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It’s that time of year again

Take a deep breath, brace yourself, maybe even pour a glass of wine—your student evaluations of teaching have arrived, or will be arriving in your email. Instructors’ responses to the end-of-semester arrival of student evaluations vary widely. For some, the possibility of harsh critiques produces anxiety, while others relish confirmations of a job well done. Some dismiss student evaluations as simply reflecting others’ relish confirmations of a job well done. Others welcome the evaluations as simply reflecting others’ preferences. Others believe that critical feedback on your evalua-
tions is necessary to help them improve their teaching.

Despite the diverse percep-
tions, research shows that student evaluations are, in fact, generally more reliable than other methods of assessing teaching effectiveness, such as peer evaluations or self-ratings. Unfortunately, misconceptions may lead some faculty to diminish the importance of student evaluations. Those misconceptions may include the notion that student evaluations make constant judgments, do not appreciate good teaching, and really mean “bad” courses, or that such ratings amount to a popularity contest. Perhaps most harmful, some instructors believe that student evaluations are not helpful in improving teaching.

However, student evaluation of teaching, administered in most Pitt schools through the Office of Measurement and Evaluation of Teaching (OMET), can be effective sources for improved teaching. The question is how best to use them. Here are some tips.

Get your mind right

Approach student evaluations with the primary goal of improv-
ing your teaching. While self-affirmation or self-critique may relate to that goal, those functions should not undermine the essential usefulness of student evaluations. 

• Recall that teaching is a skill that must be developed like any other skill. The best teachers are those who honestly evaluate their strengths and weaknesses and continue to improve. In other words, even if you have received critical feedback on your evalua-
tions, you can continue to improve. Just because the same comment appears a couple times throughout the survey does not necessarily mean that you need to change the way you do something. By the same token, the statement by a single student that “Many students felt...” is a fairly unreliable indicator of the repre-
sentativeness of that fact. Even if you improve. You likely are not always as good as the best things students say about you, just as you likely are not as bad as the worst things they say about you.

• Note that students have been asked to specify the instructor’s major weaknesses. If students instead were asked to evaluate your teaching generally, they might not have an adequate critical think about how you respond when asked what you think of others; how would you respond if you were asked to point out that person’s weaknesses? The way in which the student evaluations are set up—i.e., to solicit both positive and critical feedback for purposes of improved teaching—also mitigates against reading the evaluations as a perfect reflection of a student’s general impression of you as a teacher.

Determine action items

• The appearance of a similar comment multiple times is a fairly reliable indicator of potentially actionable item. Keep in mind, however, that a single student may repeat the same critical or positive feedback in several areas of the survey, as in the course evaluation, the instructor self-evaluation, the peer evaluation. Just because the same comment appears a couple times throughout the survey does not necessarily mean that you need to change the way you do something. By the same token, the statement by a single student that “Many students felt...” is a fairly unreliable indicator of the representa-
tiveness of that fact. Even if you improve. You likely are not always as good as the best things students say about you, just as you likely are not as bad as the worst things they say about you.

• A remark that appears only once in the instructor self-evaluation, however, may not be dismissed immediately nor overly elevated in importance. It can be easy to dismiss a singular critical comment because it simply doesn’t fit with an instructor’s self-evaluation, or to disregard a positive comment such as “knowl-
edgeable,” by arguing that the student has no basis for assessing you. 

• At the same time, many instructors become fixated on a student comment (positive or negative) in which the student evaluations are set up—i.e., to solicit both positive and critical feedback for purposes of improved teaching—also mitigates against reading the evaluations as a perfect reflection of a student’s general impression of you as a teacher.

• Determine which critical feedback is warranted and, if so, in what sense. Then consider ways to act on that feedback while maintaining the integrity of the course. One semester I received several com-
ments that there was too much writing required in my non-Writing-Intensive course. Because I believe that writing is critical to my course’s success, when a student points out a problem or area that needs improvement, I encourage the student to ask the help center or the advising office about the requirements. In this case, I chose to maintain the writing requirements. However, I have made a greater effort to improve the writing in the class, including making me aware of the amount of writing they can expect. 

• Don’t view a “split” in the data. If one student says that your in-depth explanations of difficult concepts are extremely helpful, while another complains that your in-depth explanations are too easy, consider whether one remark is more legitimate than another or whether both have legitimacy. Use the split as an opportunity to consider other methods of meeting student needs/desires. For example, could you provide alternative activities for students who finish an assignment early or provide in-depth remedial explana-
tions for struggling students on optional videos, viewable on CourseWeb? Of course, you ultimately may determine that the best way to accomplish both is what you have been doing.

Make a plan

• Focus on manageable goals. You may not be able to improve every area you identify immedi-
ately, so identify the most im-
portant, as well as the most challenging to address, and determine what will take priority. It is better to focus on one area than to attempt to improve in all areas and succeed in none. Research indicates that areas most often correlated with improved teaching evaluations include:

  • Creating opportunities for active learning in the classroom.
  • Fostering better student-teacher interactions.
  • Addressing perceptions and maintaining high standards.
  • Being prepared for class.
  • Revising procedures for assessment.

Research also indicates that student feedback, together with a teaching consultation, is most effective for improving teaching performance and rating.

CIDDIE’s teaching and learning consultants frequently work closely with faculty and graduate students to help them improve their teaching evaluations. Those consultations might center around student perceptions, on potentially actionable items, or a seminar or more, or regular appointments (weekly, biweekly, monthly) for feedback and/or teaching observations, to work systematically on specific goals. If you’d like some help, contact us at teaching@pitt.edu.

For more information on this subject, see Stephen Benton and William Cashin’s article, “Student Ratings of Teaching: A Summary of Research and Literature,” at http://www.csdd.pitt.edu. Also, see paper-
chads/papers/idea-papers/50-stu-
dents/teachers/other degli sues teaching and learning.

Job Brady is a CIDDIE teaching and learning consultant.

Chris Keslar
CISD Emerging Technologies

Technology topics and trends from Computing Services and Systems Development (CSSD)


Reduce, reuse, recycle is the sustainability mantra. This spring, apply these principles to your tech life.

As personal computers become more commonplace 20 or 30 years ago, promises of a “paperless” world were bandied about. In “Star Trek: Next Generation” episodes, books showed up as artifacts, idiosyncratic antiques that Picard and Data. But the paperless revolution hasn’t happened — at least not yet.

Instead, digital documents — books, papers, journals, memos, notes — supplement and sometimes even replace printed docu-
ments. Ironically, one of the most important steps toward sustainable use of technology is sustainable practices with paper.

Reducing consumption is an individual’s most effective path to sustainability. By reducing your consumption of paper and other consumables, you reduce the drain on the planet’s resources.

Reduce: Power

The average desktop computer consumes 100–150 watts per day. Multiply that by the number of desktops at Pitt’s computer network on an average weekday and you begin to see the impact technology has on our commu-

nity’s energy consumption.

What can you do?

• Put your devices to sleep. Use the sleep mode (with password protection) on your machine. From your Windows machine, choose “power options” in your control panel, and select the “require a password before sleep or wake up” option. For MacOS, select “require password to wake this computer from sleep” from the security preference panel.

• Become a vampire slayer. Eliminate “vampire” power drains by unplugging your electronics — and their chargers — when you’re not in use. (An easy way to shut off multiple devices at once is to have devices plugged into a power strip, or to use a smart power strip that does this automatically when the main device is turned off.)

Reduce: Paper

The University’s Real Green initiative is a step toward the reduction of paper consumption. In February, University Mailing Services transitioned from default paper mailings to facsimile and staff to default electronic delivery. But many people still prefer to use paper for generating ideas and making comments or corrections to drafts. CSSD recognizes the benefit of technology perks we provide Pitt students is a generous paper allowance. If you recycle 100 sheets of 30 percent recycled material.

Following a few simple prac-
tices can reduce the amount of paper you need to use:

• Think before you print. Can you save that email into a file in your Exchange account or into a folder in your Box account? Both are storage sites that can be searched easily, so that you can find that email or document even remotely. From there, you can print it in a drawer full of paper.

• Print double-sided or multi-
page documents. Specific instructions for how to do this will vary depending on the print program you’re using, but you can get help at any time by calling the Technology Help Desk at 412/624-HELP.

Reduce: Devices

New machines and devices are released all the time. You can “reuse” technology simply by resisting the blandishments of newer/better and hanging on to machines or devices for three or more years.

At some point, however, you will need a new or different machine, such as when your security updates are no longer provided for your machine’s operating system or software.

When you no longer need the machine or mobile device you have, look for a place to refurbish them. If they come with a same-as-new warranty from the manufacturer, they may be a very good approach to getting a “new” machine.

When purchasing a new com-
puter, consider an Energy Star rating. As workstations in Pitt’s student computing labs need to be replaced, for instance, we purchase ones with a minimum Energy Star 5.2 rating.
2014 Senate plenary session

Using TECHNOLOGY in the CLASSROOM

Technology Corner

Pitt faculty discussed how their use of technology in the classroom has evolved during the University’s Senate March 19 plenary session, “The Role of the Classroom in the 21st Century.” University Senate President Michael B. Spring opened the plenary session. “This plenary is intended to begin a discussion that looks at the needs of instructional, research and entrepreneurial efforts, and may be good examples of new efforts to engage the best of the digital technology in simple forms that will grow more complicated,” Spring said.

Faculty members detailed the findings of their research on technology and how they are incorporating technology into their courses. The plenary session has been archived at www.umpitt.edu/plenary sessions.

Chandralekha Singh
“Using Technology to Transform Science Teaching in Large Classes”

Chandralekha Singh is director of the Discipline Based Science Education Research Center and a faculty member in the Department of Physics and Astronomy in the Dietrich School of Arts and Sciences. In her classes, she utilizes the “Just-in-Time” method, which is designed to foster learning before, during and after the lecture. Before coming to class, students answer open-ended reflective questions online. Singh said she then uses students’ answers to better prepare the next lecture, focusing on areas where the majority of students seem to need help.

Students in big physics classes can come from many backgrounds, she noted, and out-of-class questions give students time to think about topics at their own pace.

“This is a very good tool for formative assessment, something that we are already feedback to you as an instructor about what students on the whole have learned and what each student has learned because you actually on your computer can see what each student answered,” Singh said.

During class, each student is assigned a clicker (as was each Singh said.

“You actually on your computer can formative assessment, something that you need help with. And if you do that, it is very helpful because it is fast and convenient.” Singh said. “One on one can be greater than two.”

After class, self-paced web-based tutorials are used to help reinforce the lecture.

Cynthia Lance-Jones
“Integrated Studies Course and Related Technology Use in Medical Education”

Lance-Jones, a faculty member in the Department of Neurobiology and assistant dean for medical student research in the School of Medicine, said that “the creation of a good doctor requires practice and that practice needs to take place in a safe environment.” To that end, Pitt medical students now are using computer simulations in an Integrated Case Studies course to better their craft.

By employing these simulations, the course helps medical students make the transition from classroom learning to putting their knowledge into practice in the later years of medical school. Lance-Jones said computer simulations for clinical encounters are useful because they are engaging, allowing for rapid feedback and serve as a ready assessment of student performance.

In the simulations, where a group of students work around a large monitor, the players are assigned a role in the care of a patient in a hospital. Each case unfolds itself in a mock question to those in attendance for the plenary session. Students then discuss the clicker questions among themselves. Singh found that interaction between students during class can generate learning. If students have learned a concept that an instructor in the class deems is a weak question, Singh found that interaction between students during class can generate learning. If students have learned a concept that an instructor in the class deems is a weak question, Singh found that interaction between students during class can generate learning. If students have learned a concept that an instructor in the class deems is a weak question, Singh found that interaction between students during class can generate learning. If students have learned a concept that an instructor in the class deems is a weak question, Singh found that interaction between students during class can generate learning. If students have learned a concept that an instructor in the class deems is a weak question, Singh found that interaction between students during class can generate learning. If students have learned a concept that an instructor in the class deems is a weak question, Singh found that interaction between students during class can generate learning. If students have learned a concept that an instructor in the class deems is a weak question, Singh found that interaction between students during class can generate learning. If students have learned a concept that an instructor in the class deems is a weak question, Singh found that interaction between students during class can generate learning.

But stress can come to students from many directions. Certainly, many of our students are working 20, 30 and even more hours per week while maintaining a full academic load. This is certainly much more the norm than it was in previous years. Students work more than they should in hopes that they can graduate with less debt. Needless to say, this increases the stress imposed by student debt.

Adding to the pressure of their studies are the financial worries imposed by student debt and the uncertainty of job prospects after graduation.

Stress can manifest in many problems, not just suicide. It provides a fertile field for the development of chronic illnesses, both physical and psychological.

One way the increase in stress might help our students to cope with stress is to reconsider the academic calendar. Pittsburgh has been known for its “pedestal to the metal” academic schedule. We are done with graduation typically in the month of April while other colleges are still in session.

In the past, whether it was an extended result or not, this presumably gave our students the opportunity to secure summer jobs before students from other schools could compete for those jobs. However, the job landscape has changed. The days when students could move seamlessly from the classroom to jobs in the mills and related workplaces are gone. Being available for work in late April no longer brings with it the same likelihood of finding summer employment.

Perhaps the intent of finishing the spring term in April was to provide students a long third trimester, the summer term. However, in the case of a student such as Pitt, I know that there are relatively few course offerings in summer term, certainly as compared to full and spring terms. Moreover, as a teaching assistant, I was disapp sunyting to me that my assistant ship did not provide any tuition relief for courses taken during summer term. Likewise, I think most of our students, undergraduates and graduates alike, find it impractical to take courses during summer term for financial and other reasons.

I propose therefore that we consider a modest lengthening of the fall and spring terms. Might we consider adding a long weekend (Monday and Tuesday or Thursday and Friday) to the fall term, perhaps in mid or late October, and (especially) to the spring term, perhaps at the end of March? It wouldn’t push back the date for the close of spring term and graduation very far, but could provide a much needed break for many students to catch their breath and catch up on their school work when it would be very much appreciated.

Peter Brusilovsky
“Adaptive Tutorial Systems”

Brusilovsky, chair of the graduate program in information science and technology in the School of Information Sciences, defined an adaptive system as one that automatically is different to different users. Adaptive systems try to adapt information to the user. For example, Netflix offers personalized recommendations tailored to what the user viewed in the past. “In our case we’re trying to combine our expertise in adaptive hypermedia with our education needs,” Brusilovsky said.

Brusilovsky and his colleagues created a system called QuizPack to help students with self-assessment questions. When the students’ success rate with the program was found to be low, the faculty developed QuizGuide, which uses topic-based adaptation — each topic is associated with a number of activities to help the student learn about the topic. Brusilovsky found that students’ knowledge grew when they used the QuizGuide model. He said students in general were more willing to access adaptive versions of the system by exploring more optional educational content.
**CONTINUED FROM PAGE 3**

**Tony Gaskew**

**Instructional & Outreach Use of Live Crime Scene Video**

A classmate, who just happened to be a local criminal justice student in live scenarios where they can put what they learn into practice, is a stressful environment. Using video recording equipment, including body cameras strapped to the students, instructors give them real-time performance evaluations while peers can share their classmates’ experiences by watching online via Blackboard. One student, outside of the CSI House, cameras placed in various rooms trace how they process the modality as the investigation unfolds.

