State cuts may not be as deep

House Republicans in Harrisburg are proposing a fiscal year 2012 state budget that would reduce some of the education funding cuts proposed by Gov. Tom Corbett.

The House GOP plan, announced May 10, would restore state funding to Pitt and its fellow state-related schools to 75 percent of current-year levels and bring state funding for the 14 State System of Higher Education schools to 85 percent of current-year levels.

Excluding medical school funding, Pitt’s current appropriation includes $160.49 million in state money. Paul A. Supowitz, vice chancellor for Governmental Relations, said, “More savings would be part of the actual email. There is a preliminary stage of trying to consolidate information, similar to multiple sources. There will be email addresses, as well as to any email forwarding address the individual has set up in the University account.

A couple of things to note: Not all the University mailings can be sent electronically, so even if you do not have a paperless system, you still will receive some paper mail when a University unit specifies that it be delivered in paper form,” Arena said.

The rules governing eligibility for University mass mailings will remain in place, he said. Interoffice mail still will be delivered in paper form, as will all U.S. Postal Service mail.

Currently, it won’t be implemented for the students, but it may be expanded to include the faculty and staff at a later date,” Arena said.

In addition, CSSD is exploring the launch of a new “dashboard” that would provide a single web site for faculty and administrators University-wide to view and update information, such as CVs, grants and publications, in a user-friendly, centralized way.

The goal would be to reduce redundant systems and time-consuming efforts for faculty and administrators who have to submit similar information to multiple sources.

“Right now this is in the initial, preliminary stage of trying to gather information,” including evaluating similar established systems such as PubMed, where faculty post their research, he said.

“Some schools have a system in place, but our recommendation is to consolidate those systems,” Arena said.

Anyone with suggestions about the dashboard should contact CSSD’s Anne Fay at 4-1072 or ap@pitt.edu.

In other Assembly business:

• Senate library committee chair Lou Berry reported that the task force looking into open-access issues and policies is nearing completion of its report. (See April 15 and 29, 2010, University Times.)

• Senate President Michael Pinsky, who co-chairs the task force with Provost Emeritus James Mahler, said he expects to discuss the report at the June 7 Assembly meeting.

—Peter Hart

CONTINUED ON PAGE 2
Pitt is hosting a Bike to Work Day 8-10 a.m. May 20 as part of national Bike to Work Day.

The event, which will take place at the bicycle lockers on the South Bouquet Street side of Posvar Hall, will include light refreshments, bicycle inspections, a raffle, and a resource kit for the first 30 people completing new bicycle registrations, according to Janet L. Thomas, assistant director for parking.

Beyond the Pitt campus, Pittsburgh’s Bike to Work Day events will include hydration/ breakfast locations in Market Square (7:30-9:30 a.m.), Chatham University (7:10-10 a.m. at the Pond at Mellon Center), Carnegie Mellon University (7:10-10 a.m. at Merson Courtyard), REI in the South Side (6-10 a.m.) and Whole Foods Market in Shadyside (7:30-10:30 a.m.).

The events include an opportunity to sign up for BikePGH’s Flock of Cycles. BikePGH’s letter-writing campaign thanking Mayor Luke Ravenstahl for promoting bike lanes and sharrows for the first 100 miles of bike lanes and sharrows campaign thanking Mayor Luke.

The event, which will take place on the second floor of the Flock of Cycles office in the Eliza Furnace Trail at 1 p.m. May 14. Space is limited and registration is required at www.pts.pitt.edu, or 412-303-0766.

Pittsburgh’s Bike to Work Day kicks off this season’s series of Car-Free Fridays. Established in 2009 by Bikeshare PA, Car-Free Fridays provides a wide range of activities in the Pittsburgh area to volunteer transportation including bicycling, car-sharing, ride-sharing, walking and public transit.

Last year, 1,156 people participated in Car-Free Fridays events and activities, which were sponsored by a total of 115 organizations and businesses in Pittsburgh and other parts of the state to the world of health care.

The development of a collaboration among the Pittsburgh Health Care mentors sought for Shadow Days.

A widely respected scholar in crossley is seeking health care professionals from across all health facilities, offices and labs in the Pittsburgh area to volunteer as a mentor for Shadow Days on July 6 and July 14.

Mentors can choose to participate for one or both days. The students are responsible, professional and have received appropriate health clearances, as well as training in HIPAA and HIPPAA training. Professionals in any discipline are encouraged to participate.

Shadow Days provide the students an opportunity to observe health care professionals interacting with patients, conducting experiments and performing their daily duties.

To the editor:

The University of Pittsburgh Health Care Scholars Academy (UPHCSA), formerly the Penn Health Career Scholars Academy (UPHCASA) and nonprofit organizations.

For the addition of courses focused a curriculum that focuses on introducing students from across the state to the world of health care. During the four-week program, students reside on the University campus and are actively engaged in a curriculum that focuses on introducing career options, research, understanding public health issues and many other aspects of health care. More information is available at www.hcsa.pitt.edu.

Individuals in health care departments interested in participating in the shadowing experience should contact Crossley’s office at 412/647-3562 or psgh@pitt.edu.

Karen Narkevic

Director

UPHCSA

University Times

letters policy

Letters should be submitted at least one week prior to publication. Letters are subject to editing to ensure a professional tone that is appropriate for the publication.

Letters can be sent by email to umails@pitt.edu or by campus mail to 100 Cathedral of Learning.

The University Times reserves the right to edit letters for clarity or length. Individuals are limited to two published letters per academic term. Unsigned letters will not be accepted for publication.

—Kimberly K. Barlow
school is still a lousy place to learn anything, lecturer says

Reed Stevens

School is still a lousy place to learn anything, lecture says

Stevens said, "Bruner's idea was that, since the content or subject matter can be taught at any stage of development, you didn't start with interest, you used content to arouse interest. I think that was a mistake. I want to reframe that argument: We begin with the hypothesis that children's interests and concerns can be the basis for intellectual substantive experience and that we can use the learning environments of their lives and can eventually and gradually be connected with adult concerns.

Stevens offered a few suggestions for improving school structure.

On the research end, he said, "We need research that really takes seriously the idea that learning happens outside the classroom. We need a more serious approach to uncover and continually refresh our understanding of young people's interests and concerns.

While learning and cognitive science researchers have a rich vocabulary and researchers know how to study learning and knowledge and the different methods of educational delivery, "We have a pretty impoverished vocabulary to get to concerns, motives and forms of engagement. That's the place we have to look at," Stevens said.

Further, while schools should not diminish the goal of delivering knowledge, "we need to help these interests and concerns become visible — and here I'm talking to the schools — and cultivate and connect them to the school environment, and if learning is taking place outside of schools, we have to go there, we have to follow that," he said. "We need to make connections so that learning pathways that are visible in one setting, like a home, can be visible in a setting like a school.

Audio and visual presentations of all the May 5 and 6 education conference lectures and discussion sessions are expected to be posted online this month at www.educa-
ipg.edu.
A U.S. senator urged new Pitt graduates to get involved and to make a difference for the good of their communities. "Humankind always needs volunteers. Don't wait for the new disaster," said Sen. Ben- jamin L. Cardin (D-Maryland) in his keynote address at Pitt's May 1 commencement exercises.

"Right now, there's a child who needs you to teach him how to read. Right now, there's a family that needs you to help build them a home. Right now, there's an elderly or disabled or lonely person who needs you to comfort her," Cardin said.

Quoting Theodore Roosevelt, Cardin told the packed Petersen Events Center, "This country will not be a good place for any of us to live in unless we make it a good place for all of us to live in."

To drive home the point, Cardin related a parable of a rabbi grilling his students, asking them how they would respond if the rabbi had ended and the day had begun.

