Pay hikes approved, despite lack of state appropriation

I
n a break from custom, the University has approved salary increases for fiscal year 2016 — an extra boost for the lowest-paid employees — despite an uncertain state appropriation. Although Pitt’s appropriation bill failed to receive the required two-thirds majority in a Jan. 11 House vote, Chancellor Patrick Gallagher on Jan. 14 announced a salary increase pool of 2 percent, with an additional 0.5 percent for employees earning $45,000 or less.

The 2 percent pool is allocated 1 percent for salary maintenance and 1 percent for merit, market and equity; the 2.5 percent pool is allocated 1.5 percent for salary maintenance and 1 percent for merit, market and equity.

Ken Service, vice chancellor for communications, said approximately 50 percent of Pitt’s faculty and staff are eligible for the 2.5 percent pool. Raisewill be retroactive to the start of the calendar year.

Typically the University passes its annual budget, including a salary pool increase, once the state budget and the ensuing University appropriation are approved. However, ongoing partisan discord in Harrisburg has prevented the state from finalizing a budget for the fiscal year that began July 1. Despite the lack of an appropriation, Pitt trustees passed a University budget on Dec. 18.

Said Service, “The University has taken some short-term measures to reduce the effect of the commonwealth budget impasse, but the University cannot continue to rely on temporary action to deal with the state funding delay. Pitt continues to advocate for a responsible state appropriation, but what this (salary) action reflects in the belief that we cannot continue to rely on short-term measures while awaiting a budget resolution.”

The University is anticipating no cut in state funding this fiscal year, with proposed appropriations indicating an increase of more than 5 percent.

In a Jan. 6 joint letter to Gov. Tom Wolf and House and Senate leaders, Gallagher and the presidents of Penn State, Lincoln and Temple universities asked legislators to “expeditiously pass and sign the appropriation bills,” citing bipartisan support for increased funding for the four state-related universities.

Including a $143.19 million general appropriation for Pitt, proposed funding for the five institutions totaled approximately $578 million. Pitt’s appropriation bill failed in a Jan. 11 House vote, falling 114-77 in a mostly party-line split, 20 votes short of the 134 years needed.

The Republican-majority House likewise failed to approve appropriations for Penn State, Temple and Lincoln universities and for the University of Pennsylvania’s veterinary school, all of which, like Pitt, are considered non-preferred appropriations requiring a two-thirds majority to pass.

Appropriations for the state-related universities, in the University’s 2016 budget proposal on Feb. 9.

CONTINUED ON PAGE 7

Session examines academic freedom & the university

“Academic freedom is very, very closely tied up with the idea of the university itself as an institution, the idea of the university as an organization,” law professor Michael Madison told fellow Pitt faculty in a recent discussion on the intersection of academic freedom and scholarly activities.

“We talk about challenges to academic freedom, opportunities associated with academic freedom, we’re not talking about academic freedom in isolation or in the abstract. We’re talking about challenges and opportunities to the idea of the university itself.”

“When we look for problems in the domain of academic freedom — or new opportunities associated with academic freedom, we should be looking for how those problems or challenges are traced to the challenges to universities, opportunities associated with universities, because the two things are very, very closely bound together,” he said.

Madison’s Jan. 12 talk was the first in a series of University Senate-sponsored events scheduled in advance of the March 30 Senate plenary session, which will focus on academic freedom in the 21st century.

“Academic freedom is not, in the main, a basic freedom of expression or free speech principle analogous to the First Amendment to the Constitution,” Madison cautioned.

Whereas the Constitutional guarantee of freedom of expression is a right of individuals with respect to the government, academic freedom has a specific institutional context.

The university has allocated to faculty the primary responsibility for advancing those goals of its instructional mission to advance learning, share knowledge and cultivate students’ growth into independent critical thinkers. Faculty discipline themselves as a self-regulating professional body, and academic freedom is part of the bargain.

“An easy case to show that academic freedom has limits and that those limits are baked into the idea of self-governance and institutional context is peer review: It’s pretty well accepted that peer review is fundamental to the exercise of faculty roles in a university setting, that peer review is a form of disciplinary discipline and that it is a limit on any absolutist notion of academic freedom,” he said.

“Peer review is what helps us ensure excellence in the performance of our function in the university setting. It’s pretty well accepted as consistent with academic freedom, and in some respects peer review advances the idea of academic freedom,” he said.