“I want to create a learning platform that makes future criminal justice students the ability to maximize the use of multiple learning styles,” said Gaskew, director of UPB’s criminal justice program and coordinator of criminal forensics studies. “I want it to be able to create an applied criminal justice pedagogy.”

David Birnbbaum

**“Digital Humanities”**

What are humanities students thinking when they enroll in a computer program? David Birnbbaum, associate professor and computer group leader in the Humanities Computing Research Collaborative notes that this is a question that is proving otherwise. In this class students are given the opportunity to design and implement projects while letting the computer do what it is made to do. Birnbbaum compared learning computer language to learning another foreign language and said that computer programming can be just like writing. By using original languages and product research - he said his students are able to achieve feats they once thought impossible.

“Computer literacy should be more than just using the Internet and using a word processor. It should mean using the computer to get things done on your own terms,” Birnbbaum added.

Christian Schunn

**“Panther Learning: Peer Review Systems in Instruction”**

Christian Schunn created his own technological method.

Realizing that it did not always have to be the instructor who provided feedback, Schunn created a computational procedure and algorithm that granted students the means to conduct peer reviews. He was able to address possible problems of anonymity and accountability. Schunn made the reviews electronic instead of face-to-face and pushed the students to take the reviews seriously. He was able to achieve this by giving students grades based on how their document ratings correlated to their classmates’ document ratings.

Schunn’s system has now been used by over 27,000 students across the university and decided to approach this as a research project in addition to something he thought was beneficial when useful in my own teaching and the teaching of others,” he said.

After the presentations, Provost and Senior Vice Chancellor Patricia E. Beeson asked the panel how faculty who aren’t engaged in technology research can start to use technology effectively in the classroom and how Pitt can help to facilitate the use of technology.

Singh noted that there is a “Just-in-Time” teaching book written on how to use the method, clicker questions already have been designed for different courses. Schunn added: “The way in is through collaborative work. A number of these types of technologies were developed collaboratively.”

He said he believes Pitt could do more to facilitate that by “enabling team teaching instead of penalizing it,” giving more credit to team teaching or changing the way faculty members are able to report on collaborations with their colleagues on annual evaluation forms. He believes these steps would push people to work collaboratively, which he says is the key to success.

Bessom closed the plenary session by noting that contrary to what some believe, technology is aiding the traditional classroom experience. “We read a lot and talked a lot over the last couple years about how technology is changing the face of higher education … my belief is that it’s not a threat but an opportunity is really enhanced by the talks that you gave today.”

**Alex Olmann**

Raising the 0.00-1.69 percent range went to 225 faculty, with only among them receiving 1.49 percent raises or lower, reflecting a less-than-satisfactory performance (down from 52 in the last report). Nearly half the faculty — 919 — received raises of 1.70-2.99 percent. U.S. inflation currently remains below 2 percent.

Among the remaining faculty, 416 got salary raises of 3.00-4.99 percent, 234 received increases of 5.00-7.49 percent, 72 were awarded 7.50-9.99 percent raises and 143 got increases of 10 percent or greater.

Among individual schools or faculty groups within schools, the Swanson School of Engineering surpassed all others with a 6.3 percent average salary increase (and a 1.5 percent median), followed by the School of Nursing’s 5.8 percent average increase (and 2.3 percent median). These also were the schools with the greatest disparity between average and median percent increases.

Schools with the lowest average increase in salary were law (3.0 percent) and dental medicine (3.1 percent), while schools with the lowest median were health and rehabilitation sciences (2.0 percent) and the social sciences faculty in arts and sciences (2.1 percent).

Committee chair John Baker said the medians “are a very valuable addition — I’m very pleased to see that.”

“People should be very happy with this overall,” he added about the report’s numbers. “It’s very good under the circumstances.”

A chart detailing the increases has been posted on the University Times website at http://www.utimes.pitt.edu/documents/sala ry-Chart041014.pdf.

— Marty Lester

University analysis of salaries among full-time continuing faculty found that the average increase in fiscal year 2013-14 was 4.2 percent. The median increase, included for the first time in this annual report, was 2.6 percent, reflecting the 2.5 percent salary pool increase of 1.5 percent for faculty receiving at least a satisfactory rating and 1 percent awarded for merit.

The report was presented to the University Senate budget policies committee on March 21 by Robert Goga of the Office of Institutional Research and prepared by the Management Information and Analysis office.

Clinical departments of the School of Medicine were excluded from this assessment, as were faculty employed here in fall 2012 but not in fall 2013 and the reverse, faculty whose contract base changed (for instance, from salary to hourly), faculty on leave of absence in the current or previous year, faculty changing from part-time to full-time or the reverse, visiting faculty; faculty whose responsibility center changed, faculty with a reduction in salary, and academic administrators at the level of dean or higher.

Among all 2,009 faculty covered by the report, those making less than $40,000 received nearly the highest average raise of 5.3 percent, although these raises also had the highest median of 6.0 percent, signaling that faculty in this salary category also had the greatest disparity among increases awarded. The highest average raise of 6.0 percent was given to faculty making $30,000-$39,999, with a median of 2.6 percent, just above the lowest median of 2.5 percent. The only other median above 2.8 percent in any salary category was 3.0 percent in the $40,001-$50,000 range.

Schunn added: “The way in is through collaborative work. A number of these types of technologies were developed collaboratively.”

He said he believes Pitt could do more to facilitate that by “enabling team teaching instead of penalizing it,” giving more credit to team teaching or changing the way faculty members are able to report on collaborations with their colleagues on annual evaluation forms. He believes these steps would push people to work collaboratively, which he says is the key to success.

Bessom closed the plenary session by noting that contrary to what some believe, technology is aiding the traditional classroom experience. “We read a lot and talked a lot over the last couple years about how technology is changing the face of higher education … my belief is that it’s not a threat but an opportunity is really enhanced by the talks that you gave today.”

A chart detailing the increases has been posted on the University Times website at http://www.utimes.pitt.edu/documents/salary-Chart041014.pdf.

— Marty Lester

**Recent details faculty pay hikes**

You can have your book and eat it too at the edible book fest April 10 in Hillman Library’s Cup and Chaucer Café.

Design an edible creation based on a favorite book or character. Entries should be dropped at the Cup and Chaucer, 9-11:30 a.m. April 10 in Hillman Library’s Cup and Chaucer Café.

Entries should be dropped at the Cup and Chaucer, 9-11:30 a.m. April 10. They will be on display for voting 11:30 a.m.-2 p.m. Eating will commence at 2 p.m., with prizes announced at 2:30 p.m. Entries should list all ingredients, be “bookish” in nature, and be made of food though not necessarily edible.

**Entries**

- Nonty Ashley Cox, alc194@pitt.edu, April 9.

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Chancellor recalls highs, lows of higher ed

The value of higher education and the difficulties it faces today were the focal points of Chancellor Mark A. Nordenberg’s March 24 American Experience lecture.

Cosponsored by the Dick Thornburgh Forum for Law & Public Policy and the University Honors College, Nordenberg’s lecture, “Higher Education in 21st Century America: The Promise and the Pain,” focused on the United States’ movement away from its commitment to higher education. While federal and state support of higher education once were key factors in the country’s success, Nordenberg said recent government priorities have put that support in jeopardy.

The chancellor recalled past commitments by the federal government to invest in the education of its people and drew upon examples from the World War II era. The National Resources Planning Board recommended the Servicemen’s Readjustment Act of 1944 (the GI Bill) to help veterans adjust to post-war life by offering federal assistance with a focus on education for the individual recipients of that support, but were critical investments in our national security," Nordenberg said.

He said that soon Pennsylvania also began to show its commitment to higher education. In the 1960s, the commonwealth created the Pennsylvania Higher Education Assistance Agency, then established the system of community colleges. It also transformed Pitt and Temple from private to public state-related universities.

But the state’s commitment to higher education seems to have diminished in recent years. The Pennsylvania Governor’s Advisory Commission on Postsecondary Education published a report in 2012 saying that the state’s higher education funding had declined more than 20 percent in nominal dollars (absolute dollars unadjusted for inflation) from its peak in 2008-09. Nordenberg noted that a lack of funding impacts universities’ affordability for in-state families and hurts the institutions’ ability to operate at a quality level.

In another example of legislation that shows a contrast with the 1960s, Nordenberg noted that three years ago, the governor’s proposed budget would have cut Pitt’s base appropriation by 50 percent and totally wiped out the support for academic medicine.

That would have been a major step toward the end of public higher education in Pennsylvania as we know it," Nordenberg said.

Those proposed cuts were adjusted and instead Pitt’s general appropriation was cut 19 percent, academic medical support was slashed 50 percent and capital projects support was reduced by 50 percent, Nordenberg noted. Pitt suffered total cuts in state support of $67 million that year. Since then, state funding has been flat and the same is proposed for the coming year. With adjustments for inflation, Pitt now receives lower levels of state support than at any point since it became a state-related university, he said.

“A year of historically deep and disproportionate cuts followed by two years of flat funding have taken Pitt back to levels of state support received in 1995, again in nominal dollars unadjusted in any way for inflation.” Nordenberg said.

With an improving economy, a recent report shows that 40 states have increased support for higher education over the last fiscal year. However, Pennsylvania has not, and ranks 47th in terms of investments in higher education measured on a per capita basis, he said.

Addressing problems on a federal level, Nordenberg quoted Association of American Universities President Hunter Rawlings as saying: “For seven decades, federal academic medical support was slashed 50 percent and totally wiped out the support for academic medicine.” That would have been a major step toward the end of public higher education in Pennsylvania and then cut some more, and as our competitors overseas increase their investments in research and education, we create an innovation deficit that threatens America's global leadership.”

The chancellor said that despite insufficient funding, institutions of higher education still need to deal with present-day issues by reforming themselves. “In the end though, the priority set in Washington and in Harrisburg will largely chart the course to be followed by our country, by the commonwealth and by the communities in which we live,” he said.

Growing personal debt is another problem the nation is facing due to lack of public support for higher education, the chancellor said. Not only does this affect the country now, but Nordenberg said it will impact the next generation. “The society to be occupied by our children and grandchildren will be less equipped to contend with the challenges of the world in which they will live if higher education has moved beyond the means of many,” he said.

Nordenberg also cited a 2012 National Research Council report, “Research Universities and the Future of America.” It begins: “America is driven by innovation. Advances in ideas, products and processes that create new industries and jobs contribute to the nation’s health and security and support a high standard of living. In the past half century, innovation itself has been increasingly driven by educated people and knowledge they produce.”

Levels of new knowledge have risen via research universities such as Pitt, according to the report, but those institutions now face challenges that include unstable revenue streams, out-of-date policies and increased competition from foreign universities.

Nordenberg said research universities are a “major national asset, perhaps even its most potent one.” He used Pittsburgh as an example of the effect that research universities can have on a local economy. Now considered a model of 21st century economic transformation, Pittsburgh’s economic geography reached a low point just over 30 years ago when regional unemployment was more than 18 percent. According to the Allegheny Conference on Community Development, the credit for Pittsburgh’s transformation is due in part to the foundation that higher education institutions created previously as a result of both a public- and private-sector investment.

Looking back to the American pioneers and the founders of American higher learning, Nordenberg noted their emphasis on education. Quoting Benjamin Franklin, Nordenberg said, “An investment in knowledge always pays the best interest.”

The chancellor added, “Hopefully in the years ahead, succeeding generations of Americans and Pennsylvanians will have the opportunity to look back and applaud this society’s recommitment to education and research.”

—Alex Oltmann
How to become retirement-ready

TIAA-CREF and Vanguard

Money in a health care FSA must be used during the year in which it was accumulated; the plan year runs July 1-June 30. However, FSA users currently have a two- and-a-half month grace period after June 30 to use any claim balances from the previous plan year.

With the 2015-2016 benefit year, on July 1, 2015, health care FSA users will no longer have this grace period. Instead, they will be able to roll over up to $500 in the previous year’s FSA on top of the $2,500 maximum for that new year. Employees then will have six months to finish submitting claims for the previous year.

About 96 percent of Pitt employees’ health care FSA covered costs are paid for via the MyFlex Advantage Card, to the tune of $2,187,101 last year, Osborne reported.

For those who submit online claims, turnaround time is 2-3 business days. FSA users can get the same benefit for Pitt employees to maximize that benefit.

That’s the reason TIAA-CREF, the nearly 100-year-old higher education-focused financial services company, began this academic year to more actively reach out to University staff and students about their savings programs or could benefit from them.

“We were part of that founding group of universities that created TIAA-CREF, noted Ron Foschi, associate vice chancellor for Human Resources, a chancellor’s liaison to the committee. “We rest in about the top 20 of all universities in the world for total assets” in TIAA-CREF. “Unfortunately, we have a lot of people who don’t do anything, either because they are uninformed or they never look at it again until they leave the University. ‘Do you realize how much money you’ve left on the table?’ The response is, ‘No, I don’t.’

‘And they surely don’t know that it means in terms of monthly income when they start to retire,'” added Mahoney.

While any balance in TIAA-CREF accounts of Pitt employees aged 55-60 is $141,000, it can’t be used to pay for tolls, garbage disposal or non-work related parking or parking for your family. The maximum amount you may be reimbursed from your parking FSA is $240 per month.

Transit

The transit FSA fund’s use of funds changes as you leave your home and office. This FSA defines mass transit as a vehicle that transports at least six people, and for which half the seats are occupied. Participants who choose it will contribute no more than $125 per month in reimbursable expenses from the FSA.

FSA users currently have 180 days to make final reimbursement claims before they lose their job, Osborne said, but she noted that users should understand the rules for these accounts “usually change each year.”

—Marty Levine

Pitt ranks 22nd in scholarly publishing

Pitt ranked No. 22 in the world among the universities of higher education for the quality and quantity of its scholarly publications, according to the 2014-15 statistics released by the University Ranking by Academic Performance Research Laboratory. Nationally, Pitt placed 16th, among U.S. public universities it was 7th.

When the rankings were released in 2010, Pitt ranked No. 25 internationally, No. 18 among U.S. public universities.

The rankings are based on a number of bibliometric indicators: number of citations; total document count; journal impact total; journal citation impact; and presents an alternative and a comprehensive methodology of publication numbers made in collaboration with foreign universities.

The University Ranking by Academic Performance Research Laboratory was established at the Innovation Office Total Environment (OTET) at Clemson University.

Great for larger environment classes!
You are invited! Free Event

Spring Supplier Show
Celebrating Diversity & Sustainability

Thursday, April 03, 2014
10:30 AM - 2:30 PM
Soldiers & Sailors Ballroom

Free Food Door Prizes

Special Presentation at Noon:
University of Pittsburgh 2013 Report on Sustainability
See www.cfo.pitt.edu/pexpress/divsus for Details

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Why should people vote for you? What have you accom-
plished as a member of the Uni-
versity Senate? What will you focus on as president?

SPRING: People should vote for the candidate they believe will move the goals of shared govern-
ance forward. This must be the mantra of the Senate. It is clearer to me today than it was a year ago that the operation of the Senate is a critical component of what makes Pitt so special. It is unlikely that all, or even a majority, of the faculty will be actively engaged in the governance process. It is, however, critical that a representa-
tive sample of the faculty engage in the process and help to shape the direction of the University.