One student replied: "It's when one can see an animal in the distance and tell whether it's a sheep or a dog." Another replied: "It's when one can look at a tree in the distance and tell what kind of tree it is."

Not so, the rabbi corrected them, saying: "It is when you can look on the face of any person and see that it is your sister or brother. Because if you can't see this, it is still night."

Cardin advised the new Pitt alumni: "Don't just see the light, be the light. Every day I work with people who follow their passion to be a light. Follow your passion. Be the light to help a neighbor get through a difficult challenge. Be the light for your neighborhood's environmental renewal. Be the light for your nation's leadership to make the world a friendlier and healthier place to live. You can make a difference."

Pitt has provided a strong foundation for the new graduates to pursue a satisfying and rewarding vocation, but just as valuable to society is a person's avocation, Cardin maintained.

"Winston Churchill summarized the distinction best by saying, "We make a living by what we get, but we make a life by what we give,"" he said.

"Your avocation is your calling. It's a mysterious force — a quiet but determined voice — deep inside you, compelling you to do something, somewhere, somehow for the greater good. Your obligation is to pay attention, to heed that voice, to recognize and cultivate that calling and to act on it. As Dr. Martin Luther King Jr. said, "Everybody can be great, because anybody can serve,"" Cardin said.

"We don't cultivate that calling in a vacuum. Rather, we are impacted by the people and the communities in which we live. The University of Pittsburgh is a unique institution that instills in each of you an individual responsibility to challenge yourself to do more."

A 1964 Pitt cum laude graduate and former president of the Student Government Board, Cardin credited his undergradu- ate years with preparing him for his career in politics, which includes 10 terms in the U.S. House of Representatives, as well as making lifelong friends and learning to appreciate the beauty and creativity of the arts through elective courses.

Cardin noted that his generation was inspired by President John F. Kennedy's clarion call to "The Peace Corps captures the essence of our country at its best — highlighting America's strengths and demonstrating that each of us can make a difference, not only in Pittsburgh, but around the world."

"So much has changed since my friends and I were on campus, but the challenge for your generation is the same as it was for mine: to seek a safer world where all inhabitants had decent housing, food, and opportunity," Cardin told the audience.

"We live in a technologically advanced society, yet we have not found the way for people to live in peace. We live in a world with abundant resources, yet too many children go to bed hungry at night. We have seen advances in health care that were unimaginable just a decade ago, yet far too many of our neighbors die each year because they cannot get access to that medical care," he said.

However, the Millennials, as those born after 1980 are known in popular parlance, eminently are qualified to meet the world's daunting challenges, Cardin stressed.

"When I look out at you, I am hopeful. You are more racially and ethnically diverse than previous generations, and you're on course to become the most educated generation in America's history. Yours is the first generation to grow up using social networking technology. You are more tolerant of diversity; you are inclusive and collaborative. These are wonderful attributes," Cardin said.

Despite entering adulthood during the worst economic condi- tions since the Great Depression, Millennials remain optimistic about the future and the nation's future, he noted.

"The University of Pittsburgh has trained you well to meet the challenges of your generation," Cardin concluded. Evoking John F. Kennedy's well-known phrase, he said, "The torch has been passed to your generation. Use the knowledge, find experience gained at Pitt and the unique opportuni- ties we have living in America to make a positive difference. Take the torch — provide the light of hope and sustenance to your neighbors — here and around the globe."

At the May 1 commencement exercises, the University conferred upon Cardin the honorary degree of Doctor of Public and Interna- tional Affairs.

Overall, Pitt conferred approximately 7,000 undergraduate, graduate and professional degrees this year at its five campuses. Pitt-Bradford, Pitt-Johnstown and Pitt-Titusville held their own commencement ceremonies.

—Peter Hart
Not all messages are electronic, even for the Class of 2011.

Above: Elizabeth Murray, keynote speaker at Pitt-Johnstown’s April 30 commencement, is congratulated by UPJ President Jem Specter. Murray’s life story was depicted in the 2003 made-for-TV movie, “From Homeless to Harvard.”

Below: International opera star Marilyn Horne sang a song as part of her address to Pitt-Bradford graduates May 1.
Weight Watchers. A total of 101 individuals participated in one of the two programs. The total number of pounds lost by participants in both programs was 915.8 pounds. As an incentive, those who attended seven UPMC MyHealth Weight to Wellness sessions or nine Weight Watchers on campus meetings did not have to pay the $65 balance of the membership fee for the program. Completion rates for the programs were very high and, overall, feedback about the programs was positive.

Weight Race winners were determined by points awarded for reaching weight-loss or weight-maintenance goals. Individual winners and winning team members received a $50 Giant Eagle gift card.

Also new this year were random prize drawings for those who self-reported their weight at the midpoint and during the final week of the race. The winners were awarded Pittsburgh Zoo passes for the midpoint random drawing and a UPMC water bottle and pedometer for the final random drawing. There were a total of 36 winners from the random prize drawings. There were a total of 20 individual winners of the Weight Race. For privacy reasons, names of individual winners were not announced. Pittsburgh/Regional campus team winners were: Tubby Techies, Bonner’s Beauties Team 2, Real Cool Accountants, Bella’s Buddies and Weight List.

When Benefits Can Be Changed

Benefits that are associated with a pre-tax deduction (e.g., medical, dental, vision and flexible spending accounts) may be changed only during open enrollment unless you have a “life event,” also referred to as a family “status change.” The University follows this rule in compliance with the Internal Revenue Code that governs pre-tax deductions. However, certain benefits are either tax-deferred, such as your 403 (b) contributions to the defined contribution plan or the premium that is deducted from your paycheck on an after-tax basis (optional and dependent life insurance). As a result, you may make changes to these benefits throughout the plan year.

Changes to Defined Contribution Plan - 403(b)

Changes to the percentage that you defer may be made monthly. However, any change must be made by the last day of the prior month in order to be effective the first of the following month. As an example, changes must be made by May 31 for a June payroll effective date. Changes in deferrals may be made on line by following these steps:

- Log on to my.pitt.edu;
- Click on the My Resources tab (community);
- Log on to my.pitt.edu;
- Click on Enter the Participant Portal.

You can also obtain flexible spending account information, such as deadlines, listings of eligible expenses and instructions for logging into your account by calling: UPMC Member Services: 1-888-499-6885.

MyFlex Advantage: Accessing Your FSA Balances

Accessing your flexible spending account balances is easy! Through UPMC Health Plan’s Web site you can:

- View your balance in the health care, dependent care and/or qualified commuter parking FSAs;
- Review transaction history;
- Obtain claim status information and forms.

To access your flexible spending account information:

1. Log into www.upmchealthplan.com;
2. Under “Manage Your Health Care Spending,” click the link to Access MyFlex Advantage (FSA);
3. Click link to Enter the Participant Portal.

Changes to Life Insurance

Changes can be made for optional life insurance, dependent life insurance or accidental death and dismemberment coverage throughout the year. Please contact the Benefits Department for additional details. Keep in mind that certain levels of optional or dependent life insurance may require completion of a statement of health form.

Benefits Confirmation Statements

Open enrollment for the 2011-2012 Plan Year ended on Wednesday, May 11. As was stated in your open enrollment materials, if you did not want to make any changes to your current benefit elections, you did not need to take any action. All of your current benefit elections will remain the same for the new 2011-2012 Plan Year, which starts on July 1, 2011. All faculty and staff members, regardless of whether or not they chose to make changes to their 2011-2012 benefit elections, will receive a confirmation statement from the Benefits Department detailing what their benefit elections are for the 2011-2012 Plan Year. These statements will be mailed out to the home addresses of all faculty and staff members in early June.