“The accountability of the faculty ultimately is to the public and to the common good. But the public has no right to expect specific research results or specific outcomes. The public trusts us to police our own selves as the faculty body. In exchange for that we should have freedom of inquiry, freedom of publication, freedom to speak in the classroom.”

“Academic freedom challenges fall into four basic, yet overlapping, threads or conversations, Madison said.

• Who counts and who matters?
• Clearly the biggest threat to academic freedom is the displacement of full-time faculty by contingent faculty,” Madison said, clarifying that his observation is not a criticism of the individu- als in those positions, but rather an observation that not enough researchers and teachers are being hired into full-time positions.
• Where investments and support of full-time faculty are on the wane, then academic freedom may be on the wane as well,” he said.

The balance between full-time and contingent faculty is partly driven by shrinking budgets, but also by technology, Madison said, noting that faculty have been encouraged to develop MOOCs or virtualize their teaching online.

“If you have a faculty that consists to a significant degree of contingent faculty, adjunct faculty, lecturers, part-time faculty, digital avatars, do you think, in what sense do you have a faculty for academic governance and academic freedom? Do they retain a self-regulating body of teachers and scholars? To what degree does it have a governing body?” he asked.

• What counts and what matters?

In a large research university, defining excellence in research or scholarship in any unitary sense “is all but impossible,” Madison said, arguing that one must be viewed by school by school, department by department, discipline by discipline. “This is where peer review and self-governance play such critical roles,” he said.

“Does a university support and value excellence in genuine interdisciplinary or cross-... CONTINUED ON PAGE 5

The University plans to increase the amount of sexual harassment pre- vention and response training....

CONTINUED ON PAGE 5
University faculty always are seeking new ways to motivate students and engage them in learning in and out of the classroom. Most students enjoy opportunities to build knowledge by exchanging information and ideas with peers. Collaborative activities also provide a sense of community, which promotes motivation and confidence.

Whether learning takes place in the classroom, outside of class, or in an online environment, you can use an unlimited array of collaborative assignments and activities to help students reach the common learning objectives. For any of these activities, groups of students can work together in person or using a variety of online tools such as Blackboard’s discussion board and group assignment features.

At one end of this continuum of collaborative activities are brief “buzz group” conversations among seatmates about what they respond to a question at a pause in a lecture.

About midway along this continuum are activities to promote engagement with readings or lecture materials by forming small groups. For example, you can ask students to work together to challenge ideas from the text, analyze an article, solve a problem or undertake a group project solving and presenting.

To help students get off on the right foot, you will need to provide a clear explanation of the expectations for a “product” and for learner interaction. As you design group projects, you will want to consider the following:

- **Rationale:** To motivate students and lay a foundation, prepare to explain the rationale and let them know if/how participation will be graded. To help students plan and manage their contributions and participation, you will need to define the purpose and applications for group activities and assignments. Explain how the activities will help students achieve the course learning objectives.
- **Group size and makeup:** Most agree that a group of four-six students is optimal. You can allow students to design their own groups, randomly assign students to groups, group students with similar interests or create groups composed of students with diverse interests.
- **Scope:** Time should be allotted for building relationships and doing the necessary work to deliver the product. Whether planning a series of group assignments or a longer project, it is important to scaffold and require sequential activities. Confirm that groups can complete simple tasks successfully before moving on to handle more complex ones. Chunk larger assignments into week-by-week tasks, with specific milestones, checklists and criteria for each, so that students can see clear expectations when you will provide feedback.
- **Roles:** Use the tasks and responsibilities within and beyond their immediate group. For example, researchers in academia regularly need to manage and coordinate a series of group assignments and deliver the product. Whether planning a project, a team can use an unlimited array of roles to provide a sense of community for a large class or as a class in each group. The instructor should be informed if any such roles are anticipated.
- **Feedback and grading:** Your criteria for evaluating group members should be explicit from the beginning and clearly align with course learning objectives. Be sure to allow students to ask questions and provide feedback on specific tasks. Ask students for frequent feedback on the group project.

Many instructors find they get helpful feedback by periodically asking students to rate each member of their group on a scale of 1-4, ranging from 1—“Did not participate at all”—to 4—“This member was prompt, observed expectations for submitting work and responding to others, played a significant role, and greatly influenced the quality of the group interaction.”