Looking back, it seems like I have accomplished very little in the last nine months as president. I do believe we have done a decent job of making sure our voice was heard on a number of issues. We have communicated with our colleagues who wanted to be involved about important issues. There have been several initiatives, like athletic initiatives, research initiatives, non-tenure stream issues, etc. At the same time, we have not made much progress anywhere near as much in transparency and engagement as I might have hoped.

VIEIRA: Like all my colleagues, I have to work hard to excel in three very different areas: teach-
ing, service and scholarship. This is not an easy task but can be very fulfilling. Every day I have to adjust to address the unexpected: there is more work than I can possibly do. I have many students requiring attention, a committee meeting, there are not enough hours in the day to do everything. But I am determined to do the best I can every day for my cardio exercises. But I keep my priorities straight: of these things home to finish.

Is the tenure system healthy at Pitt? What protections are needed for non-tenure stream and part-time faculty? Would you support unionization by adjunctions?

SPRING: The tenure system is exceptionally healthy at Pitt. The standards for tenure continue to increase as should be the case with our increasing prominence. The faculty review process instituted in 1989 continues to develop and mature. There are currently dif-
ficult issues being addressed by the provost and many of the deans over the last several years have seen that Pitt is a place where there are not many issues that would stir the faculty to greater activity.

VIEIRA: As for me, I have been a member of the Senate for as long as I can remember. Ten percent of our faculty have participated in Senate-related activities. So, I know that all of us would all benefit from more faculty involvement. I agree letters and email messages can just go so far. The revitalization of the website was definitely a step in the right direction.

My initial proposal is to engage the members of the Faculty Assembly more directly. We all attend the meetings but most of us remain passive, just listening. This is a bad thing and we can bene-
fit from input from everyone. So my interest is being proactive and inquiring of each school through their faculty member representa-
tives at the Faculty Assembly, what are the issues they are facing, seeking input or support? This can be a starting point for identify-
ning topics that are relevant across multiple schools that are yet to be evaluated by the Faculty Assembly.

In other words, it is more about what faculty want to discuss or be informed about rather than what we think should be discussed. It is a faculty-centered approach. And after one year of implementing this approach, the outcome I

would like to see is if there was any difference in faculty engagement at the level of the schools in provid-
ing input before and after faculty representatives actively reached their peers. Another short-term outcome is getting faculty who never engaged with the Senate interested in serving on commit-
tees and at the Faculty Assembly.

The presidential candidates responded in writing to 
University Times reporter Kimberly ALEXANDRE VIEIRA

Veira, an associate professor in the School of Dentistry, is the faculty member since 2005. He 
researched the Senate in 2003, 2007 and a member of the University since 2012.

The presidential candidates

questions posed by Universi-
ty Times reporter Kimberly questions posed by Universi-
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SPRING: The role of faculty is to provide insight and share the results of their work. In terms of funding streams, we should be developing new approaches to support innovative teaching and scholarship. We can continue to improve our relationship with alumni and share our accomplishments. We need to develop a transparent model for shared governance, a model that allows for self-criticism and improvement.

VIEIRA: Faculty play a crucial role in the development of new ideas and initiatives. As the role of faculty is to provide insight and share the results of their work, we must continue to develop new relationships with the world. In the recent years, we have seen the emergence of new models in shared governance, a model that allows for self-criticism and improvement.

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Falls among elderly reduced by PA program

A low-cost program reduced falls in the elderly by 17 percent statewide, illustrating the value and effectiveness of using existing aging services, such as senior centers, in preventing falls, a Graduate School of Public Health study determined.

Researchers followed nearly 2,000 older Pennsylvanians between 2010 and 2011 to determine the effectiveness of the state’s Healthy Steps for Older Adults, a voluntary fall-prevention program. Results of the study, funded by the U.S. Centers for Disease Control and Prevention (CDC) and the National Institutes of Health (NIH), will be published in the May issue of the American Journal of Public Health and now are available online.

Healthy Steps for Older Adults, run by the Pennsylvania Department of Aging, offers risk screening for falls and educational information regarding fall prevention for adults 50 years and older. Participants who are identified as high risk for falls are referred to primary care providers and encouraged to complete home safety assessments, which identify modifications — including banisters and grab bars — to reduce hazards in their homes that might put them at greater risk for falls. The program is designed to be administered by volunteers at senior centers to keep costs low. Between 2010 and 2011, the state reimbursed the centers $70 per person for delivering the program, allocating $1.2 million to the program as a whole.

Lead author Steven Albert, a faculty member in the Department of Behavioral and Community Health Sciences, and his co-authors recruited 814 older adults at senior centers statewide to complete the program, and compared them to 1,019 counterparts who did not. The average age of study participants was 75.4 years. Of those who completed the program an average of 21.5 percent followed up with physicians. More than three-quarters of program participants at high risk conducted home safety assessments, and a third went on to reduce home hazards.

Children and adolescents who were older than 8 at the onset of Type 1 diabetes had weaker brain connectivity when tested later in life relative to those who were diagnosed at a younger age, Pitt Schools of the Health Sciences researchers discovered.

The findings were made by analyzing the brain scans of 44 middle-age–adults diagnosed with Type 1 diabetes shortly before or during puberty affecting brain function and low better control of the disease at that important time could yield changes in brain function later in life.”

Half the study participants had onset of Type 1 diabetes before age 8 and were matched with participants of the same sex and age who were diagnosed after age 8, but before age 17. Type 1 diabetes is usually diagnosed in children and young adults and happens when the body does not produce insulin, a hormone that is needed to convert sugar into energy, and can lead to nerve and organ damage. With insulin therapy and other treatments, the condition can be controlled.

Ryan noted that his findings were a “snapshot” of scans and tests from one time point, and repeated scans and tests over the next five to 10 years will be critical to determine if the weaker brain connectivity might be linked to cognitive function, and if any predictive markers could be found in the brain scans that might warn of future cognitive impairment.

Accepted sepsis treatment challenged

A structured, standardized approach to diagnosis and treat sepsis in its early stages did not change survival chances for people who develop this deadly condition, according to a national, randomized trial led by researchers at the School of Medicine.

Their findings, available online and published in the May 1 edition of the New England Journal of Medicine, could change the way doctors care for patients with sepsis.

This study indicates that more people than breast cancer, and untested legged balances might be linked to cognitive function, and if any predictive markers could be found in the brain scans that might warn of future cognitive impairment.

Stem cells from muscle can repair nerve damage

Stem cells derived from human muscle tissue were able to repair nerve damage and regrow nerve fibers in an animal model of sciotic nerve injury, according to researchers at the School of Medicine. The findings, published online in the Journal of Clinical Investigation, suggest that such therapy of certain nerve diseases, such as multiple sclerosis, might one day be feasible.

To date, treatments for damage to peripheral nerves, which are nerves outside the brain and spinal cord, have not been very successful, often leaving patients with required muscle control and sensation along with pain and decreased function, said senior author Johny Huard, the Henry M. J. Mankin Chair in Orthopaedic Surgery Research at the School of Medicine and deputy director for cellular therapy at the McGowan Institute for Regenerative Medicine.

“This study indicates that placing unfolded muscle-derived stem cells at the site of peripheral nerve injury can help the healing process,” Huard said. The stem cells were able to make non-neuronal support cells to promote regeneration of the damaged nerve fiber.”

The researchers, led by Huard and Parijat Das, a faculty member in orthopaedic surgery, cultured human muscle-derived stem/progenitor cells in a growth medium suitable for nerve cells. They found that, with prompting from specific nerve growth factors, the stem cells could differentiate into neurons and glial support cells, including Schwann cells that form the myelin sheath around the axons of neurons. The researchers were able to repair nerve damage and regrow nerve fibers in the mouse models. The investigators on the study.

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“Twenve weeks later, treated mice were able to keep their treated legs better than untreated mice at the same level while being held vertically by their tails. When the untreated legs were held, untreated mice experienced muscle atrophy, or loss, after nerve injury, but only the stem cell–treated animals had regained normal muscle mass by 72 weeks post-surgery. The researchers are now trying to understand how the human muscle–derived stem/progenitor cells stimulated muscle repair, as well as developing delivery systems, such as gels, that could hold the cells in place under injury sites.”

Integrative mental health services in pediatric practice is effective

Brief behavioral and mental health programs for children can be provided effectively within pediatric practices as an alternative to being referred to a community specialist, Pitt researchers found in an NIH trial.

Behavioral health treatment provided in the pediatrics office resulted in improved access to care, greater participation by children and their caregivers in treatment programs and higher rates of treatment completion, compared with the pediatrician practice, researchers report in the April issue of the Journal of the Pediatrician.

Lead author and Department of Psychiatry faculty member Eugene Amimoff, who recruited more than 300 children and their caregivers at eight community pediatrics offices affili- ated with Children’s Hospital who had been referred for treatment of
Lifestyle interventions can prevent major depression in older adults with mild symptom exacerbations

According to researchers at Pitt and the University of Maryland, cognitive-behavioral therapy with a dietary coach to learn about healthy eating were as effective as meeting with a community dietitian to solve heart disease issues or “talk” therapy in preventing major depression among older adults with mild symptoms of the mood disorder. Their findings were published online in Psychiatric Services.

Senior author Charles F. Reynolds III, a faculty member in psychology and psychiatry and an expert in mental health and disinterest in activities that used to bring pleasure can leave patients feeling depressed and unable to care for themselves.”

The team assessed whether problem-solving therapy for primary care (PST-PC), a scientifically proven seven-step approach delivered by non-health professional helpers to help patients solve different problems and improve coping skills and confidence, could prevent elderly persons who were not linked to mild symptoms of depression from developing full-blown illness.

Instead of involving the PST-PC participants to those who received “usual care,” which would most likely mean giving no intervention, the team took the approach of comparing the PST-PC group to participants who underwent a program of dietary coaching at a similar visit interval for the same number of hours.

In a new project, the researchers will examine whether PST-PC can be administered effectively by lay health counselors in low- and middle-income countries such as India.

Can text messaging lead to better monitoring of treatment plans?

Is text messaging a more effective way to get patients to help monitor their own concussion treatments? That’s what Stephanie Huang from Rutgers' Robert Wood Johnson Medical School plans to find out in the future. It’s one of many initiatives to address the behavioral health issue and reviewed educational materials with health care providers and patients. The clinician communicated with the pediatrician in regular meetings and throughout progress notes.

In both the in-office and outside specialist programs, the pediatrician was updated on the patient’s care and could prescribe medication when necessary. Of the 266 patients who participated, the care manager at the pediatrician’s office, 99.4 percent began treatment programs and 76.6 percent completed them. Of those assigned to a specialist outside the office, 54.2 percent began treatment and 11.6 percent completed it.

The program in the pediatrician’s office also was associated with higher rates of improvement in behavioral and hyperactivity problems, lowered parental stress, better treatment response and consumer satisfaction. Pediatricians whose offices received the in-office program to find out under the tutelage of Bradford’s early years.

“Enhanced care” was “enhanced usual care,” where the patients received educational materials and manuals. The local mental health specialist outside the pediatrician’s office was responsible for all the child’s health insurance.

The participants were 8 years old on average and two-thirds were boys. Most had a primary diagnosis of ADHD, followed by disruptive behavior disorder and anxiety disorder. Only 10 percent previously had received ADHD medications.

In the program at the pediatrician’s office, the child and caregiver participated in at least one individual family session within six months where the mental health clinician worked with patients and families to address the behavioral health issue and reviewed educational materials with health care providers and patients. The clinician communicated with the pediatrician in regular meetings and throughout progress notes.

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James V. Cunningham Sr., professor emeritus in the School of Social Work, died March 28, 2014, at Saint Barnabas Medical Center as a result of complications from a stroke. He was 91.

Born in Chicago, Cunningham earned undergraduate and graduate degrees in economics from Notre Dame before receiving his doctorate from Pitt’s Graduate School of Public and International Affairs in 1971.

Cunningham was active in the community, specializing in neighborhood organization while also engaging in local political activity and contributing to Pitt’s School of Social Work for over 40 years. “He was an amazing person in the sense that he had deep beliefs and commitments to social justice,” said Morton Coleman, faculty emeritus in social work as well as a friend to Cunningham. “He was a man of all seasons, a renaissance man so to speak.”

Joining the U.S. Navy as a supply and payroll officer in 1944, Cunningham was on board the DD-877 USS Perkins that was in Tokyo Bay on Sept. 2, 1945, as the Japanese surrendered.

Moving to Pittsburgh in 1959, Cunningham worked with ACTION-Housing, piloting a neighborhood initiative to address local community issues, before joining the Pitt faculty. In addition, he played a key role in forming the Pittsburgh Neighborhood Alliance, representing the citizens of Homewood, East Liberty, Oakland and Shadyside.

With his support, the School of Social Work created the Community Practice Award in 2006 that annually recognizes a student who has made a significant community practice contribution to the planning and implementation of a community-related effort. In tribute to his Irish heritage, Cunningham forged a bond between Pitt and University College Dublin and created a pipeline where not only would Irish exchange students come to Pitt to pursue their master’s degrees in social work, but they would stay at Cunningham’s longtime home on Wallingford Street in North Oakland.

“He was my teacher, mentor, friend and colleague here at the school,” said Tracy M. Soska, faculty member in the school. “He was a remarkable man in many respects. He was a tremendous mentor to me and others.”

Soska also said Cunningham had a deep commitment to the Catholic Church. Cunningham’s work with the city included a stint as the Democratic Party ward chairman of Pittsburgh’s 7th Ward while also playing an instrumental role in the election of Pittsburgh Mayor Richard S. Caliguiri.

In addition, Cunningham was at the forefront of engaging the School of Social Work and the University in allying local communities as the steel industry was declining. During the 1980s, he helped lead the River Communities Studies Project, which spurred new initiatives such as the Aliquippa Alliance for Unity and Development.

Richard S. Caliguiri. Cunningham, R. James Woolsey, Paul Cunningham, James Cunningham Jr., Mark Cunningham, Harry Cunningham, Steve Cunningham, David Cunningham, and John Cunningham.

Also surviving are 21 grandchildren and seven great-grandchildren.

His legacy extends far beyond the School of Social Work. “Thousands of students are doing terrific work all across the country based on things that Jim taught them,” Coleman said. “He has always been concerned with the University’s concerns with equity and racial justice. He was himself deeply committed to Pitt.”

—Alex Oltmanns

The People of the Times column features recent news on faculty and staff, including awards and other honors, achievements and creative appointments.

We welcome submissions from all areas of the University. Send information via email to times@pitt.edu, by fax at 412/624-4579 or by campus mail to 108 Bellefield Hall.

For submission guidelines, visit www.utimes.pitt.edu/?page_id=6807.

James V. Cunningham Sr.

The School of Information Sciences’ Jeanne Bauer and Eleanor Mattern received the Lee Dirks Best Paper Award at iConference 2014.

The paper, “Developing Design Interventions for Cyberbullying: A Narrative-Based Participatory Approach,” was co-authored by Cory Knobel of the University of California-Irvine.

Bowler is a faculty member in the Department of Library and Information Science. Mattern is a doctoral student in the department.

R. James Woolsey, a former director of the Central Intelligence Agency, will be the 2014 commencement speaker for Pitt-Greensburg. The ceremony will take place April 26 at 11 a.m. on Ridilla Field or in Chambers Gymnasium in the case of inclement weather.