It is your responsibility to review your confirmation statement of benefits to ensure that the benefits that you have selected best fit the needs of you and your family members and that there aren’t any errors in these elections. You will have three (3) business days from the date that you receive the confirmation statement to make a change to your benefit elections for the 2011-2012 Plan Year if there is an error on the statement.

If there are not any errors and if you do not respond to the confirmation statement, the benefits listed on that confirmation statement will remain in effect for the 2011-2012 Plan Year. You will only be able to make changes to your benefit elections if you experience a change in status throughout the plan year (e.g., marriage, divorce, newborn, spouse/partner loss of employment, etc.) or at the next open enrollment period in the spring of 2012. If you find an error on your confirmation statement, you must make the change with the Benefits Department in writing within 3 business days of your receipt of the confirmation statement. Simply print your requested change at the bottom of your confirmation statement, sign your name and date the confirmation statement and return your confirmation statement to the Benefits Department on the 3rd floor of Craig Hall. Alternatively, you may fax your confirmation statement to the Benefits Department at 412-624-3485 or mail the confirmation statement to: University of Pittsburgh, Benefits Dept., 320 Craig Hall, Pittsburgh, PA 15260.

Important Contact Information

Benefits Department
Office hours 8 am-5 pm
320 Craig Hall
412-624-8160 - Main Line • 412-624-3485 - Fax
www.hr.pitt.edu/benefits

Please visit our Web site for more FAQs, downloadable forms and other benefits information.
Rankings for doctoral programs recalculated after Nat’l. Research Council admits errors

The National Research Council (NRC) last month released recalculated rankings after errors were found in its recent comprehensive report on U.S. doctoral programs. The report, “A Data-based Assessment of Research Doctorate Programs in the United States,” issued last Sept. 29, covered more than 5,000 U.S. programs in 62 fields at 212 institutions. (See Sept. 30 University Times for three related articles.)

In the initial report, as well as in the revised calculations, Pitt was rated in 38 program areas. While the rankings ranges were adjusted slightly by NRC for virtually every Pitt program, the fluctuations were minor.

The chart on this page compares Pitt’s doctoral program rankings in the September report with the revised report. NRC rankings are drawn from data gathered in fall 2006 and spring 2007, updated for the 2006-07 academic year.

Following the release of the September report, Provost Patricia Beeson told the University Times: “The NRC study reports an unprecedented collection of data on research doctorate programs in the U.S. using a very complex methodology to try to summarize what these data say. We will be sorting through andinterpreting this information for quite some time, but from our initial analysis, the University’s doctorate programs did quite well.”

Beeson declined to comment on the revised report. Pitt revised its report after 14 institutions questioned the data for approximately 450 doctoral programs.

The most common questions, the recalculated report states, centered around faculty characteristics: publications per allocated faculty member; citations per publication; the allocation of faculty; and citations per publication; the allocation of faculty member. NRC undercounted honors and awards. Data for this variable were reimputed from survey data and the variable was recalculated.

• Percent with academic positions. The response rate to this question, which was calculated from the NSF Survey of Earned Doctorates, varied considerably across programs. NRC agreed that a more accurate measure based on survey data was percent of respondents with academic positions or postdocs, not percent of total PhDs. This variable was recalculated with the changed definition.

• Percent of first-year students with full financial support. This variable had been given the value “N/D” when a program had no first-year students. Now NRC uses an academic index to indicate that a program has no first-year students. When no data were reported, there is an “N/D”.

In a departure from traditional single-ordinal rankings comparing programs, each program in the NRC report received an overall rating range (for example, 14-35), as well as ranges of rankings for separate dimensions of program quality: research activity; student support and outcomes; and diversity of the academic environment.

According to the NRC report, each program received two illustrations of rankings for overall program quality are given, based on two different methods of discerning what faculty in each field believe is important in a high-quality doctoral program:

• The S- (for survey-based) rankings are based on a survey that asked faculty to rate the importance of the 20 different program characteristics in determining the quality of the 20 different program characteristics. Based on their answers, each characteristic was assigned a weight; these weights varied by field. The weights then were applied to the data for each program in the field, resulting in a range of rankings for each program.

• The R- (or regression-based) rankings are based on an indirect way of determining the importance faculty attach to various characteristics. (A regression analysis measures the relationship between a dependent variable and one or more independent variables.)

For example, Pitt’s program in anthropology received a rankings range of 11-45 in the initial regression (R-rankings) table. In the revised table, the program received a 15-43 ranking, with the 15 representing the 5th percentile rankings and the 43 the 95th percentile rankings, or the middle 90 percent. Viewed another way, the program could claim that it ranked between 15th and 43rd overall (among 82 programs ranked nationally) with 90 percent statistical certainty.

Each program also received separate sets of rankings for research activity, student support and outcomes, and diversity of the academic environment, using the S-rankings formula described above.

The full report is available at http://www.nap.edu/rdp.

—Peter Hart

Middle East study program organized

Pitt’s Global Studies Center (GSC) and the Consortium for Educational Resources for Islamic Studies will organize a Fulbright Hub Study program for junior and senior undergraduates. The program is designed to allow students to develop a better understanding of Egypt and the Middle East and to speak Arabic with some proficiency.

The program will consist of online study instruction, cross-cultural training, a six-week living/learning experience that includes the study of colloquial Egyptian dialect in Egypt and post-travel online exchanges.

The program will be administered by GSC with Pitt and Baldwin Wallace College, California University of Pennsylvania, Chatham Community College of Allegheny County, Mercyhurst, Seton Hall, Slippery Rock and Youngstown State.

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MAY 12, 2011

7
The growth in the number of college students signing up for online classes has been a boon to online education overall, according to the 2010 Sloan Survey of Online Learning. More than 5.6 million students were taking at least one online course in fall 2009 — nearly 1 million more than in fall 2008 — making for the largest one-year increase in the survey’s eight-year history.

The survey of more than 2,500 colleges and universities, released in November, showed online enrollment rose 21 percent at a time when total college enrollment grew by 1.2 percent. Online enrollment has risen each year since 2002, when it accounted for 9.6 percent of total enrollment. As of fall 2009, 29.3 percent of postsecondary students were taking at least one online course.

In addition, research firm Ambient Insight has projected that more than 22 million post-secondary students in the United States will take some or all of their courses online by 2014. While students who sit in traditional classrooms currently far outnumber their online counterparts, those who utilize primarily asynchronous or face-to-face sections are predicted to be in the minority by 2014.

And while the classrooms in the Cathedral of Learning are in no danger of being abandoned any time soon, Pitt’s online educational offerings are on the rise.

Holly Shifflett, associate director of online programs, said Pitt has 85 fully online students. Half of them are alumni and nearly a quarter are from outside Pennsylvania.

While the University’s emphasis for undergraduate education is on being a residential campus, Shifflett said Pitt, with 3,079 Pitt undergraduates took at least one online course in 2010, as did 750 graduate students.

Pitt’s online offerings and you’ll find a wide range of options including self-paced, synchronous, asynchronous and hybrid courses.

The University launched its Pitt Online (www.online.pitt.edu) initiative in 2007 to offer fully online graduate programs and certificates. Individual schools throughout the University, including the College of Education and the School of Nursing, are part of Pitt Online, as are the University Center for Social and Urban Research’s graduate gerontology certificate and the Katz Graduate School of Business Center for Executive Development and Distance Education (CDDDE) for faculty interested in online education.

Who’s studying online?
Online learning isn’t for everyone. Students must have some motivation and organization as well as a basic grasp of the technology that’s used to deliver the courses.

Prominent on the Pitt Online home page is a link to a quiz, “Is Online Learning for Me?” that offers insights into whether a prospective student has the characteristics needed for success in online education, or whether they might perform better in a traditional classroom setting.