Carol DeArmstrong is a CIDDE senior instructional designer and teaching/learning consultant.

Brian Stengel Research Computing

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

**Cyberinfrastructure at Pitt**

Most of us generally are familiar with the ways that communica
tion networks and their use. These computer networks, systems, services and data shared across an organization typically are referred to as enterprise information technology infrastructure (IT). Cyberinfrastructure implies the use of available enterprise infrastructure in combination with purpose-built scientific systems for research and education. The Pittsburgh Supercomputing Center (PSC) has developed one of the more advanced experimental cyberinfrastructure environments used by IT organizations supporting scientific research.

Cyberinfrastructure consists of computing systems, data and information management, advanced instruments, visualization and environments — all linked together through software and advanced networks to improve scholarly productivity and enable knowledge breakthroughs and discoveries not otherwise possible.

CSSD has upgraded the Pittsburgh supercomputer by investing funds obtained through the National Science Foundation (NSF) O&0s (Campus Cyberinfrastructure; Infrastruc
ture, Innovation and Engineering) program. This multiyear program invests in improvements and re-engineering to support computational science and network integration activities tied to bridging campus cyberinfrastructure and achievement of high performance and predictability for science applications and for distinct educational and research initiatives.

What does this project mean for cyberinfrastructure at Pitt?

**More capacity and advanced networks**

Partnering with Pitt faculty, peers from other NSF-funded projects and the Pittsburgh Advanced Network for Science Applications and Research (PANSSA) Research-IT communities, CSSD upgraded campus network con
cections to provide more capacity to local high-performance computing resources (HPC) and to cyberinfrastructure resources at the national level. The project’s technical work is focused on two large-scale, two campus links connect
ing to the University’s Network Operations Center (NOC) and to Internet2.

These upgraded links (formerly “Pitt,” “Pittsburgh,” “PittNet”) support the development and deployment of new applications being developed within research and education communities and is comprised of hundreds of universities, national labs, government agencies and other research and education networks. These upgraded links form a foundation. From this foundation, additional enhancements can be developed — in a common, driven approach — to meet the rapidly expanding needs of collaborative and multi-institutional data
driven research here at Pitt.

The Center for Simulation and Modeling Science and Education at the University of Pittsburgh is a significant component of the Pittsburgh Supercomputing Center. They also are taking advantage of Pitt’s ScienceDMZ.

**ScienceDMZ**

The NSF project established a ScienceDMZ network at Pitt, providing a secure and general

pose campus network and engi
erged specifically to support data-intensive science. Our Sci
cenceDMZ works by reserving a portion of the network for

friction-free, high-performance networking in an environment separate from the business or public Internet. The center within the great majority of Pitt’s local area network (PittNet). This environment provides a relatively small space that has been optimized for the wide area network environment of systems whose effectiveness depends on high-speed flows of big data. It also gives researchers greater working capacity to work with or collaborate with colleagues at other institutions with a well-known, managed connection point for campus bridging.

For example, researchers in the Department of Physics and Astronomy are using the new capacity and ScienceDMZ con

figuration for analysis of particle physics as part of the ATLAS experiment using data from the CERN Large Hadron Collider.

New tools for data movement

The National Science Foundation’s Transfer Node (DTN) service was developed and implemented by the Pittsburgh Supercomputing Center. ScienceDMZ as a dedicated system using Globus Connect software to transfer data files to and from F in a convenient and effective way to move data to and from Big Data. It is currently being used by the Center for Simulation and Modeling Science and Education at the University of Pittsburgh.

**Troubleshooting:**

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

Brian Stengel Research Computing
In January 2016, the University of Michigan began a one-year pilot program to develop a comprehensive sexual harassment program for students, faculty, and staff. The program, which includes workshops and video training, aims to address the climate within the university and to help faculty and staff respond to issues of sexual harassment.

The program was developed in response to the results of the AAU climate survey, which was conducted among University of Michigan faculty and staff. The survey found that nearly 40% of respondents had experienced sexual harassment in the past year, and that more than 20% had experienced sexual assault.

The pilot program includes a series of workshops and modules, all of which are designed to help faculty and staff understand the nature of sexual harassment and to provide them with the tools they need to respond effectively.

The program also includes a series of video modules, each of which is designed to address a specific issue related to sexual harassment. The videos cover topics such as the legal and ethical aspects of sexual harassment, the impact of sexual harassment on individuals and organizations, and strategies for preventing and responding to sexual harassment.