Chancellor Mark A. Nordenberg and Carnegie Mellon University President Emeritus Jared L. Cohon will be honored April 8 with the Elie Wiesel Hillman Lifetime Achievement Award for Excellence in Public Service.

The award was created in 2012 by Pitt’s Institute of Politics to recognize Hillman’s lifetime of public service to the Pittsburgh community and beyond. Hillman, a civic and political leader who has worked on issues such as civil rights, employment and women’s rights, was the first recipient.

The two departing university leaders — Nordenberg is set to step down Aug. 1, Cohon stepped down in 2013 — were selected for their record of cooperation and joint achievement.

The award is given to those whose leadership and achievements have advanced the quality of life enjoyed by citizens of western Pennsylvania.

Carolyn Ban, a faculty member in the Graduate School of Public and International Affairs, has been selected for the annual Larry Neal Prize for Excellence in EU Scholarship for her book, “Management and Culture in an Enlarged European Commission: From Diversity to Unity?”

Dietrich School of Arts and Sciences faculty members Marcia Landy, Stephen Manuck and Allan Sampson have been named winners of the 2014 Provost’s Award for Excellence in Mentorship. The award recognizes commitment to mentoring and success in working with doctoral students.

Landy is a faculty member in English/film studies with a secondary appointment in the Departments of French and Italian Languages and Literatures.

Manuck is a faculty member in the Department of Behavioral Medicine, director of the Behavioral Physiology Laboratory and director of the Laboratory for Neurobehavioral Genetics.

Sampson is a faculty member in the Department of Statistics.

Laura Roop has been hired as director of the Western Pennsylvania Writing Project (WPWP), a teacher-centered professional development program hosted in the School of Education.

She will develop and promote core Writing Project programs, offer outreach and professional learning opportunities to Writing Project fellows and other educators, raise funds on behalf of the Writing Project and develop and promote partnerships with local, state and national organizations.

Roop directed the Oakland Writing Project, a Michigan-based National Writing Project site.

She recently worked at the University of Michigan School of Education as coordinator of school-research relations.

Anna C. Balazs, a faculty member in chemical and petroleum engineering in the Swanson School of Engineering, has been named a winner of the 2014 Langmuir Award by the American Chemical Society (ACS).

Balazs is recognized for her research in the computational design of chemo-responsive gels and nanocomposites, will deliver a plenary lecture in a special session of the ACS Division of Colloid and Surface Chemistry annual conference Aug. 10-14.

The award is named for Irving Langmuir, who received the 1932 Nobel Prize for his research in surface chemistry.

—Compiled by Alex Oltmanns
Visit the University Times at the Spring Supplier Show to sign up today!
(see details on page 7)
FEEDBACK IS GOOD!

Emerging Legends Concert
Phil Smith & Steve Wolber, Cap &
Chaucer, gr. fl. Hillman, noon
Book Signing
“The Journothan Girls,” Kath-
leen George, theatre arts, U
Store on 5th, noon (www.play-
pitt.edu)

Political Science Lecture
“When Certainty of Mind Meets
Uncertain Results, What Do
We Do Next? Prospects for the
Affordable Care Act,” Bert Rock-
man, 2101 Potgar, 2 pm (8-7260)
Sociology Lecture
“Feminism as Counter-Hege-
monic,” Sylvia Walby, Lancaster,
U, G24 CL, 3:30 pm (www.
sociology.pitt.edu)
English Lecture
“Magazine Media: Why the
Future Is Bright,” Michael Clin-
ton, 610 WPU, 4:30 pm (www.
english.pitt.edu)
French & Italian Film Screen-
ing
“The Venice Syndrome (Te-
venezia);” 1700 Posvar, 9 pm
(www.italianfilmfests.org/
pittsburgh.html)
Saturday 12
Amy Steine Workshop on
Holistic Medicine
“Talking to Your Doctor: Trying
to Understand What Your
Doctor Is Thinking,” Robert
Arnold, medicin, FFA and,
15-1:45 pm (register: casq@
umpc.pitt.edu)
French & Italian Film Screen-
ing
“When Long Lives Freedom (Viva
la Libertà);” FFA aud., 7 pm (www.
italianfilmfests.org/pittsburgh.
html)
Greensburg Campus Choir
Concert
Ferguson Theater, UPG, 7:30 pm
Concert
University Gamelan, Bellefield
aud., 8 pm (music.pitt.edu/
concerts)

Sunday 13
Heinz Chapel Choir Concert
Heinz Chapel, 3 pm

Monday 14
CIDDE TA Services Work-
course
“Teaching & Pfagurman;” G74
Hillman, 1 pm (www.cidde.pitt.
.edu/conferences)
Concert
Bossa Sound, Bellefield aud., 8 pm

Tuesday 15
Faculty & Staff Development
Program
“Feedback: An Essential Lead-
ership Skill,” Maureen Lazar,
142 Craig, 9-11:30 am (register:
www.hr.pitt.edu/fsdp)
Senate Benefits & Welfare
Mtg.
403 Salk, 9 am
Cell Biology Seminar
“Many Lives of Endothe-
ic Transport: From Cancer Cell
Invasion to Epithelial Cell Polarity,”
Rytis Prekeris, U’C0; 520 E&EI, 11
am (upkora@pitt.edu)
Basic/Translational Research
Seminar
Zarer Bhujwalla, Johns Hopkins,
Hillman Cancer Ctr. Cooper
Classr. D, noon (toyq@upmc.
pitt.edu)
MWRI Seminar
“Gender, Sexuality & Women’s
Studies at Pitt: An Overview,”
Todd Reiser & Lisa Parker,
Magee 1st fl. conf. ctr., noon
EUE Conversations on
Europe
“The Thorn & the Thistle in
Europe’s Solve; English & Scott-
ish Nationalism & the Future of
the EU;”; 4217 Posvar, noon
(muscl@pitt.edu)
Bradford Campus Concert
Vocal Arts Ensemble; KOA
Lobby, Blasdell, UPB, noon
MMG Seminar
“Finding an Achilles’ Heel in
the Membrane Trafficking of a
Deadly Toxin;” Adam Lunsford,
313 Bridges Pt. II, 1-3 pm
Pharmacology/Chemical Biol-
ogy Seminar
“Base Excision Repair, ADP-
Ribosylation & NAD+; An
Essential Tool in Genome
Stability & Chemotherapeutic
Response;” Robert Schofs, 1391
BST, 1:30 pm (muscl@pitt.edu)
Children’s Literature Book
Talk
“The Durepitable History of
Franklin Lmd-Ranks (Hyper-
ton, 2008);” E. Lockhart, WPU
Aud., 4-30 pm

Wednesday 16
Faculty & Staff Development
Program
“Public Speaking in a Nutshell,”
Mihail Ramm, 142 Craig, 9
am (register: www.hr.pitt.
edu/fsdp)
Pathology Seminar
“Scritting, Opportunity &
Mutiny: Professional Compe-
cency Assessment in Health
Care,” Jennifer Hunt, U of AK;
1104 Symone, noon (8-1060)
IEE Workshop
“Great Leaders Do Great Things:
Leadership Competency
Practices & Styles,” Rivers
Club, 311 Grant St., Downtown,
noon (5-8154)
HSLS Workshop
“Protein Sequence Analysis,”
Carr Iwema, Falk Library
classr., 2, 1-4 pm (mar@pitt.
.edu)

Thursday 17
Molecular Biophysics/Struc-
tural Biology Seminar
Patrick Moore; 6014 BST, 11
am
ADRC Lecture
“Resilience to Brain Aging:
Implications & Potential Meth-
isms,” Caterina Rosano, epi-
demiology, Montefiore ADRC
conf. rm., noon (412/692-2721)
SAC Benefits Seminar
“Medical Benefits;” WPU
Ballroom, rm.
Faculty & Staff Development
Program
“Starting or Completing an
Undergraduate Degree or Cer-
tificate,” Katrina Yaros, 403 CL,
12-30 pm (register: www.hr.pitt.
edu/fsdp)

Community Seminars
“Using Light to Control &
Visualize Molecular Forces in
Living Systems,” Sun Salatta,
Enio, 2-30 pm; “Long-Range
Charge Transport in Molecular
Junctions; A Bridge Between
Molecular & Organic Elec-
ronics,” Richard McCrey, U of
Albany, 4 pm; 150 Chevron
Senior PUP Mtg.
4127 Sennott, 3 pm

HSLS Workshop
“Painless PubMed,” Ester
Saghuhi, Falk Library classr.
1, 4 pm (sgs@pitt.edu)
Geology/Planetary Science
Colloquium
“Controlling Active Fault
Geometry & Strength Prop-
terties of Tectonic Faults Through
Stress Modeling: An Example
From the North Anatolian Fault (NAF),”
Bokun Karmi, 11 Thu., 4 pm
Neural Basis of Cognition
 Lecture
“ANew Look at Gating: Select-
ive Integration of Sensory
Signals Through Network
Dynamics,” William Newman,
Stanford, 5104A BST, 4 pm
Concert
Pitt Jazz Ensemble; Bellefield
aud., 8 pm (www.music.pitt.
edu/events)
Defenses

C A L E N D A R

Medicine/Cellular & Molecular Pathology

“HGF Gene Mutation in Human Colon Cancer: Causal Consequences,” Danushka Sen-

vate, April 3, 1103 Scalfe, 10 am

A&S/Chemistry

“In Vivo Fast Scan Cyclic Voltammetry Revisited: That Restricted Diffusion Maintains Discrete Doping Domains in the Organic Materials,” Ian Taylor; April 3, 1076 Eberly, 10 am

Public Health/Biostatistics

“A Parasitological Correction Method for Pearson’s Chi-Square Test on Data with an Unknown Parameter,” A Modified EM Algorithm for Correspondence Table Analysis With Missing Data,” Megan Olson Hunt; April 3, 1096 Parran, 10 am

A&S/Philosophy

“Lying, Misleading & Language,” Matthew Knachel; April 5, 1218 Crane, 10-10:30 am

A&S/History

“Emancipation and Reconciliation: French Socialists, German Social Democrats & the Origins of Reformist Integration, 1946-1957,” Brian Shaver; April 5, 1200 Posvar, 1 pm

Public Health/Epidemiology

“Translation of the Diabetes Prevention Program to the Community: Evaluation of Implementation Issues,” Karl Vanderwood; April 3, A223 Crabtree, 11 am

A&S/Biological Sciences

“Unzipping the Lung Sink: Examining the Role of Zinc Trafficking in Musculoskeletal Type IV and Lysosomes,” Ira Kuke; April 4, A219B Negley, noon

Education/Administrative & Policy Studies

“A Student College Admission Officers’ Attitudes & Perceptions in Regard to Cyber-Charter School Applicants,” David Bar- kvich; April 4, 4321 Posvar, 1:30 pm

A&S/Human Languages & Literatures

“Las dependencias. Figuras del lenguaje en la obra de Silvina Ocampo, Clarice Lispectra,” April 4, 4321 Posvar, 3 pm

Public Health/Epidemiology

“Longitudinal Evaluation of Self-reported Antibiotic Use in the Association With Offspring Risk Factors,” Julius Obiri Ila, April 11, 4127 Sennott, 3 pm

Medicine/Immunology

“Feedback Inhibition of IL-17 Signal Transduction,” Abulhedw Garg; April 10, 1106 Posvar, 1:30 pm

A&S/Chemistry (Master’s)

“A Review of the Optical Control of Protein Function Through Unnatural Amino Acid Maturation & Other Optogenetic Approaches,” Austin Baker; April 15, 6555 Chowning 11 am

Public Health/Epidemiology

“Malodic Syndrome & Sub-clinical Atherosclerosis: Preva- lence, Remodeling & Its Associated Risk Factors,” Julius Obiri Yehoah Autodesk; April 11, 1098 Parran, noon

Public Health/Epidemiology

“Genitalia Weight Gain & the Association With Obliprost Growth & Obesity,” Jill Diessel; April 11, A222 Crabtree, 2 pm

A&S/Chemistry

“Synthesis of Protein Folding Models & a Molecular & Torsion Balance Study of Neighboring Group Effects on Hydrophobically Driven Folding,” Xuan Jing; April 14, 1076 Eberly, 10 am

Public Health/Biostatistics

“Comparisons of Meta-Analysis Approaches,” Jennifer Smith; April 15, 402 Forbes Terrace, 10 am

Public Health/Epidemiology

“Exploring Therapeutic Approaches for Treatment of Medium-Chain Acyl-CoA Dehydrogenase (MCAD) Deficiency,” Meng Jang; April 15, A222 Crabtree, 1 pm

A&S/Biological Sciences

“Soccer & Sudden Death: In Contemporary German Football & Media,” Kevin Hicks; April 11, 1218 CL, 1:30 pm

A&S/Philosophy

“Dufren’s Balancing Act: Quasi-Static Reasoning in Physical Theory,” Meghan Dupree; April 14, 1012 CL, 2-5 pm

Public Health/Human Genetics

“A Continuum of Tonal Coherence: Pitch Organization in General William Booth Enters Into Heaven by Charles Ives,” Leslie Meyn; April 7, 11001D CL, 1 pm

A&S/Music

“Rigor Mortis: An Aristotelian Solution to the Problem of Internal Minori- ties,” Sandra Chiriboga; April 7, 1528 guardia Literaria: Nicaragua, 1:30 pm

A&S/History of Art & Architecture

“Estrangement & Reconciliation: French Socialists, German Social Democrats & the Origins of Reformist Integration, 1946-1957,” Brian Shaver; April 5, 1200 Posvar, 1 pm

A&S/Economics

“The BenneTT-McWilliaMs Class of 1897Foundation, Charles Young Professor is the Class of 1897 Foundation, Charles Young Professor of Economics, David Spergel; April 4, 1576 Eberly, 2 pm

A&S/Chemistry

“Characterization of the Roles of 2 Regulators of Virus Infec- tion: Gp’8 & IFBP?” Jana Jacob; April 9, A222 Crabtree, 1 pm

A&S/Chemistry

“The Fever Chart: Three Visions of the Middle East” & “My Doomsday Off,” Studio Theatre CL, April-09, W-Sat 7-8 pm, Sat- Sun 2 pm (www.play.pitt.edu)

Exhibits

Studio Arts Exhibit

Student work; through April 26, FFA Gallery, M-F 10 am-4 pm, Sat April 26 10 am-4 pm

Barco Law Library

“Gardens of Repose” by Larry Hankowitz; through May 16, M-Th 7-10 am-10 pm, F 7-10 am-6 pm, Sat 10 am-6 pm, Sun noon-8 pm

Hillman Library

“Oakland: A Look Back Over the 20th Century”; Hillman gr. fl, through Aug, Sun 10 am-10 pm & Sat 9 am-1 pm

Deadlines

Stipend Workship Program on Holistic Medicine Registration deadline 5 April for April 12 event, 12 noon-1 pm Clinical/Translational Research Training Opportuni- ties Application deadline is April 15. (www.icre.pitt.edu/degrees/admissions.html)

Annual Conflict of Interest Disclosure Forms Deadline is April 15. (www.coi.pitt.edu or 412/383-2828)

Chancellor’s Affirmative Action Award Nomination deadline is May 2; send to University Senate office, 1214 CL, (8-7860)