Learning styles also come into play, noted David Barnard, associate director of online programs, and the School of Nursing’s Clinical Nurse Leader (CNL) Master of Science degree — were launched in 1999.

For the master’s students in the post-master’s Doctorate of Nursing Practice (DNP) also are part of Pitt Online, as are the University Center for Social and Urban Research’s graduate gerontology certificate and the Katz Graduate School of Business Center for Executive Development and Distance Education (CDDDE) for faculty interested in online education.

While the Pitt Online programs are asynchronous (meaning that although students move through the course materials together, they typically is no set class time), other options exist. For instance, a number of graduate engineering courses give students the option of sitting in class or watching the class session from a distance in real time. CGS, in addition to web and self-paced courses, also offers hybrid classes that include both online work and in-person components.

“There are a lot of right answers,” Shifflett said, adding that instructional and technological support is available through Pitt’s Center for Instructional Development and Distance Education (CDDDE) for faculty interested in online education.

Distance learning fits the bill for many students, especially those who are pursuing advanced education in their field.

Nursing faculty member Gail Wolf, who heads the school’s master’s and doctoral programs in nursing leadership, said prospective students had been asking for an online nursing leadership program for years.

Most students in those programs are experienced leaders with high-level jobs, coming to class on campus often isn’t an option, Wolf said. “For them, managing online is an ease to their life rather than a burden. It meets a lifestyle need very much.

The School of Education’s online programs also are designed for working professionals. Amanda Thein, coordinator for English education, said the master’s-level students primarily are practicing teachers who may find it difficult to get to campus for class, which is particularly true of teachers in rural areas.

While Pitt’s online nursing and education programs are asynchronous, the Department of Mechanical Engineering and Material Sciences’ nuclear engineering certificate program caters to working professionals in a different way.

When adjunct faculty member Larry Foulke teaches, he’s live on camera in an audio- and video-equipped classroom in Benedum Hall. While some students attend in person, others watch him from their own computers wherever they are.

Many students in the program work at Westinghouse in Cranberry Township, the Bettis Atomic Power Laboratory in West Mifflin or the Beaver Valley Power Station in Shippingport, he said, the program’s setup enables them to participate even if business travel, bad weather, family or work obligations get in the way of coming to campus.

Equipped with microphone headsets, students in “Remoteland,” as Foulke calls it, can listen and ask questions, or type comments to share with classmates.

Typically about half of his 31 students attend in person, although on one wintry Thursday evening, only eight made the trek to class while 22 chose to participate from afar.

Barring power outages, even a repeat of 2010’s Snowmageddon storm wouldn’t necessarily cancel class because the technology makes it possible for the instructor to teach from anywhere, said Foulke.

Broader influence
Not having to be on campus provides an upside for instructors as well. Education’s Thein typically visits family in Colorado each summer without it affecting her class — she can teach from there. “It’s wonderful,” she said.

Online education also allows the University to extend its reach, attracting students who otherwise might not pursue a Pitt degree. Thein noted that the master of education programs are drawing nationally, adding that she has had students from Wyoming, Texas, North Carolina and Virginia in her online literature course.

Wolf said the same holds true for nursing. “It will allow us to recruit internationally as opposed to just in the Pittsburgh metro area,” she said. “It’s a smart move on the part of the University. The return on investment will be a very positive one.”

Linda Djudjic, a faculty member in the clinical nursing leader program, sees even broader benefits. Giving instructors the option to teach part-time online could stretch faculty resources, she said. That’s especially important in nursing, where, in addition to a looming shortage of practitioners, there is a dearth of nursing educators.

“The average age of a nursing school faculty member is in the 50s, said Wolf. Rather than losing them and their valuable experience — to retirement, she said, “We can maintain that knowledge and intellectual capital.”

But technology and cost issues must be addressed, he said, noting that a presentation he made last fall in Egypt on distance education was not as enthusiastically received as he had hoped. There, many students can’t afford laptops or the cost of Pitt Online relative to the costs at an Egyptian university, he said.

Who’s teaching online?

Engineering faculty member Larry Foulke lectures to his fundamentals of nuclear engineering class in Benedum Hall. Students can attend class in person or participate remotely using CourseWeb/Blackboard. With the help of a student technician, slides and video are streamed live from the classroom.

The view through a split window in “Remoteland” — the largest window shows students online. The lower window, which is made up of smaller windows, enables students to type comments from a distance.
Making the leap

Faculty seeking to teach online have more than a mere learning curve ahead of them. Rather, it’s a complete paradigm shift, said Wolf of nursing. Online, the role of the professor changes dramatically — transforming from the proverbial “sage on the stage” into the online “guide on the side,” she said. “I was never one to spoon-feed my students content,” but, in person, “it’s easier to tune in to students’ cues and know whether the pace is too fast or too slow, or if certain concepts need further explanation,” Wolf said. When teaching online, more thought upfront on what to ask about, which discussion questions to pose and how to organize the exchange is needed. “My role becomes guiding them in that discussion,” she said. “It takes creativity in getting messages across online.”

Rosemary Hoffman, director of the clinical nurse leader program, agreed. “Teaching an online course is not simply taking your content material and putting it online.” Students want to feel that they’re in a classroom without actually being in the classroom, she said — and they want to do more than simply read online.

“They want to communicate with their faculty member but they want the freedom of going at a time that’s convenient for them,” Hoffman said. “They don’t want to be reading stuff on a computer. They want to be really interactive,” she said, noting that video, graphics and interactive review sections — all of which are time-consuming to develop — were integrated into the online program.

“They want to dialogue with the rest of their classmates, which I think is a plus because we have students who are not just from Pennsylvania,” Hoffman said. “They are able to dialogue and learn from a whole variety of students,” she said.

The quality of instruction doesn’t suffer, nursing’s Dudjak said. “That’s what we’re trying to emphasize: Even though you are an online student, you are a Pitt student, so you are getting the quality of education that is the same as if you attend class.”

Dudjak said students want faculty feedback. “Students don’t just want a score on something, they don’t just want a check mark when things are completed. They want individualized specific feedback. And they want to know when they can expect to have that feedback.”

Collective feedback isn’t acceptable, Dudjak found. Students don’t want a broadly applicable response — regardless of whether many submissions have common points. Even if she draws from one comment and responds to an issue that 15 other students also related, they still all want the personal feedback, she said.

Developing online courses

Experienced faculty agreed that developing a high-quality online course is time consuming.

Wolf said she was surprised at the amount of effort required in taking her organizational and management theory course online.

In her lectures, she used PowerPoint slides that served as a mental cue for discussion points and questions that she kept in her head. In moving online, those slides had to be condensed and she had to decide exactly what to say before recording lectures, so her online students could access the material at a glance.

“There’s a lot more planning upfront in doing it,” she said. “I already had this course I taught face-to-face on campus. But I spent a month and a half, week after week designing content I already had to fit into a good online format,” she said, adding that she worked in hand in hand with instructional designers at CIDDE.

(Their efforts have been rewarded with a Blackboard Exemplary Course Award: Wolf and Pitt Online team members including team leaders Carol Ashburn and Lynn Cooper will be recognized at the Blackboard World conference in July.)

Tim Oldakowski, a doctoral student in education, likewise was struck by how long it takes to develop a course online. A former high school teacher, he has put his passion for technology and education to use. Since 2008, Oldakowski has helped faculty in the School of Education develop 15 online courses. “This is a dream job for a GSA,” he said. “I have a lot of say in online pedagogy,” a field he’s sure has huge growth potential.

He said he has spent anywhere from three weeks to a year developing courses in conjunction with faculty.

