drew students to a nighttime luau outside the William Pitt Union on Aug. 26. **4.** Students and their families feasted their way through a buffet line during the Aug. 25 Chancellor's Welcome Picnic at the Petersen Events Center.



4

MARY JANE BENT/CODE

PUBLICATION NOTICE The next edition of *Pitt Chronicle* will be published Sept. 13. 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, 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.