Faculty Mallinckrodt Grant Program Letter of intent deadline is May 9. (us32@pitt.edu)
Thursday 3
Faculty & Staff Development Program
“Different Like You!” Warren McCoy & Krzysztof Reszkeck; 342 Craig, 9-11 am (register: www.hrt.pitt.edu/bpdp)
Spring Supplier Show
“Celebrating Diversity & Sustainability”, Soldiers & Sailors Ballrm., 10:10-2:30 pm (www.coit.pitt.edu/press/ divusa)

C A L E N D A R

• Molecular Biophysics/Structural Biology Seminar
  Andrew VanDemark; 6014 BST, 11 am
  Bradford Campus Health & Wellness Fair
  McKayuma U.R., Westerberg Commons, UPR, 11 am-2 pm (maax224@pitt.edu)
  Emerging Legends Concert
  Squillert Hillbillies; Cup & Chaucer, gr. fl. Hillman, noon
  Elyher ImmunoBiology Distinguished Lecture
  “Dissecting the Human Anti-body Response to Pathogens & Self Antigens,” Antonio Lanata- vecchia, Swiss Federal Inst. of Tech. Scalf. lect. rm. 6, noon
  EOG Workshop
  “Acute Kidney Injury From Chronic Ethanol Ingestion: Oxidative Phospholipids & Angry Neutrophils,” Thomas McInerney, Cleveland Clinic; 540 Bridgeside Pk., pm

CIDDE TA Workshops
• Writing Term for Math, Natural Sciences & Engineering,” B26 Alumni, 1 pm; “Encouraging Student Participation,” 815 Alumni, 2 pm (www.cidde.pitt.edu/workshops)

Chemistry Seminar
• Unconventional Pipetting for Bioanalysis,” Lane Baker, IN U; 150 Cheetos, 2-10 pm

Geology/Planetary Science Colloquium
• Revisiting Science: The Roe & Fall & Rise Again of the Mars Guzer Crater Lake Hypothesis,” Steven Ruff, AZ State; 11 Thaw, 1-8 pm

Medieval/Renaissance Lecture
• “Of Gods & Monsters: An Egyptian Bystander in Early Modern Rome,” Brian Currin, PSU; 202 FFA, 4 pm

ACC Conf.
• Meeting of the Minds,” O’Hara, FFA & Alumni Club, 10:18 am (also Fri. 8-10:30 pm & Sat. 8-12:30 pm; www. accmo2014.pitt.edu)

Contemporary Writers Lecture
• Jeff Sharlet, FFA aud., 8:30 pm (4-5608)

Friday 4
• Last day for fall term enrollment appointments.
  CIDDE Workshop
  “The EAHP Report: Mechanics of Starting a Small Business”, Mervis, 7-10:30 am (erett@pitt.edu)
  Endocrine Grand Rounds
  “Monogenic Disorders of Hypertension: Hypoglyce-
   mia in Children & Adults,” Charles Stanley, Children’s Hosp. of Philadelphia; 1195 BST; 8:30 am (kall14@pitt.edu)
  Ethical Issues in Pain Management Update
  “Pain Relief as a Human Rights Issue,” Kathleen Foley. Cornell, BST, 9 am-4:30 pm (register: https://ecbs.ucp.pitt.edu/lifetimemakescoursers.php)

Women’s Music Conf.
• Voices of Asian Modernities: Women, Gender & Sexuality in Asian Popular Music; 846 B & C, 11 am (paulette.sullivan@pitt.edu)

Cardiac Clinical Grand Rounds
• Children’s & Adolescents,” WPIC aud.; noon

HSLS Postdoc Talks
• Tying Multiple Collaborators,” Kathleen Salerno, Folk Library, in-person or online (jennima@pitt.edu)

Pathology Seminar
• Molecular Gastrintestinal- Neuroendocrine Tumor (GNET): A Paradigm of Oncogene Molecular Promiscuity,” Eduardo Zambrano, Medical College of WI; Rangos conf. rm. B & C, noon (quidelle.sullivan@upmc.edu)

Johnson Inst. Emerging Leader Award Ceremony
• May 10, 11 am (register: sipgppa@pitt.edu)

Stages Symposium
• Public Prayer: Performing, Race, History,” 602 CL, 1 pm (also April 5, 10:30 am; www. stage.pitt.edu)

Philosophy of Science Talk
• Concepts & the Fragile Mani-
   fest,” Aiso Nose, UC-Berkeley, 817CL; 3:30 pm (www.pitt.edu/~pittcon)

French & Italian Film Screening
• “Balancing Act (GI Equili-
   bria),” FFA aud., 7 pm (www. italinfestinstitute.pittsburgh. html)
  Concert
  Carpathian Ensemble; Bellefield aud., 8 pm (music.pitt.edu/tickets)

Saturday 5
• Fall term open enrollment period begins.

Greenbury Campus Development Day
• 100 UPB, 9 am-3 pm (register: www.greenbury.pitt.edu)
  CIDDE TA Services Workshop
  “Grading, Feedback & the Curve,” G74 Hillman, 11 am (www.cidde.pitt.edu/workshops)
  UCSIS Concert
  “An Evening With Award-Winning Recording Artist Karan Ashwala”; FFA aud., 5 pm (www.ucsis.pitt.edu)
  French & Italian Film Screening
  “The Best Offer (La Migliore Offerta),” Carnegie Museum of Art Theater, 7 pm (www.italinfestinstitute.pittsburgh.html)
  Concert
  Men’s Glee Club; 1st Baptist Church of Pgh., 159 N. Belle-
   field, 8 pm (music.pitt.edu/tickets)

Sunday 6
Episcopal Service
• Heinz Chapel, 11 am (Sundays: 846 B & C, noon (www.publi -t.com/pitt.edu)
  Worship
• First Week of Easter; Letting the Light In,” Jonathan Prutt; A115 Crabtree, noon
  CIDDE Workshop
• “New in Blackboard? Pilot the Upgrade”; B26 Alumni, 10 am (also April 11; www.cidde. pitt.edu/workshops)
  Bradford Campus Admissions Program
• UPR, 10 am (register: www.upb. pitt.edu/visit.aspx)

Sr. VC’s Seminar
• “From Individuals, to Popu-
   lations, to Communities, to Extinction: When Does Animal Personality Matter?” Jonathan Prutt; A115 Crabtree, noon

Psychiatry Clinical Grand Rounds
• Children’s & Adolescents,” WPIC aud.; noon

HSLS Workshop
• K99/R00: Getting to the Funding Stage,” Bethany Litwack, University of Rochester; 815 Alumni, 2 pm (www. health.pitt.edu)

Pathology Seminar
• Insights Into Epithelial Barrier Function,” Anna Nowak-Berger, University of Rochester; 3 pm

CIDDE TA Services Workshop
• Telling a 6-Week Course”, Mervis, 7:30-10:30 am (iee@pitt.edu)

Philosophy of Science Talk
• Why the Scientific Revolution Wasn’t a Scientific Revolution & Why It Matters to Kuhn,” Daniel Garber, Princeton; 815 Alumni, 3 pm (www. health.pitt.edu)
  Lecture
• “Managing Multiple Collabora-
   tions,” David Galperin, University of Rochester; 815 Alumni, 3 pm (www.health.pitt.edu)

HSLS Workshop
• “Return to Sarajevo,” Marvin Thomas; Rice Auditorium, UPB, 8 pm (also April 5, 10:30 am; www.greenbury.pitt.edu)

CIDDE TA Services Workshop
• Teaching a 6-Week Course”; 815 Alumni, 4 pm (also April 5, 10:30 am; www.greenbury.pitt.edu)

Friday 4

Thursday 3

Wednesday 9

Thursday 10

Faculty & Staff Development Program
• “An Introduction to Social Media: Networking on the Web,” Adam Reger; 846 B & C, 9-11 am (register: www.hrt.pitt.edu/bpdp)

ULS Edible Book Fest
• Cup & Chaucer gr. fl. Hillman, 9 am (also entr. at 8pm by April 9 to alc194@pitt.edu)

Thursday 3

Friday 4

Thursday 3

Saturday 5

Sunday 6

Sunday 6

Monday 7

Wednesday 9

Thursday 10

If you are going on a University approved leave, you may have your parking permit reinstated when you return to the University. When you complete a parking permit reinstatement application, your permit will be held for your current lot/ garage until your return. You must return your permit to the Parking Office in 204 Brackenridge Hall within the first three business days of the month in order to stop charges for that month.
Jeremy Berg & Michelle Kienholz

When an editor from Oxford University Press, a known medical school staffer Michelle Kienholz, two years ago about writing a book on National Institutes of Health (NIH) research funding, she nearly dismissed the suggestion, email as spam.

He didn’t know her name, but Kienholz’s reputation as a knowledgeable blogger prompted him to reach out to “writedit” on the recommendation of an NIH program officer familiar with Kienholz’s medical writing, editing and grantsmanship blog (writingandresearch.com).

Somehow, despite the subject line “Greetings from Oxford University Press” and the generic “Hello” salutation, Kienholz, a grant writer in the Department of Medicine’s Division of Gastroenterology, Hepatology and Nutrition, responded.

Her reply: “You don’t really need another book on how to write a grant. You need to know how the NIH works,” she said. At about that same time, Jeremy Berg, former NIH director Elias Zerhouni.

The archive, now under construction and the generic “Hello” salutation, Kienholz, a grant writer in the Department of Medicine’s Division of Gastroenterology, Hepatology and Nutrition, responded.

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Hilary Tindle

Hilary Tindle’s fascination with how optimism affects health began in 2000, when she was the lead author on a 2008 National Institutes of Health-funded study that looked at how optimism led to a healthier heart.

“What we found in about 100,000 women is that optimists were less likely to have heart disease,” Tindle, assistant professor of medicine and author of the book, “Up: How Positive Outlook Can Transform Our Health and Aging,” tells me. “And they are more likely to recover, that ‘optimists are less likely to become a happy person.’”

“People who think it’s baloney,” he says. “They think it’s baloney.”

In her book, she says, “I never would have written this,” Tindle explains. Optimists, believing in a rosier future, believe that their personal attitudes and behavior can make a difference. “That’s what makes us optimistic, Tindle demonstrates. Our attitudes start early and can affect our health for illnesses that begin to form at a young age, such as heart disease, as well as our early participation in bad behavior, such as fighting or smoking in grade school.”

Yet there is hope: “People who are optimistic about what can be modified, they can be modified for better health outcomes.”

“Optimists, believing in a rosier future, believe that their personal attitudes and behavior can make a difference.”

Tindle makes a distinction between people who think the future is bright and Pollyannas who see everything in a rosy light — those with “optimistic bias.”

However, she adds, “optimists show themselves to be realistic.” Optimistic bias is denial of reality, while the optimistic person believes that any positive aspects of the situation. Everyone can find a shade or color that suits them. You don’t have to be a turbo-charged, happy, happy person.”

The research, she reports, shows that “optimists are less likely to become depressed or be diagnosed with an anxiety disorder and they are more likely to recover, and to recover more quickly.”

“Ultimately, the research I would like to do is in my own understanding of ways to help people enhance some of their positive attitudes and to ditch the worry and the negative attitudes that ultimately hold them back.”

“The events of our lives influence our personalities, and vice versa, she explains. “There are different ways people may think about the world they might tend to have different attitudes toward different situations.”

Positive outlook seems to lead to healthier outcomes, it’s not just a positive bias.”

“People who are optimistic about what can be modified, they can be modified for better health outcomes.”

Such change is not easy, she admits. Her book, which includes “7 steps to attitudinal change,” that begin with realizing that such change is possible, that small changes can make big health differences, and that it’s important to acknowledge your own small victories, rather than working toward a larger goal and becoming discouraged if it isn’t reached quickly or directly enough.

The steps also include advice to follow your doctor’s recommendations, add more natural environments to your daily experience and seek the benefits of friends and family. The support of social networks — even the virtual kind — have been shown to be effective in helping people quit smoking.

Tindle also recommends having an outlook guide, someone whose life and attitude can serve as an example. In her book, she recalls learning an ultimate lesson in the optimistic outlook of a safari guide in Africa. “The guide told her group not to run from a charging animal unless the guide instructed them to run. He was prepared to shoot any such creature, but he was also prepared to use the animal’s own instincts to keep both sides safe.”

When one lion did run at Tindle’s safari group, the guide told them to stand their ground. Some group members clung to one another, one had to be physically restrained. But the strategy worked. The lion, which would have seen a runner as prey, pulled off when the group did not move — and before getting close enough to be shot.

“I think I gained more confidence in that moment — I was so proud of myself for not running,” Tindle says. “Optimistic outlook guides — the ones with realistically positive lessons to teach — can be anywhere: ‘teachers, doctors, a really nice neighbor. For me, my plumber is a real outlook guide. He’s friendly, things get fixed. (Outlook guides) are so key. They really help right our boats.’”

“Up” lists a number of techniques to help us change our attitudes: cultivating mindfulness; practicing contemplation, consulting our inner adviser, and more. Tindle acknowledges that, while we do such things naturally when we mentally analyze situations, attitudinal change is a process of change, and not running, Tindle says. Such optimistic attitudes and behavior can change after decades of unhealthy attitudes and behavior. “The people who have smoked for 50 years will say, I didn’t understand the relationship between smoking and the healing of my wound after surgery,” and will finally see a reason to quit smoking.

But high pessimism — “I’ll never, I won’t be able to, people don’t like me, no one will help me” — “is short of depression but it’s still very serious,” she says. “Those attitudes steal what would have been a very happy life, and productive life.”

“This is not inborn,” she concludes about our attitudes. “Nor is it a pure or permanent product of our environment, since the link between socioeconomic status and personality is smaller than one would expect. ‘It’s likely that many genes contribute a small amount’ to our personality, or about 25 percent, she says. “The rest we can create — with work.”

— Marty Levine

Patrick Manning

CONTINUED FROM PAGE 2

that are easier to construct using software.

CHIA will concentrate on gathering and digitizing historical records (other than data not yet published, or from areas of the world where documentation is scarce). CHIA will then take this crowdsourced data and conduct peer reviews, store it and process it for analysis.

“[Gathering a large number of datasets is not sufficient to produce global data,” Manning writes. “The data need to be traced back to its source, and put it into a data repository.” That means creating universally understood datasets with consistent markers for places, times and topics.

To accomplish dataset mergers, the project’s metadata must be gathered here called CoFusion, which uses both the data and its metadata. Metadata is a description of the data. At a higher level, the metadata shows where the data comes from, who created it, when it was created and what format and structure (words or numbers, for instance). At the lowest level, the metadata forms the specific definition of the data, such as miles or kilometers? French or English?

“We might have more metadata than data,” he says. “It’s of extreme importance to make this something that anyone can go to,” Manning adds. “It has to bridge the gap between availability to advanced researchers and on the other hand teachers and students who are looking for much more basic information.”

When it is open to the public, he envisions a website with a portal for adding data and another for accessing the analyses and illustrations.

“We’re going to be collecting data forever,” he says. “The more effective this archive becomes the more people will be interested in it and the more it will be used.”

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In his current clinical work on smoking cessation, Tindle finds that people still can change after decades of unhealthy attitudes and behavior. “The people who have smoked for 50 years will say, I didn’t understand the relationship between smoking and the healing of my wound after surgery,” and will finally see a reason to quit smoking.