It’s not so much that it takes a lot of time to put a course online, he explained. Rather, it takes a lot of time to determine the best way to use available technologies to present the course online.

Interaction is good, but how that plays out depends on the subject matter and the instructor. For instance, how do students do math problems online for others to see? “I think you need to hear and see your instructor,” he noted, saying that the use of a voice thread for explanation may be appropriate in such cases.

When considering technology, “Don’t be flashy because it’s there,” he advised. He said many faculty and students are grateful for online courses that “use technology, but don’t overuse it.”

Oldakowski noted that some faculty fear that technology will fail while they’re teaching online, either through incompatible equipment or students’ errors in using it.

“Take what you’re fearful of and try to learn a little about it,” he advised. He suggested faculty set up a simple online course using Blackboard, then enlist colleagues who can post as students to test posting and responding. He noted that one flaw of CourseWeb is that when instructors log on they see only the instructor’s view. “You can’t see the course from a student point of view.”

Oldakowski admitted that getting started in teaching online may be difficult, but advised faculty to remember the value of CIDDE as a resource. “They’re experienced with the technology and in new technology,” he said.

Foukiel said he finds the assistance of a student technician invaluable in his synchronous nuclear engineering courses. “It’s very important. I don’t worry about connectivity it’s there,” he advised. He said many faculty and students have more than a mere fear of technology — it’s that they simply don’t know how to use it.

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a double-edged sword, she said. “Interestingly, some students are more careful in conversation because they don’t know such details about their fellow students, others are less careful,” she said.

Information overload

Online discussions, either through a wiki or a discussion board, can result in information overload. Some students write paragraphs, rather than just a few lines, when they comment.

In the classroom, if there’s a question, typically only one student is chosen to answer, Barnard of medicine noted. “We don’t go around and ask each and every student ‘what do you think?’ to every question,” he said, noting that he and Satkoske still wrestle with issues of redundancy and participation.

Satkoske said, “It’s more work than you would think,” reiterating students’ desire for interaction and individual feedback. “If they post twice a week, times 25 students, that’s 50 postings,” she said.

Facing hundreds of posts, papers to grade and assignments to review can be daunting, Wolf of nursing agreed, she turned to CIDDE for advice when postings were threatening to overwhelm her.

The solution? This year, on a rotating basis, Wolf’s students serve as discussion board leaders. With a group, they discuss an issue and post a synopsis for the whole class — and Wolf — to read. She also reviews posts at random, but now is freed from reading every last one, many of which would overlap.

The advantage of this is twofold. In addition to making the amount of information more manageable, it gives students leadership skills, listening to information, weeding out the noise and distilling it into a cohesive package for a presentation, Wolf said.

Satkoske agreed that teaching online carries a workload similar to an onsite course. “It feels like more because students email you 24/7,” she said. On campus, she knows she has a three-hour block of classroom time devoted to her students and other times set aside for grading. Online, however, her time is spent in smaller segments throughout the week.

Availability

Satkoske said she initially made the mistake of going online every day. “That sets up an expectation of running commentary,” she said. Better, she said, is to let students know when they can expect replies. “I let students know that things due Wednesday at midnight will be replied to by Thursday at midnight,” she said.

Online classes can be hard to step away from, particularly for faculty who are online frequently. Themselves, an agreed. Students may send a message in the middle of the night, and, if the instructor happens to be online, she said, “there’s the temptation to jump on.”

As a solution, education faculty make it a point to be very clear about when they will be available to students, for instance, committing to checking email every 24 hours, she said.

Hoffman finds the same in nursing. “I think these students, they’re online. They think you’re online all the time,” she said.

Details, details, details

Helping students manage their expectations is important. Students want details, faculty say — desiring specific timelines for when assignments are due, when they can reach the instructor, when they can expect a reply. Dudjak said, “Once students know what to expect, they’re fine.”

Through experience, Oldakowski of education said he’s learned it’s a must to spell out instructions in painstaking detail. “I’ve become more and more explicit,” he said, adding that there’s no such thing as too much. “Click on ‘edit’ to — or ‘move cursor here to’ — can improve students’ online experience.

Satkoske advises faculty to take time to create a very specific syllabus “in excruciating detail” on the front end to avoid confusion. “Be very, very specific,” she said, adding, “You don’t realize how much you give verbally.” In addition, she said she must craft her communications with students carefully, being precise in her language and careful of her tone.

She also advised faculty to specify the format in which students should turn in their assignments. Even better, “Get them to send a test document before the first assignment so they get the hang of it before an assignment grade is on the horizon.”

Impact on the classroom

Dudjak said the first nursing courses she put online were ones she’d taught onsite many times. Reassessing content as she developed the online course prompted her to take a fresh look at the material for her onsite classes as well, she said, improving her own classroom teaching.

Wolf had a similar experience. She said that developing online courses has made her more creative in her teaching in the classroom.

“Probably some of the creativity has spilled over into the face-to-face teaching as well,” she said. “I wasn’t in a teaching rut, perse, but the attention to the online course shook things up. Because it was so new it energized me, too.”

— Kimberly K. Barlow
instituting co-pays for transportation, preschool and selecting a child care program co-pays increased use of generic drugs and the implementation of new welfare reform legislation that will reduce fraud and abuse in medical assistance programs. Proposed group contracts with some DPW programs were also revalued and adjusted.”

Adolph added, “All general administrative department lines were initially reduced by 10 percent to more equitably distribute the fiscal impact caused by the loss of federal stimulus dollars. The Republican budget proposal also eliminates additional unfunded vacancies across all departments. In addition, the House GOP proposal would cut the legislature’s funding by $15.3 million, or 7 percent.”

“The goal is to have an on-time, balanced budget without reckless borrowing, and that prioritizes spending and does so within the four corners of the governor’s blueprint,” Turzai said, adding, “Our timeline is to have this bill passed out of the House well before the end of May.”

Pennsylvania’s budget process calls for a budget to be passed by the legislature before the July 1 start of the fiscal year. The governor’s proposal is one step in the budget cycle. After the governor proposes a budget, House and Senate Appropriations committees hold public hearings before a budget bill is presented. That bill may be amended before a final version is passed.

The state has received some positive financial news in recent weeks. General fund revenue collections for April were $273.2 million, or 9 percent above estimate, according to the current fiscal year’s collections to $105.9 million, or 2.3 percent, above estimate. However, even a brightening of the state’s rainy day fund may not fill the budget gap. While the governor wants to use any surplus to rebuild the state’s rainy day fund or pay down debt rather than increase the proposed $27.3 billion budget, some lawmakers would prefer to use the found money to pare down some of Corbett’s proposed cuts.

In the wake of the deep cuts proposed for higher education, tuition increases are inevitable, although university leaders have indicated that students can’t shoulder the full impact alone.

Administrators at some state-related and state system universities have announced some new or additional belt-tightening plans:

- Temple President Ann Weaver Hart announced salary and hiring freezes, travel restrictions and a review of employee benefits as the university plans its FY12 budget. Temple also will seek to consolidate administrative support positions and look for potential partnerships with other institutions to save costs, Hart told employees in an April 30 memo.

- In mid-April, presidents of the four state system schools warned faculty of possible layoffs in the upcoming academic year.
- Penn State put on hold several construction, renovation and building upgrade projects and offered voluntary retirement incentives to some faculty and staff. President Graham Spanier also announced a pay freeze for the coming fiscal year, warning employees that layoffs would be necessary.
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- In a press conference following the governor’s budget proposal, Chancellor Mark A. Nordenberg said, “Obviously the prospect of cuts of this size almost means that everything has got to be on the table.”

However, the University has not specified in detail what new steps might be taken to fill the budget gap. Examples of Pitt’s cost-saving measures to date have been compiled at www.progress.pitt.edu, but future plans remain under wraps.

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Kimberly K. Barlow

University of Pittsburgh

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Arbitration clinic to open this fall

The School of Law with the support of the Pennsylvania Securities Commission has established the Securities Arbitration Clinic, slated to open in the fall term.

One of only 17 such clinics in the United States, the clinic will give Pitt law students the opportunity to gain hands-on experience in investigating claims and representing clients in every step of the arbitration process. Students also will be taught the skills necessary to represent investors involved in disputes with broker-dealers.

The clinic will offer free legal representation to small investors who cannot afford to hire a lawyer to help them bring a complaint. It also will provide legal representation to individuals who may be underrepresented in a complex administrative and judicial system. Preference will be given to senior citizens and to Pennsylvania residents.

Alice L. Stewart, adjunct Pitt professor of law, Sandy Gartnick, a partner at Eckert Seamans Cherin and Mellot, and Scott Lane, deputy chief counsel of the Pennsylvania Securities Commission, will oversee the clinic.

Stewart assisted in the development of securities arbitration clinics at Northwestern University, S tulfo University and Howard University law schools.

For more information, contact Stewart at 412/648-1300 or als243@pitt.edu.

University of Pittsburgh Nondiscrimination Policy Statement

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity and cultural diversity. Accordingly, as fully explained in Policy 07-01-05, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, gender identity and expression, genetic information, disability or status as a veteran. This law applies to admissions, employment, access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs, please contact: University of Pittsburgh, Office of Affirmative Action, Diversity and Inclusion, Carol W. Michaud, director (and Title IX, 504 and ADA coordinator), 412 Bellefield Hall, Pittsburgh, PA 15260, 412/648-3860.

For complete details on the University’s nondiscrimination policy, please refer to Policy 07-01-05. For information on how to file a complaint under this policy, please contact President 07-01-05.
The People of the Times column features recent news on faculty and student awards and other honors, accomplishments and administrative appointments.

We welcome submissions from all areas of the University. Send information to: umimes@pitt.edu, by fax at 412/648-4579 or by mail to 108 Biddle Hall.

For submission guidelines, visit www.unimes.pitt.edu/page.id=40807.

The Pitt-Greensburg Alumni Association presents its Outstanding Faculty Award to Elena Beshero-Bondar of English.

Elena Constantine, a Pitt-Greensburg mathematics faculty member, has received the UPJ President’s Award for Teaching Excellence.

Constantine was recognized for the strong focus on her teaching preparation, ensuring that her approaches and her materials are fresh and challenging. Additionally, she is engaged in research to advance her field.

The Pitt-Johnstown advisory board presented its annual Service to Community award to Nikki Babik.

Babik was recognized for her involvement as advisor to the student-athlete advisory committee, coordinator of the annual Think Pink game, which has raised more than $5,000 for the Susan G. Komen Foundation and the Joyce Murtha Breast Center; volunteer with both Habitat for Humanity’s alternative spring break; creator of the annual Make-A-Wish charity basketball game between the faculty/staff and students; and leader of several clothing, food and toy drives for the benefit of the community.

She also established a partnership with the alternative community resource program that has involved Pitt-Johnstown student-athletes as community volunteers and youth mentors.

Two Pitt-Greensburg faculty members were honored recently. Diane Marsh of psychology received the President’s Medal for Distinguished Service for her accomplishments during her 33-year career at UPJ.

Marsh, a past winner of both the Chancellor’s Distinguished Teaching and Distinguished Research awards, was recognized as one of the campus’s most prolific and effective researchers, while continuing to serve as a role model and mentor to fellow faculty. During her career, she has been the recipient of 16 awards for achievement, service or mental health advocacy.

Author of 12 books, Marsh brings to her research and to her classroom years of experience as a therapist, consultant and trainer.

The Pitt-Greensburg Alumni Association presented its Outstanding Faculty Award to Elena Beshero-Bondar of English.

Beshero-Bondar teaches British Romanticism, gender and genre, women poets, fantasy and science fiction and literary history.

The 2009 recipient of the UPG President’s Distinguished Teaching Award, she has chaired the David Vinci Scholarship selection committee and served as faculty vice president and public officer for the Phi Kappa Phi Honor Society.

She also is faculty advisor to the campus chapter of Sigma Tau Delta, the international English honor society, where she mentors students.

David Servan-Schreiber, a faculty member in psychology at the School of Medicine and a Carnegie Melon University alumnus, will receive an honorary Doctor of Human Letters degree at CMU’s May 15 commencement exercises.

Diagnosed with brain cancer in 2004, Servan-Schreiber was a patient of his own research, which led to his international best-selling book, "Think Like a Doctor: How to Overcome Depression and Live a Happier, Healthier Life." He will speak at a benefit event on May 11 which will raise funds for the David Vinci Scholarship fund.

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DROP-OFF LOCATIONS

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Mascaro Center for Sustainable Innovation (153 Benedum Hall)
Software Licensing Services (204 Bellefield Hall)
University Book Center

Look for these drop boxes on campus!

CONTINUED ON PAGE 13

The University of Pittsburgh seeks smokers aged 18-65 who are already planning to quit smoking to participate in a 9-week research study on the short-term effects of two nicotine medications on smoking behavior, craving, and mood. One is FDA-approved for smoking cessation, Zyban (bupropion), and the other is FDA-approved for weightless- ness, Prozac (fluoxetine). This is not a treatment study. You will be asked to take study medication that may or may not contain the active ingredients. Research study participants will be compensated.

Although this study is not a treatment trial, everyone who completes the study will be offered optional brief counseling and Zyban (bupropion) at no cost after the study is over to help them quit permanently.

For more information, call 412-246-5306 or visit our website at www.smokingstudies.pitt.edu.

University of Pittsburgh

Computing Services and Systems Development (CSSD)

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THINKING OF QUITTING SMOKING?
Joseph J. Schwerha, an adjunct faculty member at the Graduate School of Public Health and expert in occupational medicine, died April 17, 2011, after being stricken with an apparent heart attack while driving his car. Schwerha, 72, was an integral part of Pitt’s Department of Environmental and Occupational Health (EOH) and played a key role in its residency program.

Schwerha retired from U.S. Steel, where he had been general manager of health sciences and corporate medical director, to join the Pitt faculty in 1998. Board-certified in occupational medicine, he directed the EOH’s occupational medicine fellowship and was involved in public health preparedness and disaster response programs until 2001. He was the director of the school’s division director 1998-2002.

Schwerha was a member of Pitt’s radiation safety committee, the safety committee and the UPMC graduate medical education program’s medical dose commitment committee.

At the time of his death, Schwerha was a member of the occupational medicine and medicine faculty teaching staff at Jefferson Hospital and was a consultant in occupational and environmental medicine and clinical professor of community medicine at West Virginia University.

Schwerha earned his bachelor’s degree in chemistry at Duquesne University. At Pitt. He received a master’s degree in environmental health and industrial hygiene from the University of Michigan and an MD from WVU.

At Pitt, he was the principal investigator of the American College of Occupational and Environmental Medicine, the National Safety Council and the editorial board of the Journal of Occupational and Environmental Medicine, the Journal of Managed Care Medicine and the Journal of Emergency Management.

He contributed to several Institute of Medicine reports and participated in IOM activities, including reviews of the NIOSH personal protective technology program and traumatic injury research programs.

He also was active in local and regional occupational medicine groups including serving as occupational medicine chair for the Allegheny County Medical Society and playing an active role in the Pittsburgh Area Occupational Physicians Society.

Among many honors, Schwerha was the 2005 recipient of the American College of Occupational and Environmental Medicine. In 1999, he was named as faculty inductee into the Pitt chapter of Delta Omega, the national honorary society for graduate studies in public health.