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— Marty Levine

APRIL 3, 2014
This annual University Times supplement recognizes fac-
ulty and staff who have written, edited and translated books, 
as well as those whose efforts have extended into other areas, 
such as journals, plays and musical compositions.
We regret that space constraints prohibit including other 
kinds of publications/creative endeavors. At the suggestion of 
a faculty advisory committee, we have included only items 
that were peer-reviewed: Anything identified as a self-pub-
lished work was excluded. We also have limited listings 
to complete works, because individual chapters, articles, works 
of art and poems would be too numerous.
Submissions are divided into three sections: Books, Jour-
nals and More. In each section, submissions are arranged 
according to school/unit, then listed alphabetically by title.
Works are cross-listed when collaborators represent more than 
one Pitt unit. In instances where there are non-Pitt collabora-
tors, the Pitt faculty or staff member is listed first.
Books, Journals & More was compiled by Barbara DelRaso.
Listings in this year’s publication have a 2013 copyright or 
performance date.

ARTS and SCIENCES
Archaeological Campaigns
Below the Florence Duomo and Baptistry, 1395-1980 
by Franklin Toker, history of art and archi-
This book details excavations below the Cathedral of 
Florence, Italy, directed by the author from 1970-74 and again in 1980, 
integrating those results with other excavations 
in the Cathedral district dating back to 1899. It contains 54 color plates; 500 
black-and-white photographs and draw-
ings, and dozens of charts and histograms on 
the scientific testing of data.
Arguing About Human Nature: 
Contemporary Debates 
edited by Edmund Mackery, history and phi-
losophy of science, and Stephen M. dudek, University of U”bath.
This volume brings together key articles 
about human nature written by biologists, 
anthropologists, psychologists and phi-
losophers since the sociobiology debate 
of the 1970s.
Big Data in History 
by Patrick Manning, history. Palgrave Macmillan.
Body Double: The Author Incarnate 
in the Cinema 
by Lucy Fischer, English and film studies. 
Rutgers University Press.
This book explores the myriad ways in which 
film artists have represented the creative process, 
whether through a defined element of 
authorship or otherwise. 
This book examines and shows that 
actors frequently raise questions about the 
paradoxes of authorship by portraying the 
oscapist screenwriter. Dealing with such varied 
topics as the icon of the typewriter, the 
case of the writer/director, the authors and 
the omnipresent infirm author, she 
probes the ways in which films can tell a 
plausible story while contemplating the conditions 
and theories of their making. By 
examining many forms of cinema, from 
Hollywood and the international avant-garde to the 
avant-garde, the author considers the 
man and mental or physical health of 
fictionalized writers, the dramatized inter-
action between artists and their audiences 
and critics, and the formal play of written 
words and nonverbal images.
Concepts and Their Role in Knowledge: 
Reflections on Epistemology 
edited by Allen Gottlieb, history and philo-
osphy of science; associate editor: James Leemon, history 
and philosophy of science. University of Pittsburgh Press.
This book is a scholarly analysis of key ele-
ments of Rorty’s radically new approach to 
estimology.
Defending Democratic Norms: 
International Actors and 
the Electors of Political Electoral 
Based by Danielle Druckman, political science. 
Oxford University Press.
Electoral misconduct is widespread, but 
only some countries are punished by inter-
national actors for violating democratic 
norms. Using an original dataset and coun-
try case studies, this book explains variations 
in international norm enforcement and 
shows that despite being selective, it nev-
ertheless can have transformative effects on 
both the quality and form of elections.
Democracy and Dictatorships in Latin 
America: Emergence, Survival and Fall 
by Anibal Perez-Linares, political science, and 
Scott Mainwaring. University of Notre Dame. 
Cambridge University Press.
This book presents a new theory for why 
political regimes emerge and why they 
subsequently survive or break down. It 
analyzes the emergence, survival and fall 
of democracies and dictatorships in Latin America since 1900. The authors argue for 
a theoretical approach situated between long-
term structural and cultural explanations 
and short-term explanations that look at 
the decisions of specific leaders. They focus on 
the political preferences of powerful actors — the degree to which they embrace 
democracy as an intrinsically desirable end 
since to their performance — to explain 
regime outcomes. They also demonstrate that 
transnational forces and influences are 
crucial to their performance and the 
gLOBAL waves of 
DEMOCRATIZATION. Basing 
on extensive research into the political histories of 
all 20 Latin American countries, this book 
ofers the first extended analysis of regime 
emergence, survival and failure for all of 
Latin America over a long period of time.
Dramatic Action in 
Greek Tragedy and Noh 
Reading With and Beyond Aristotle 
by Ma J. Smetрук, classics. 
Lessing Books.
This book explores the ramifications of 
understanding the similarities and differ-
ences between the tragedies of Euripides and 
Sophocles and realistic Japanese noh. 
Using the lens of Aristotle and his two 
favored Greek tragedies, the author 
reveals a similar 
SYNTHESIS BETWEEN plot and performance in both 
dramatic forms. She uncovers an 
Archaic plot structure in realistic noh 
and the relationship between the crucial 
points in the plot and its performance; on 
the other hand, she identifies at the moment 
through the lens of noh, she reveals 
a relationship between the structure of the 
tragedies and their performance — that is, 
the involvement of the third actor at 
the climactic moments of the plot. This 
observation supports the claim for Aristotle’s 
view that tragedy be limited to three actors.
Finding Your Voice: A Comprehensive 
Guide to Collegiate Policy Debate 
by Taylor Ward Habn, communication; Alli-
on Habn, communication, and Marii-Oildi 
Habn, communication. 
International Debate Education Association.
This book provides an in-depth introduc-
tion for students entering collegiate or 
national high school circuit policy debate. 
It offers information on mainstream, criti-
cal and hybrid arguments along with the 
tools and advice necessary for debaters to 
quickly progress into IV and varsity 
levels. While avoiding bad habits commonly 
seen in novice rounds. It also includes a 
quick reference for debate terms, FAQ 
problems, and judge adaptation, research 
assistance and rebuttal outlines.
From Yugoslavia to the 
Western Balkans: Studies of a 
European Disunion, 1991-2011 
by Robert St. Hayden, anthropology. 
Brill.
This volume brings together the author’s 
major studies of the end of Yugoslavia 
and what has occurred since in the region. 
The chapters were written as events occurred, 
over the period 1991-2011, based mainly 
on materials from the region rather than on 
work by Western authors. The four 
sections of the book discuss the end of 
Yugoslavia, discourses on genocide, ethnic 
majorities and minorities, and the 
emerging communities of the region. The 
final chapter analyzes the striking 
similarities between the constitutional structures 
of Yugoslavia and those of the EU under 
the Lisbon Treaty, noting as well that both 
projects were/are elite-driven, had 
major democratic deficits and were not legitimized 
by popular vote.
Globalization, Social Movements 
and Peacebuilding 
edited by Jackie Smith, sociology, and 
Ernests Vereda, University of Notre Dame. 
Syracuse University Press.
Each year, governments spend billions of 
dollars on peacekeeping efforts around the 
world, and much more is spent on humani-
tarian aid to refugees and other victims 
of armed struggle. Yet research shows that 
early half of all countries experiencing 
civil war saw renewed violent conflict within 
five years of a peace agreement. How do we 
account for such a poor track record? 
This book considers how globalization 
afflicts fragile peace processes, arguing that 
the international economic system itself is 
a major contributor to violent conflict. 
By including the work of anthropologists, 
economists, religious studies experts, 
sociologists and political scientists, this 
book presents a broad exploration of the 
complexities of peacebuilding in a global 
market economy.
Governing: Essays in Honour 
of J. Savoie 
edited by B. Gay Peters, political science, and 
James Beckert. (Francis Xaver University.
McGill Queen’s University Press.
This book delves into Savoie’s primary fields 
of interest: regional development and the 
nature of executive power in public admin-
istration. Most chapters deal with issues of 
regional development or a particular, the 
changing relationship over the past 30 years 
between politicians and public servants. 
Others address the history of regional devel-
opment initiatives, examining the politics of regional 
inequalities and the promises and pitfalls of 
approaches adopted by governments to resolve the most vexing policy problems. 
Contributors provide readers with a primer on 
the key issues that have provoked debate 
among practitioners and students of govern-
ment alike, while reflecting on government 
institutions meant to address inadequacies.
Imaginary Citizens: Child Readers 
and the Limits of American Independence, 
1640-1868 
by Courtney Weikel-Mull, English. 
Johns Hopkins University Press.
This book is a literary history of children’s 
citizenship that investigates how early 
American writers addressed the complications 
that children posed to the civic ideals of independence, 
reason and consent. Because of 
the inherent limitations of their rational citizenship, the author argues a substantial 
contingent of the population came to be under-
standing as “imaginary citizens” individuals 
who could not exercise most civic rights, 
but who figured heavily in literary repre-
sentations of citizenship and were 
venerated to imagine themselves as citizens through 
reading.
Migration in World History, 2nd Edition 
by Patrick Manning, history. 
Routledge.
This updated edition traces the connections 
among regions brought about by the move-
ment of people, diseases, crops, technology 
and ideas, from earliest human migrations 
to the present day.
Northern Ireland’s Lost 
Opportunity: The Frustrated 
Promise of Political Nationalism 
by Tony Novosel, history.
Phaidon Press.
This book is an in-depth investigation into 
working-class Loyalism in Northern 
Ireland as represented by the Ulster Volun-
teeer Force, the Red Hand Commando and 
their political allies. The author argues that 
these groups, seen as implacable enemies by 
Republicans and the left, developed a politi-
cal analysis of the Northern Ireland conflict 
in the 1970s that involved a compromise 
with some of all the political parties’ worst 
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Shakespeare and Outsiders by Marianne Noy, English.

Oxford University Press.

Some of Shakespeare’s most memorable characters are treated as outsiders in at least part of their plays: Othello, Shylock, Malvolio, Katherine (the “Shrew”), Edmund, Caliban and many others. Marked as different and regarded with hostility by some in their society, many of these characters have become icons of group identity. While many critics use the term “outsider,” this book analyzes it as a relative identity and not a fixed one, a position that characters move into and out of, to show how characters affirm their place as relatives as insiders by the way they treat others as more outsiders than they are, and to compare characters who are outsiders not just in terms of race and religion but also in terms of gender, age, experience, social class, psychology, morality and other issues.

Strategies for Comparative Political Research: Theory and Methods by B. Gay Peters, political science.

Palgrave Macmillan.

This book provides an accessible introduction to comparative methodology by drawing on a wide range of approaches.

Outsourcing Professionals’ Guide to Corporate Responsibility by Bill Helferty, information systems and technology management, and Ron Babin, Ryerson University.

Van Haren Publishing.

Corporate social responsibility is about managing an organization’s impacts on society and the environment through its operations, products or services and through its interaction with key stakeholders such as employees, customers, investors and suppliers. This book addresses how outsourcing strategies can be a powerful tool for advancing critical social, economic and environmental issues on a global basis. Additionally, it examines corporate responsibility policies and practices for outsourcing.


The World Bank.

The authors combine documentary study and field research to analyze efforts to establish light manufacturing clusters in Asia and Africa. Case studies illuminate policies that could opportunities in agriculture, fishery, apparel, leather goods, woodworking and metal products. The authors propose policies that could improve constraints in agribusiness, apparel, leather goods, woodworking and metal products. The authors propose policies that could enable entrepreneurs to capitalize on the latent comparative advantage and large potential gains available to low-income economies by expanding these industries.

Theatre and Mind by Bruce McConachie, theatre arts.

Palgrave Macmillan.

This book outlines the evolutionary and cognitive bases of play/performance. It discusses role-playing, empathy, rehearsing and the dynamics of spectating/interpretation.

Out of Place: German Realism, Displacement and Modernity by John B. Lyon, German.

Bloomsbury Publishing.

In late 19th-century Germany, the onset of modernity transformed how people experienced place. In response to increased industrialization, migration and expansion of international capitalism and the extension of railway and other travel networks, the sense of being connected to a specific place gave way to an unsettling sense of displacement. This book analyzes the role of displacement as a representative of German realism — Wilhelm Raabe, Theodor Fontane and Gottfried Keller — within this historical context. It outlines the perceived loss of place evident in their texts within the contemporary discourse of housing and urban reform, but also views such discourse through the lens of 20th-century theories of place, both phenomenological (Heidegger and Casey) and Marxist (Deleuze, Guattari and Benjamin).

It highlights the engagement with issues of and space that reappear today in debates about environmentalism, transnationalism, globalization and regionization.

Representative Bureaucracy in Action: Country Profiles From the Americas, Europe, Africa and Asia edited by B. Gay Peters, political science, Patrick von Maveux, University of Alberta, and Eckhard Schreiter, Zeppelin University.

Edward Elgar Publishing.

This book presents the political ideas of representative bureaucracy that have become increasingly diverse societies. At the same time, it illustrates how practices are based on different political systems, administrative structures and cultural settings.

Five Practices for Orchestrating Productive Task-Based Discussions in Science by Jennifer L. Carter, instruction and learning, and Danielle K. Roos, instruction and learning, and Margaret S. Smith, instruction and learning and Learning Research and Development Center.

NCALT and NSTA Press.

Robust and effective classroom discussions are essential for providing students with opportunities to engage in meaningfully and deeply in science practices while learning key science content. Using numerous examples and science learning tasks, the authors show how teachers can plan lessons to encourage students not only to learn science content but to employ disciplinary practices as well.

This volume outlines the five practices teachers need for facilitating effective inquiry-oriented classrooms: anticipate what students will do — what strategies they will use — in solving a problem; monitor their work as they approach the problem in class; select students whose strategies are worth discussing in class; sequence students’ presentations to maximize their potential to increase students’ learning; and connect the strategies and ideas in a way that helps students understand the science learned.

EDUCATION

A Bridge to the Classroom and Early Care: A Capstone by Christina J. Gruver, Office of Child Development, and Suzanne L. Krong, Western Washington University.

Bridgepoint Education.

This book is intended for students who have had the basic courses in this field, and are prepared to put concepts and theories into practice. Several topics in early childhood education, research and practice are reviewed but the majority of this work is designed to enhance students’ application of knowledge and information attained previously. Topics include a brief history of appropriate early childhood practices, current standards in the field, subject integration in curriculum planning, assessment and evaluation, creation of a positive learning environment for children, guidance for children’s behavior, and leadership and management skills for those interested in early childhood education administration.

Comprehension Instruction Through Text-Based Discussion by Linda Kucan, instruction and learning, and Annapurna Sullivan Palincsar, Michigan State University.

Ternary and Learning Research and Development Center.

This book and DVD set guides teachers in developing upper elementary students’ comprehension of informational text by supporting understanding of ideas in the text and building knowledge with those ideas. The book first presents the theory behind quality text-based discussions for building comprehension, then walks the reader through lessons based on four special commissions informational texts. Several tools support text analysis, planning and enacting discussion, as well as a number of instructional moves and activities designed to support student interactions with texts.

A Leopard Am I translated by Carpy Evans-Conradie, communication and the arts/Spanish.

Small Stations Press.

This is a translation of a 2011 book of poetry written by Pillar Pallares in Galician, a language spoken in northwestern Spain.


Applications of the Analytic Network Process (ANP) in decision making show that people know far more about the world than language allows them to express. Logic follows language in developing its analytical details. When we make decisions across different areas of information, we need a way to synthesize priorities in addition to using analysis and applying judgments in each area to create the priorities. The authors are interested in three themes: economics, the social sciences, and the linking of mathematics with these. The ANP offers a different approach for dealing with complex problems than the usual mathematical models on which economics bases its quantitative thinking: utility theory (with its interval scales and its use of gambles or lotteries to elicit judgments from decision makers) and linear programming, which can work only on elements that already have measurement scales.