EOH chair Bruce Pitt commended Schwerha’s unique background as an asset to the department’s residency program. “He was respected in the field and well-connected through his years of experience, Schwerha called many colleagues, friends and associates in industry, academia and government to advance the school’s mission to provide quality care to workers in southwestern Pennsylvania and help them to seek and to give. He was a dedicated, compassionate and caring individual who truly put the health of patients first in every aspect of his career. He was a true gentleman and role model for many,” said Pitt.

Pitt said Schwerha was “the face of the residency program and a leader who dedicated his life to the care of workers and their families.”

He said, “He was always looking for interesting questions,” he recalled. “She was very open, very inquisitive.”

Harper said the demonstration that by crossing program boundaries and reaching out to work with people who had common scientific interests. “She was someone who wasn’t defined by topics as much as by the approach to looking at it,” he said. “She wanted to give people access to information, making people feel more empowered.”

Faculty member Mary Kay Biagianti, chair of the LIS program, said Schwerha was very dedicated to her doctoral students. She said Schwerha undertook intense personal efforts to connect the residents with formal instruction and experience in hospitals, government agencies and industry to round out their training and experience. “His efforts resulted in extraordinary loyalty among his colleagues, former residents and trainees,” Pitt said. “He was a good guy and well admired,” Pitt said.

Jay Harper, medical director for UPMC employee health, became acquainted with Schwerha when he was an intern and medical director at occupational medicine in a medical school class at WVU. “He always maintained a mentor/mentee relationship with many of the residents,” Harper said. “He always had an open door policy.”

He phoned the doctor late at night— Schwerha had the unusual practice of leaving the lights on in his own office hours in his private Finleyville after his workday at U.S. Steel was finished. “Called him around midnight to talk about occupational medicine,” Harper recalled. Schwerha took time to answer his in spite of the late hour. “He was a very giving guy,” Harper said.

Later, Harper occasionally encountered Schwerha’s patients when he worked in his dermatological. “The patients of his that I took care of, they loved him,” Harper said.

When Schwerha was generous in taking time to tend to his patients and mentor medical students, Harper said Schwerha enjoyed fishing and boating with his children and grandchildren on Deep Creek, Md., and also enjoyed a home in Naples, Fla.

Pitt was survived by his wife, Dorothy Feltow Schwerha; four children, nine grandchildren; two sisters, and many nieces and nephews. Memorial services were held April 30.

—Kimbryk K. Barlow

Sherry Lynn Koschman

Sherry Lynn Koschman was an assistant dean, faculty member, and director of the Institute of Library and Information Services (ILIS) in the School of Information Sciences, Carnegie Mellon University. Koschman received her bachelor of science in computer science from McNeese State University in Lake Charles, La., in 1997. She then worked as an information retrieval and software testing consultant for quality assurance and information technology projects. She taught courses in information visualization, information architecture, digital library services, information technology architectures, and user-focused system design.

Koschman was a magna cum laude graduate of the University of Maine, where she earned both her master of science in library and information science and her doctoral degree in information science and technology. She was a member of the American Society for Information Science and Technology and served as a member of its conference program committee and as faculty advisor to the group’s student chapter at Pitt.

Koschman was a member of the library science graduate program at the North Carolina Central University, where she worked as an information visualization, information architecture, digital library services, and mobile visualizations for web-based visualizations, clusters, information structures including the web. Koschman’s faculty web page cited research interests in information structures including web-based visualizations, clusters, socially generated representations and information retrieval.

Koschman chaired the school’s library science graduate program (LLIS) doctoral program. Her teaching interests covered web information visualization, information visualization, information architecture, digital library services, and mobile visualizations for web-based visualizations, clusters, information structures including the web.

Koschman was always looking for interesting questions,” she recalled. “She was very open, very inquisitive.”

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Koschman was always looking for interesting questions,” she recalled. “She was very open, very inquisitive.”

Harper said the demonstration that by crossing program boundaries and reaching out to work with people who had common scientific interests. “She was someone who wasn’t defined by topics as much as by the approach to looking at it,” he said. “She wanted to give people access to information, making people feel more empowered.”

Faculty member Mary Kay Biagianti, chair of the LIS program, said Koschman was very dedicated to her doctoral students. She said Koschman undertook intense personal efforts to connect the residents with formal instruction and experience in hospitals, government agencies and industry to round out their training and experience. “His efforts resulted in extraordinary loyalty among his colleagues, former residents and trainees,” Pitt said. “He was a good guy and well admired,” Pitt said.

Jay Harper, medical director for UPMC employee health, became acquainted with Schwerha when he was an intern and medical director at occupational medicine in a medical school class at WVU. “He always maintained a mentor/mentee relationship with many of the residents,” Harper said. “He always had an open door policy.”

He phoned the doctor late at night— Schwerha had the unusual practice of leaving the lights on in his own office hours in his private Finleyville after his workday at U.S. Steel was finished. “Called him around midnight to talk about occupational medicine,” Harper recalled. Schwerha took time to answer his in spite of the late hour. “He was a very giving guy,” Harper said.

Later, Harper occasionally encountered Schwerha’s patients when he worked in his dermatological. “The patients of his that I took care of, they loved him,” Harper said.

When Schwerha was generous in taking time to tend to his patients and mentor medical students, Harper said Schwerha enjoyed fishing and boating with his children and grandchildren on Deep Creek, Md., and also enjoyed a home in Naples, Fla.

Pitt was survived by his wife, Dorothy Feltow Schwerha; four children, nine grandchildren; two sisters, and many nieces and nephews. Memorial services were held April 30.

—Kimbryk K. Barlow
Senate committees elect new members

Eight faculty members have been named winners of the 2011 Provost’s Advisory Council on Instructional Excellence (ACIE) Innovation in Education awards. They are:

- Neal Benedict, pharmacy and therapeutics. Benedict will develop two virtual-patient case study simulations to give students experience in decision-making and evaluating results in a no-risk environment.
- Sunnyeh Cho, computer science. Cho will convert an existing computer lab into a personal supercomputer lab and develop programming projects to facilitate students’ learning of parallel programming techniques.
- Lydia Daniels, biological sciences. Daniels will redesign an introductory biology course to replace lectures with technology-based assignments and learner-centered activities.
- Mary Lou Leibold, occupational therapy. Leibold will develop stepped learning experiences that incrementally increase in complexity in order to help occupational therapy students develop competency in upper-extremity assessment.
- Tamer Tamer, information sciences. Tamer will create a digital repository of master’s of library and information science alumni presentations, discussions and visits to foster a mentorship community among current students.
- Jingtao Wang, computer science. Wang will develop a new undergraduate course that focuses on designing, prototyping and evaluating mobile applications.
- Amy Williams, music. Williams will develop a collaborative graduate course with Attack Theater, a professional dance troupe, to allow students to explore music composition and dance.
- Eunice Yang, Pitt-Johnstown engineering. Yang will develop a spiral curriculum for her engineering measurements course and its lab section. This will introduce concepts on a simple level and revisit them at greater complexities throughout the course.

These eight projects, totaling over $100,000, will be completed by next spring. Each faculty member will have a project page on the ACIE award web site at www.pitt.edu/~facaffs/acie/awards.html, which will be updated as projects are completed. ACIE award proposals are solicited each year from faculty across Pitt’s five campuses. Funded projects primarily enhance teaching at the University and/or projects are completed. The First Baptist Church of Pittsburgh

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The University of Pittsburgh’s Alcohol & Smoking Research Lab is looking for current smokers to participate in a research project. You must:

- Be 30-70 years old, in good health, and a Native English speaker
- Be willing to fill out questionnaires
- Be willing not to smoke for 5 hours before the session

Earn $60 for participating in this study.

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As a reminder, all University of Pittsburgh employees have access to a toll-free, confidential telephone line that makes it comfortable and convenient for employees to report irregular or troublesome workplace issues so that these issues can be investigated and resolved.

- Available to all full-time and part-time faculty, staff, and research associates at the Oakland and regional campuses and other off-campus work locations
- Enables callers to remain anonymous
- Answers 24 hours a day, seven days a week
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- Financial improprieties, including fraud, theft, falsification of records, and improper use of University assets
- Human resource matters, including perceived harassment, discrimination, misconduct, and other workplace issues
- Research compliance concerns, including conflict of interest, improper grants, violation of human subject research regulations, and violation of other research compliance rules
- Other legal/regulatory matters, such as those pertaining to environmental health and safety

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8 faculty win ACIE awards
**C L A S S I F I E D**

- For University ads, submit an account number for transfer of funds.
- University ads are limited to academic or educational information.
- The University reserves the right to reject any ad.
- Deadline for students to submit monitored withdrawal forms is May 13, 2011.
- Deadlines: Visit www.cidde.pitt.edu/Beyond-the-Tech-Churn for more information.

**EXHIBITS**

- Hillman Library Audubon Exhibit
  - LandLab Falcon, through May 23
  - “American Crossbill,” May 24–June 6
  - “Joshua Tree National Park,” May 25–June 6
  - “The House That Carol Built”; pg 89

**DEADLINES**

- Conflict of Interest Forms must be sent directly to the Conflict of Interest management reporting team and through data summary reports for their units to the provost or your health sciences by May 16.

**THEME**

"The House That Carol Built"; pg 89

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May

Thursday 12

HSLS Lunch With a Librarian
“Search Classic,” Michele Klein-Fedyshin; Falk Library conf. rm. B, noon

Chemistry Lecture
“From superintendent to Mechanism, Spraying on HIV entry,” Carole Bewley, NIH, 12A Chervon, 2:30 pm

OPDC “Oakland 2025” Action Forum
St. Nicholas Church, 419 S. Dithridge St., 6-8:30 pm (RSVP: 412-621-7863, ext. 17)

Friday 13

• Summer term add/drop period ends.

American Heart Assn. “Go Red for Women” Conference
“Life From the Inside Out,” Judith Falk, Magee; Fairmont Pgh., Downtown, 9 am (412702-1194)

CIDDE Workshop
“What’s New in Blackboard 9.1?” B23 Alumni, 10 am

WPIC Meet the PI Lecture
“Does Bipolar Disorder Exist in Children? Evidence & Current Controversies,” Berni Brahmam; WPIC 2nd fl. aud., 11 am-12:30 pm

Sc. VC’s Research Seminar
“Wnt Signaling in Mammalian Aging,” Hongjun Liu; Scarfe aud., 6, noon

HSLS Workshop
“Intro to the HSLS Resources & Services at Falk Library,” Priya Shenoy; Falk Library; 1 pm (6-8796)

Psychology Lecture
“Social Identity, Motivation & Well-Being Among Adolescents From Asian & Latin American Backgrounds,” Andrew Fuligni, UCLA; 4127 Sennott, 3 pm

Law Commencement Soldiers & Sailors, 3 pm, followed by reception in CL Commons

Bradford Campus Workshop
“Economic Gardening: Economic Development the Smart Way,” 162 Swarts, UPB, 8:30 am-1:30 pm

Saturday 14

A Taste of Oakland
Browse Oakland shops while sampling area restaurant fare; central Oakland, 12:30 am-3:30 pm (412681-6283)

Monday 16

• Summer 12-week session add/drop period ends.

CIDDE Workshop
“Introduction to CourseWeb,” B23 Alumni, 9-11 am

Senate Community Relations Committee Mtg.
272 Hillman, noon

UPCI Basic & Translational Research Seminar
“DNA Damage Responses: Redundancy to Breast (or Red-side),” Michael Kastan, St. Jude Children’s Research Hospital, Cooper classroom; D, noon (412-623-7771)

CVR Seminar
“Bioprocess Development & cGMP Manufacturing at the University of Nebraska-Lincoln,” Michael Meagher; 6034 BST, noon

Health Services Research Seminar
“EvidenceClinic Visits’ Effects on Primary Care Relationships,” Rachel Read; 105 Parkvale, noon

MMG Seminar
“In Situ Analysis of DNA Damage Responses: DNA Repair & Chromatin Remodeling & Their Relationship to Genome Instability,” Li Lan & satoshi Nakajima; 162 Swarts, UPB, 8:30 am-1:30 pm

Pharmacology & Chemical Biology Seminar
“A Systems Approach to the Chemistry & Biological Consequences of Lipid Electrophile-Protein Damage,” Lawrence Marnett, Vanderbilt Inst. of Chemical Biology; 1995 Stad fl. BST, 1:30 pm

AUP Membership Mtg.
Lutheran U Ctr., 4155 Forbes, 4 pm (bag13@pitt.edu)

Provos’s Inaugural Lecture
“Of Mice & Men: Development of Amyloid Imaging Agents,” Chester Mathis, medicine; Scarfe lecture rm. 6, 4 pm

Wednesday 18

Orthopaedic Surgery Grand Rounds
Charles Lupoo; Montefiore 7th fl. LHAS aud., 7 am

Surgery Research Day/Sym-
mons Lecture in Surgical Science
“Memory, Surgery & Surgical Research,” Daniel Meldrum, IN U; UClub Ballrm. A & B, 7:30 am-2 pm

Clinical Oncology & Hematol-
ogy Grand Rounds

Dental Medicine Research Symposium
“Connecting the (Digital) Dots: How Informatics Is Changing Health Care & Biomedical Research,” Justin Starren; Scalf aud. 6, 9 am-noon

PhIPhus Research Seminar
“Evolution of Insprinting & Cognitive Ability in Mice & Men,” Randy Jirtle; Duke; 1104 Scarfe, noon (6-1049)

Neurology Grand Rounds
“Migraine as a Systemic Vasculopathy: The Role of the Endothelium & Platelets,” Gretchen Tietjen; 1105 Scarfe, 4 pm

Thursday 19

Emergency Medicine Grand Rounds
“P301 Lecture,” Jon Dorfman & Sarah Parker; “Traumatic Neck Injuries,” Jea Nasar; “Morbidity & Mortality,” Jen Hickey; 210 McKee Place suite 500 classroom; A, 8 am-noon

CIDDE Workshop
“CourseWeb Level 1,” B23 Alumni, 9-11 am

Res/SET Workshop
“Family Smoking Prevention & Tobacco Control Act: Developing a Multi-Disciplinary Agenda;” Martin Rau, Sennott; 1:30-5 pm (bgreen@pitt.edu)

UClub Lecture
“Altering the Natural History of IBD: Assessing & Treating Inflammation,” Edward Loftus, UClub Ballrm. A, 6-8:15 pm

Friday 20

Research Day in Reproductive Biology & Women’s Health
“Epigenetic Patterns in the Germline & Early Embryo: Role in Normal Fetal Development,” Jacques Traister; “The Human Microbiome: Diversity, Resilience & Prematurity Birth,” David Relman; Magee zero level and, 7:30 am-3 pm

Endocrine Conference
“Therapeutic Use & Abuse of Anabolic Steroids,” Ahun Manus-
matos; 1199 Starzl BST, 8:30 am

GSPI Porter Prize Lecture
“The Enigma of Diverse Host Responses to HIV/STI Infection,” Francois Barre-Sinoussi; UClub Ballrm. A, 10:30 am

CONT/ENDS/ SV/ PAGE 11