BUSINESS

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EXECUTIVE VICE CHANCELLOR

100 Years of Success: Leadership Lessons From College Football by James V. Eads, Tart Publishing.

GREENSBURG

The Bridge to When Things Get Serious: A Memoir by Lori L. Jakiela, humanities/English.

C&R Press.

Lori Jakiela’s painfully funny memoir “The Bridge to When Things Get Serious” is so good you’ll wonder why the author isn’t the literary toast of the entire country by now … Part of the unabashed fun of reading this book is seeing familiar landmarks through the eyes of an exceptionally talented writer who is only one New York Times book review away from a national reputation. This memoir may not be the last word on the volatile subject of mother/daughter relationships, but it is already among the most honest and best written this decade.”
Minimizing Bullying for Children Who Stutter: A Practical Guide for SLPs
by J. Scott Varas, communication science and disorders, and Nina Reardon-Reece. Stuttering Therapy Resources.
This 2015 guidebook gives speech-language pathologists the knowledge and skills they need to evaluate and successfully treat children and adolescents who stutter. Written by specialists with many years of experience working with children who stutter, this book includes detailed instructions for implementing advanced clinical techniques such as cognitive restructuring, desensitization, role-playing and classroom presentations.

School-Age Stuttering: A Practical Guide
by J. Scott Varas, communication science and disorders, and Nina Reardon-Reece. Stuttering Therapy Resources.
This 295-page guidebook gives speech-language pathologists the knowledge and skills they need to evaluate and successfully treat children and adolescents who stutter. Written by specialists with many years of experience working with children who stutter, this book includes detailed instructions for implementing advanced clinical techniques such as cognitive restructuring, desensitization, role-playing and classroom presentations.

Advanced Location-Based Technologies and Services
edited by Hassan A. Karimi, information science and technology. CRC Press.
Due to the rapid increase in the number of mobile service users wanting location-based services (LBSs) have become perva-sive, and the demand for them continues to grow. Exploring recent changes in the technology and its uses, this book takes an in-depth look at new and existing technologies, techniques, applications and opportunities including WiFi fingerprinting, geo-crowdsourcing and location privacy as well as application areas such as LBSs for public health, indoor navigation, pedestrian navigation and advertising. Highlights include discussions of Location Based Social Networking (LBSN) and the latest developments in geospatial clouds and how they can be used. It takes a look into the future with coverage of emerging technologies that will shape the future generation of LBS.

The Forensic Autopsy for Lawyers
This book is a guide for maximizing an attorney’s use of the forensic autopsy during legal representation. It discusses basic/ advanced, and toxicological findings at autopsy. There are over 200 photographs that include identification of remains, post-mortem interval, gunshot wounds, sharp edge injuries, blunt force trauma, asphyxiation, electrocution, drowning, thermal injuries, natural disease processes and toxicological findings at autopsy.

by John M. Barkoff, Steven Friedland, Elm University; Catherine Hancock, Tulane University; Janet Hoefelf, Tulane University; Stephen Singer, Loyola University, and Russell Warren, University of Louisville. West.
This book features a checklist format to lead students through questions they need to ask to fully evaluate the legal problem they are trying to solve. It also synthesizes the material in a way that most students are able to do on their own, and assembles the different issues, presenting a clear guide to procedural analysis that students can draw upon when writing their exams.

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Highlighting the Hidden River
This is a collection of short stories previ-ously published in literary journals.

Anatomy, Physiology and Disease: An Interactive Journey for Health Professions, 2nd Edition
by Jeff Ankrute, nursing and health science/ respiratory care; Bruce J. Colbert, nursing and health science/respiratory care, and Kevin Loe, natural sciences/biology. Pearson Education.
This book introduces anatomy, physiology and pathology concepts. It is designed to promote true understanding and to help students make the lasting connections they need to thrive as practitioners. “Pathology Connections” sections link anatomy and physiology concepts to pathologic pro cesses. Analogies help students compare the human body to objects and processes they already understand, and illustrations and visual features support the visual learning style many viewers prefer. This edition adds web-based animations, videos and interactive exercises to its fully integrated website. It offers an easier-to-navigate text design, enriched illustrations and new photographs, and a biochemistry chapter.

by Arthur Hellman, Lauren K. Roth, Indiana University-Bloomington and David R. Stras, University of Minnesota. Foundation Press.
This book is the product of the authors’ rethinking of what a federal courts course could be. Both reflect the need to address the deeper theoretical issues of federalism and separation of powers raised by the cases, the book also focuses on giving students the practical insights they need to be effective lawyer-litigators on behalf of clients. To that end, the book is grounded in the realities of litigation today — in particular, the strong tendency of defendants in civil litigation to prefer federal court over state court. The statutory device of removal and other issues that dominate contemporary litigation are addressed throughout this book.

Jumpstart Criminal Law: Reading and Understanding
Criminal Law Cases and Statutes
by John M. Barkoff. West.
This book explores the context in which criminal statutes are drafted and enacted and in which criminal trials and appeals take place by considering the relationship between state and federal criminal prosecutions and trials and the difference between criminal offenses and defenses in different jurisdictions; the steps in the criminal justice process; the separate roles of judge and jury in criminal cases and their significance; “element analysis” in criminal cases and with criminal statutes; the nature of the different types of criminal law defenses; criminal defense ethics; how, when and why conduct is criminalized, and the role of “mens rea” and “actus reus” in criminal law. Legal reasoning and the criminal jus tice process are taught through numerous judicial opinions with analysis.

Legal Knowledge and Information Systems: Jurix 2011 — The 26th Annual Conference edited by Kevin D. Roley, law and learning Research and Development Center. IOS Press.
This conference was held on Dec. 11-13, 2011, at the University of Bologna. The papers cover a wide range of research topics and application areas concerning automating legal reasoning and the delivery of legal services, and the advanced manage ment of legal information and knowledge, including computational techniques for classifying and extracting information from, and transforming complex legal texts; modeling legal argumentation and presentation case narratives; improving legal information retrieval of, and extracting information from, legal case texts; conducting e-discovery; applications involving intellectual property and IP licensing, online dispute resolution, delivering legal aid to the lay public, and organizing the administration of local laws and regulations.
LEARNING
RESEARCH
and
DEVELOPMENT
CENTER

Five Practices for Orchestrating Productive Task-Based Discussions in Science by Margaret S. Smith, LRDC and School of Education; Mary Kay Stein, LRDC and School of Education; Jennifer L. Cartier, School of Education; and Danielle K. Ross, School of Education. NCTM and NSTA Press.

Legal Knowledge and Information Systems: Juris, 2013 — The 26th Annual Conference edited by Kevin D. Ahearn, LRDC and School of Law. IOS Press.

MEDICINE

The Brain-Dead Organ Donor: Pathophysiology and Management edited by David Cooper, surgery, and Dimitri Nizziyev, Tampía VA Medical Center. Springer.

The first section of the book reviews the historical, medical, legal and ethical aspects of brain death, followed by two chapters on the pathophysiology of brain death as investigated in animal models. This includes a review of the many hormonal changes, including the neuroendocrine-adrenergic “storms” that take place during and following the induction of brain death, and how they impact metabolism. The next section of the book reviews various effects of brain death, notably its impact on the thyroid function, the inflammatory response that develops and effects relating to innate immunity. Chapters also cover assessment and management of potential organ donors as well as more basic science.

Contemporary Artificial Intelligence by Xia Jiang, biomedical informatics, and Richard E. Neapolitan, Northeastern Illinois University. CRC Press.

The notion of artificial intelligence (AI) often sparks thoughts of characters from science fiction. But the algorithms of AI have addressed many real issues, from performing medical diagnoses to monitoring possible failures of spacecrafts. This book presents strong methods and algorithms for solving challenging problems involving systems that behave intelligently in specialized domains including medical and software diagnostics, financial decision-making, speech and text recognition and genetic analysis. The authors cover logic-based methods, probability-based methods, emergent intelligence, including evolutionary computation and swarm intelligence; data-derived logical and probabilistic learning models, and natural language understanding.


Pain is the principal reason individuals seek medical and dental attention. Pain is experienced by all irrespective of status (economic, educational, etc.) or gender. This publication of more than 4,300 pages contains seven volumes contributing from more than 800 experts.


This volume comprehensively and definitively addresses geriatric psychiatry, focusing on depression, dementia and anxiety as well as managing the caregivers. Additional chapters cover psychotherapy, legal issues, alcohol, and managed care management. Designed to be a highly practical, clinical guide for practitioners, each chapter is clearly written by one or more faculty members from Western Psychiatric Institute and Clinic. Self-assessment questions help students learn the material.


Master Techniques in Otolaryngology: Head and Neck Surgery edited by Eugene N. Myers, otolaryngology, and Robert L. Ferris, otolaryngology. Lippincott Williams & Wilkins.

This two-volume set is a “how-to” guide to both common and advanced procedures in the major subspecialties of otolaryngologic surgery. It includes step-by-step instructions and more than 250 full-color intraoperative photographs and line drawings.

Medicina Deportiva by Frédéric Fu, orthopaedic surgery. AMOLCA, Actualidades Médicas, C.A. This is an overview of the diseases and current treatments in sports medicine, including developments and innovative approaches to the shoulder, hip, knee and foot.


The book opens with foundational information on basic genetic mechanisms underlying pain perception and progresses to recently discovered complex facets of this topic. The coverage is wide-ranging and serves as an entry point into understanding the genetics of pain as well as providing a single resource in the field for established researchers looking for a better understanding of the diverse strands of research going on in the area.

Pittsburgh Chefs Table: Extraordinary Recipes from the Steel City by Sarah Sudar, medicine; Julia Gongaware, AMOL’16; Fadden, and Laura Zovek. Lynn Press.

Psychological Aspects of Cancer edited by Jennifer Steel, surgery, and Brian I. Carr, Thomas Jefferson University. Springer.

This book is a professional evidence-based resource on the impact of cancer on a patient’s psychological state. It discusses psychosocial factors that impact the pathogenesis, disease course and ultimate outcomes of cancer. It opens with two chapters on the biological basis of emotion–mental–body processes and disease, followed by a section on genetic predispositions to cancer and the psychological considerations involved in screening and pre-emptive therapies and decision-making in cancer therapy. Added section deals manages to (1) present the philosophical and religious underpinnings of psychological factors involved in coping with disease state stressors and the roles of hope in coping. The fourth section is an acknowledgment that patients with cancer live in a social context, which often includes a partner and/or caregiver. The fifth section includes essays on aspects and modalities of caregiving that are designed to help patients cope with their cancer and its aftermath.


PHARMACY


Because nanomaterial technologies can be used to fabricate high-performance biomaterials with tailored physical, chemical and biological properties, they are of interest to emerging biomedical technologies such as scaffolding, tissue regeneration and controlled drug delivery. This book explores the fabrication of a variety of nanomaterials and their use across a range of tissue-engineering applications. Part one focuses on the fabrication of nanomaterials for tissue-engineering applications and includes chapters on engineering nonporous biomaterials, layer-by-layer self-assembly of nanofibers for nanofiber scaffolds and the synthesis of carbon-based nanomaterials. Part two highlights the application of nanomaterials in soft-tissue engineering and includes chapters on cardiac, neural and cartilage-tissue engineering. Finally, the book concludes with the use of nanomaterials in hard-tissue engineering applications, including bone, dental and craniofacial tissue engineering, is discussed in part three.

PROVOST AREA


The essays in this volume focus on scientific rationality — the problem of what it takes for a theory to be called scientific. More specifically, the authors argue that because it is plausible to draw a clear distinction between science and non-science as was proposed by the logical positivists, the delve into the debate between determinism and indeterminism, in both science and in the humanities. The author defends the position of the human determinant, which leads to a thorough critique of the current philosophical approaches to ethics and morality, where he defends an explicit secular humanism as well as prominent theistic interpretations of 20th-century physical cosmologies.

PUBLIC and INTERNATIONAL AFFAIRS


This book contains contributions from the top researchers in the field, presenting case studies from Latin America, South America, Europe, Africa, the Middle East and Asia. Management and Culture in an Enlarged European Commission: From Diversity to Unity? by Carolyn Barn, Palgrave Macmillan.

This book analyzes the European Commission from a public management perspective. Using extensive interviews conducted over six years, the author explores how the European Commission faced the challenge of enlargement, how it recruited and socialized thousands of new staff members, and its success in integrating newcomers. It argues that nationality was less important than expected in understanding the newcomers and, conversely, that gender was more important than expected, as one of the major effects of enlargement was to shift the organization’s gender balance. The book includes an analysis of language use and language politics as an important part of organizational culture. The work provides a picture of life within the Commission.
The Political Economy of the American Frontier
by Ilia Muruttashvili.
Cambridge University Press.
This book offers an analytical explanation for origin and change in property institutions on the American frontier during the 19th century. In its scope is interdisciplinary, integrating insights from political science, economics, law and history. The book shows how claim clubs — which were informal governments established by squatters in each of the major frontier sectors of agriculture, mining, logging and ranching — substituted for the state as a source of private property institutions and how they changed the course of who received legal title and for what price throughout the 19th century. Unlike existing analytical studies of the frontier, which emphasize one or two sectors, this book considers all major sectors, as well as the relationship between informal and formal property institutions, while also proposing a novel theory of emergence and change in property institutions that provides a framework to interpret the complicated history of land laws in the United States.

The Epidemiology of Aging
Springer.
The average age of the world’s population is increasing at an unprecedented rate and this increase is changing the world. This “silver tsunami” emphasizes the need to provide advanced training in epidemiology and increase the cadre of experts in the study of aging. This book summarizes unique methodological issues relevant to the study of the epidemiology of aging, biomarkers of aging and the biology/physiology of aging with in-depth discussions of the etiology and epidemiology of common geriatric syndromes and diseases. Contributing authors represent epidemiology and clinical geriatrics, but also demography, health services, research, cardiovascular disease, diabetes, psychiatry, neurology, social services, musculoskeletal diseases and cancer.

Contemporary Issues in Child Welfare Practice
edited by Helen Grove Cahalane.
Springer.
Extending beyond the postmodern, this international journal of literature and culture approaches problems in these areas from a number of politically, historically and theoretically informed perspectives. It remains committed to understanding the present and approaching the study of national and international culture and politics through literature and the human sciences.

Creative Nonfiction
edited by Lee Gutkind, English.
Creative Nonfiction Foundation.
Creative Nonfiction is a forum for debate about ritual's role and meaning, and seeks a better definition for its blend of literary criticism, cultural studies, poetry and fiction.

Ethnology: An International Journal of Cultural and Social Anthropology
University of Pittsburgh.
This international journal, published quarterly since 1962, focuses on aspects of cultural anthropology and theoretical and methodological discussions.

Japanese Language and Literature
edited by Hirohiko Nara, East Asian languages and literatures.
Springer.
Japanese Language and Literature is a publication of the American Association of Teachers of Japanese. It considers submissions in the areas of Japanese literary studies, linguistics and language/literature pedagogy.

A collaboration among leading scientists, practitioners and researchers at Pitt and Carnegie-Mellon, this book is a comprehensive resource describing quality of life technologies and their development, evaluation, adoption and commercialization. It takes an interdisciplinary team approach to the process of technology development for disabled and older persons and discusses the state of the field and future directions of technologies. The book provides direction on how to identify user needs and preferences, engage end-users in the design and development process and evaluate and commercialize the technologies.

A Scholarly Review of Chinese Studies in North America
edited by Gary Lamer Luger, special collections and preservation; Haibin Zhang, East Asian Library, Zhubai Xue, and Shuyong Jiang.
The Association for Asian Studies.
This book provides introductory essays on, and extensive references for, 21 major subfields in the area of Chinese studies, including economic history, music and the literature of the Ming and Qing dynasties.

boundary 2
edited by Paul A. Beve, English; managing editor: Margaret A. Havran, English.
Duke University Press.
Boundary 2, the journal of cultural criticism, provides a forum for the intersections of South Asian screen practices with related media forms such as musical recording and performance, popular print culture, stage and design and the use of film, photography, advertising and consumer cultures. It has published research on historical, regional and virtual spaces of screen cultures.

Creative Nonfiction
edited by Lee Gutkind, English.
Creative Nonfiction Foundation.

Critical Quarterly
edited by Colin MacCabe, English.
Wiley-Blackwell.
This journal is known for its blend of literary criticism, cultural studies, poetry and fiction.

University Center for
SOCIAL and URBAN RESEARCH
Quality of Life Technology Handbook
edited by Richard Shuls.
CRC Press/Taylor & Francis Group.
This book maps out an integrated system of care framework that coordinates services across mental health and other agencies while encouraging collaboration with families and the community. Topics include family engagement strategies in child welfare practice; promoting youth engagement, empowerment and interdependence through training practices; LGBTQ youth; the challenge for child welfare; training and transfer of learning; reflective practices in supervision; why thinking and reflecting are as important as doing, stress and child welfare work, and organizational effectiveness strategies for child welfare.

University Library System
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This book provides introductory essays on, and extensive references for, 21 major subfields in the area of Chinese studies, including economic history, music and the literature of the Ming and Qing dynasties.

Public Health
The Epidemiology of Aging
Springer.
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Social Work
Contemporary Issues in Child Welfare Practice
edited by Helen Grove Cahalane.
Springer.
Extending beyond the postmodern, this international journal of literature and culture approaches problems in these areas from a number of politically, historically and theoretically informed perspectives. It remains committed to understanding the present and approaching the study of national and international culture and politics through literature and the human sciences.

Critical Quarterly
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This journal is known for its blend of literary criticism, cultural studies, poetry and fiction.

The Carl Beck Papers in Russian
edited by Gary B. Anderson, Russian and East European studies.
University of Pittsburgh.
This international journal, published quarterly since 1962, focuses on aspects of cultural anthropology and theoretical and methodological discussions.

Ivy League
The Epidemiology of Aging
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This spring 2013 special issue includes a series of articles on French/Francophone literature, culture and film, and the editor’s essay that attempts to reframe the largely Anglo-American field of transgender studies with French studies.

Progress in Surface Science
Topics are chosen for their timeliness from across a wide spectrum of scientific and engineering subjects.
Sex Roles: A Journal of Research
This is an interdisciplinary behavioral science journal offering a feminist perspective. It publishes original research reports and review articles that illuminate the underlying processes and consequences of gender role socialization, gendered perceptions and behaviors and gender stereotypes. Topics extend to gender issues in employment and work environments, interpersonal relationships, sexual orientation and identity, body image, violence against women or intimate partners, gender role socialization, the influences of media, schools, peers and community on stereotypes; the acquisition, maintenance and impact of stereotypes; the cultural, economic, legal and political effects of contemporary social change, and methodological issues in gender research.
Social Networks: An International Journal of Structural Analysis
edited by Patrick Durcan, sociology, and Martin Everett, University of Manchester. Elsevier.
This is a quarterly journal.
Variaciones Borges
edited by Daniel Baldrón, Hispanic languages and literature. Borger Center, University of Pittsburgh.
This biannual journal, focusing on the writings of Jorge Luis Borges, is published in Spanish, English and French.
**ARTS and SCIENCES**

Crossings: Music for Piano and Strings
**composer and pianist:** Amy Williams, music. Albany Records. This CD features virtuosic performances of chamber music for piano and strings, composed over the past decade. The performers include the Bugallo-Williams Piano Duo, the JACO Quartet and pianist Jeffrey Jacob. Performers are the Firebird Ensemble with Eric Moe, piano, and Jeffrey Means, conductor. Meanwhile Back at the Ranch
**composer:** Eric Moe, music. New World Records. Compositions include “Frozen Hours Melt Melodiously Into the Past,” “Meanwhile Back at the Ranch,” “Preamble and Dream-song of the 4-5 a.m. REM Stage,” “Mud Wrestling at the O.K. Corral” and “trpp.” Performers are the Firebird Ensemble with Eric Moe, piano, and Jeffrey Means, conductor. Möbius Loop
**composer:** Mathew Rosenblum, music. BMDP/Sound. A Shot to Save the World
**producer:** Carl L. Kurlander, English. This program recreated the dramatic story behind the development of the first polio vaccine. It featured interviews with Bill Gates, who has made world polio eradication one of his main goals, with polio survivors and with members of Jonas Salk’s pioneering medical team. Somewhere in Between
**artist:** Lewis D. Thomas, studio arts. The composer and pianist: Amy Williams, music. The special issue on neuroimaging mechanisms of change in psychotherapy for addictive behaviors addresses mechanisms of change for cognitive and behavioral therapies, mindfulness-based interventions, motivational interviewing and neurocognitive approaches, and covers a variety of addictive behaviors. Wound Repair and Regeneration
**editor:** Patricia A. Hellden, stedergyology. This is the official publication of the Wound Healing Society (U.S.), the European Tissue Repair Society, the Japanese Society for Wound Healing and the Australian Wound Management Association.

**JOURNALS**

Search and Seizure Law Report
**editor:** John M. Barkoff. This is a monthly publication.

**LEARNING RESEARCH and DEVELOPMENT CENTER**

Artificial Intelligence and Law
**editor-in-chief:** Kevin D. Ashley, LRDC and Schoelkopf Law; Trevor Bench-Capon, University of Liverpool, and Giovanni Sartor, University of Bologna. Springer.

**MEDICINE**

Bipolar Disorders: An International Journal of Psychiatry and Neurosciences
**edited by:** K.N. Roy Chengappa, psychiatry, and Samuel Gershon, psychiatry. Wiley. This international journal is dedicated to publishing the results of research relevant to the basic mechanisms, clinical aspects and treatment of bipolar disorders.

Journal of Pediatric and Adolescent Gynecology
**editor-in-chief:** Joseph S. Sanfilippo, medicine. This journal serves as an international source of information for health care professionals.

Open Access Journal of Sports Medicine
**editor-in-chief:** Freddie H. Fu, orthopaedic surgery. Dove Press. This is an international, peer-reviewed, open-access journal focusing on treatment outcomes specifically relevant to patients. All aspects of patient care are addressed.

Pediatric and Developmental Pathology
**editor-in-chief:** Miguel Reyes-Mugia, pathology, managing editor: Kathy Holf, pathology. Allen Press. This bimonthly journal is the official publication of the Society for Pediatric Pathology and the Pediatric Pathology Society.

Pediatric Diabetes
**edited by:** Mark A. Sperring, pediatric; **associate editors:** Silva Ardalan, pediatrics; Dorothy J. Baker, pediatrics, and Massimo Trucchi, pediatrics; managing editor: Daniel Bogdan, pediatrics. Wiley-Blackwell. This journal, published eight times a year, is devoted to disseminating new information relating to the epidemiology, etiology, pathogenesis, management, complications and prevention of diabetes in childhood and adolescence.

**PUBLIC HEALTH**

Journal of Public Health Management: Dynamics of Preparedness Supplement
**guest editor:** Margaret A. Potter, Center for Preparedness Research held Oct. 22-24, 2012, from a conference on emergency preparedness research held Oct. 22-24, 2012, in Pittsburgh. Participants heard about innovative methods and novel approaches to measure and evaluate public health systems in emergencies, critiqued the rigor and quality of research output and flagged issues for which a better base in evidence was needed.

**SOCIAL WORK**

Race and Social Problems
**editor-in-chief:** Gary F. Knoke, associate editor: Ralph Bangs. Springer. This is a multidisciplinary international forum for issues relevant to race and its relationship to psychological, socioeconomic, political and cultural problems.

The Carl Beck Papers in Russian and East European Studies
**edited by:** William Cho, UCIS and Dietrich School of Arts and Sciences; **editors:** Richard D. Domus, UCIS, and Andrei Kotziner, UCIS; managing editor: Eileen O’Malley, UCIS. Center for Russian and East European Studies.

The premiere performance of this composition was at the Weill Recital Hall in New York City’s Carnegie Hall on Jan. 25, 2013. Misha Quint was the cellist.
James Earle

The book "100 Yards of Success: Leadership Lessons from College Football," by James V. Earle, is the culmination of leadership lessons gained over the span of two decades at Pitt and a lifetime of involvement in sports.

"You read a lot about the things that are wrong" in college athletics, said Earle, who spent time in Pitt's Athletics department before moving to lead Housing and Food Services decades ago. "I thought it would really be neat to share some of the great things that go on behind the scenes in college athletics and the lessons leaders could really benefit from," he said.

While Earle no longer works in Athletics, his passion for sports remains. Sports themes appear on the covers of the posts on his leadership blog (jearle.wordpress.com); in addition, Earle, the father of three boys, coaches his sons' soccer and basketball teams.

Earle, who became assistant vice chancellor for Athletics in 2008 and earned his doctorate in education here in 2009, got his start at Pitt as a volunteer in Athletics while in the MBA program here two decades ago. "I knew I wanted to work in college athletics," he said, driving home, "I had to beg for them to let me volunteer."

Within a matter of months, a full-time position opened up, and Earle joined the Athletics staff. It was there he met then-Pitt football coach John Majors. "When he was looking for an assistant athletics director for football operations, he knew me from the department and I was able to move into that role," Earle said.

From football operations, Earle moved to the department's turf of Athletics, leaving in 2004 when the opportunity to lead Housing and Food Services arose. "Working behind the scenes gave Earle a glimpse into the complexity as well as the efficiency of college football programs, and the book was born," he said.

"When you think about it, moving 110 people to an away game or to a bowl game requires a lot of organization, a lot of efficiency in operations," Earle said. "I remember thinking at the time: Most people don't realize the role of effective leadership, how structured, these programs are behind the scenes, how disciplined they are behind the scenes. It's how you take that really to share this one day," he said.

"Having worked in this organization in the leadership role, I really feel like it's made me a better leader, I've learned a lot about great leadership," Earle said.

"People sometimes really tough times in the '90s and I was fortunate to be there when we really changed our Athletics department and our reputation nationally. And to be a part of the University through this 20 years of Chancellor (Mark) Nordenberg and see what he and (Executive Vice Chancellor) Jerry Cochran have done here. Just to be part of that and see how it happened, I've really benefited in terms of learning about leadership and seeing great leadership."

Where pride was lacking two decades ago, there's been an "unbelievable" culture change to one of excitement and passion.

"The teams that can come back from a tough loss and turn it around the next week and have a positive performance are ones that tend to be positive in that week of practice after the loss," he said. "If you lose a tough game and the coaching staff is demoralized for the whole week leading up to your next game, there's a good chance you're going to lose the next game."

"That positive message is by design. "I've seen that coaches and leaders who have sustained presence are very positive," Earle said. "Their positivity is conveyed to the organization and begins to culture a successful organization."

Earle said he relates positivity to sustained success because he has observed that positive people tend to bounce back while those with defeatist attitudes find it more difficult to recover from challenges.

"It's not so theoretical that people can't grasp it. I hope it's very practical," he said. "I tried to make it a broad application that anyone interested in leadership at any level — from somebody just starting out in a student group, to a CEO — could read this and get some thoughts out of it," he said.

"When I started to really think about the book and how to structure it, I thought yard-by-yard matching a football field would be a really neat way of attacking it. It would allow readers to read a yard or two at a time," said Earle. "I wanted it to be short, quick-hitting lessons that you could read one or two of them, then put the book down."

Of course, using a football analogy presented a challenge. "If you're going to go yard by yard, you've got to complete the field," he said, quipping that while the first 75 yards came pretty easily, "I pushed the rest of them."

Although it's not explicitly stated, the book is arranged to move a new leader or someone building a new organization through a logical sequence. "It starts with knowing thyself, which I think is the most important leadership principle," Earle said.

"We can't lead effectively if we're not honest about who we are, what our strengths are, what our weaknesses are. And you know, people don't often like to talk about their weaknesses," he added, noting that the book will make people think about their weaknesses in order to educate themselves to overcome or compensate in those areas, or to hire people with complementary talents to fill those weak spots.

"Then I move through a progression of recruiting and hiring the best talent. As we used to say in athletics, 'Great players make great coaches.' It's the same in leadership. Great employees make great bosses. If we hire a great team, we're going to be perceived as a much better organization," Earle said.

"I walk through a progression of recruiting, hiring and, once we have the team in place, how to manage performance, holding people accountable and responsible.""

Next comes organizational structure: how they fit in the organization. Then on to teambuilding and motivation.

"We've got this team in place. How do we really get them to come together and be a great team? And then how do I as a leader motivate them? What characteristics are important for leadership? What qualities and traits do I need to really get the most out of that team?" he said.

"I hope that there's an inspirational, positive sense at the end of it too," Earle said. "Some of the lessons — like the importance of enthusiasm and positivity and courage — they're things that won't just motivate your team but hopefully will keep you, the reader, motivated and inspired as well."

The positive message is by design. "I've seen that coaches and leaders who tend to have sustained success are very positive," Earle said. "Their positivity is conveyed to the organization and begins to culture a successful organization."

Earle said he relates positivity to sustained success because he has observed that positive people tend to bounce back while those with defeatist attitudes find it more difficult to recover from challenges.

Earle said he relies on his team. "The teams that can come back from a tough loss and turn it around the next week and have a positive performance are ones that tend to be positive in that week of practice after the loss," he said. "If you lose a tough game and the coaching staff is demoralized for the whole week leading up to your next game, there's a good chance you're going to lose the next game."

"The positive message is by design. I thought then it would be neat to share some of the great things that go on behind the scenes, how disciplined they are behind the scenes. I thought it would really be neat to share some of the great things that go on behind the scenes," he said.

"I could probably link 80 percent of those (lessons) to "This coach made me think about this, or this coach made me think about that ..., but if I did that, then what (readers) remember is "when Coach (John) Majors did that" or "when Coach (Walt) Harris did that." ... They don't remember the leadership lesson, they remember the story about Coach Majors," Earle said.

"I really wanted the focus to be on the lessons, improving leadership. My ultimate goal — whether it's from the book or whether it's from something to listen to I talk I give about leadership — the ultimate goal is that they become a more effective leader."

An effective leader improves the lives of his or her employees and his or her organization's customers, Earle said. "If their lives are better, then I've been an effective leader."
The University Store on Fifth Congratulates Pitt’s Faculty Authors

Your dedication and hard work are helping to write the story of Pitt’s continued success.

The University Store on Fifth recognizes the time and effort that goes into authoring and publishing work.

We’re glad to have you teaching on our campus...and proud to have your books on our shelves.