The pilot program is being evaluated to determine its effectiveness in improving the campus climate and in reducing the incidence of sexual harassment. The results of the evaluation will be used to inform future program development and to help ensure that the program is effective in meeting the needs of faculty, staff, and students.

The University of Michigan is committed to creating a safe and respectful workplace and learning environment for all members of the campus community. The university is committed to addressing the issue of sexual harassment and to providing all members of the campus community with the tools they need to respond effectively to issues of sexual harassment.

In conclusion, the University of Michigan is taking important steps to address the issue of sexual harassment on campus. The university is committed to creating a safe and respectful workplace and learning environment for all members of the campus community. The university is committed to addressing the issue of sexual harassment and to providing all members of the campus community with the tools they need to respond effectively to issues of sexual harassment.
**Seasonal Affective Disorder**

You’ve heard of it, but do you know whether you have it or what you can do about it? Due to popular demand, Dr. Kathryn Roecklein, professor of psychology at the University of Pittsburgh, will be holding another session to address these questions at a brown bag lunch program for Pitt faculty and staff.

**Topic:** Seasonal Affective Disorder  
**Date:** Monday, January 25, 2016  
**Time:** Noon-5 pm  
**Location:** Scaife Hall Room 1103

Bring your own lunch and any questions that you might have about SAD.

Dr. Roecklein will address the following issues and then open the floor for your questions:

- What is Seasonal Affective Disorder (SAD)?
- What is “the winter blues”?
- What causes SAD?
- How is SAD diagnosed and treated?
- What can people with “the winter blues” do to feel better in winter?
- What is the outlook for people with SAD?
- Can SAD be prevented?
- Is there a stigma attached to SAD?

This program is brought to you by the mental wellness task force of the University Senate’s benefits and welfare committee.

---

**Glaucoma**

Steals Sight Without Warning

Regular eye exams are critical in the fight against glaucoma. Early diagnosis and treatment provide the best advantage to slow the progression of eye diseases.

**WHAT IS GLAUCOMA?**

Glaucoma is a group of eye disorders that cause gradual damage to the optic nerve, a bundle of more than 1 million nerve fibers that send images from the eye to the brain. A healthy optic nerve is necessary for good vision.

The most common form of the disease, primary open angle glaucoma, is associated with increased eye pressure, which can slowly damage the optic nerve. This eye pressure results from excessive fluid build-up in the front of the eye. A clear liquid flows continuously in and out of a space called the anterior chamber to nourish nearby tissues. When the drainage system is not working properly, fluid cannot leave the eye. As it builds up, so does eye pressure.

**WHO GETS GLAUCOMA?**

Glaucoma can affect anyone regardless of age or ethnic background. Three groups, however, are particularly at risk: those with a family history of glaucoma, African Americans over age 40 and everyone over age 60, especially Hispanics.

**CAN GLAUCOMA BE PREVENTED?**

Although there is no known way to prevent glaucoma, you can lower your risk by maintaining a healthy lifestyle. This means controlling your blood pressure and weight through diet and exercise.

Controlling weight and blood pressure is important to prevent insulin resistance, a pre-diabetes condition in which your body does not use insulin properly. Insulin resistance is linked to elevated eye pressure.

It is well known that regular aerobic exercise can help to lower blood pressure and maintain a healthy weight. Some studies indicate that it can also lower eye pressure.

**WHAT ARE THE SYMPTOMS OF GLAUCOMA?**

With primary open angle glaucoma, the most common type, damage to the optic nerve is so gradual that there are no symptoms at first. When symptoms do appear, it is usually loss of peripheral vision. You are able to see straight ahead, but miss objects to the side, as if you were looking through a tunnel. If glaucoma is left untreated, serious vision loss may occur in both eyes. Over time, straight-ahead vision may diminish until none remains.

A less common form of the disease is acute angle closure glaucoma. It occurs suddenly as the result of a rapid increase in eye pressure. Symptoms include severe eye pain, nausea, eye redness, seeing colored halos around lights and blurred vision. This condition is a medical emergency requiring immediate treatment, as blindness can occur in just one or two days. Treatment is either medication or surgery to allow fluid to drain out of the eye.

**HOW IS GLAUCOMA DIAGNOSED?**

Glaucoma is diagnosed during a comprehensive eye exam. Your doctor will perform several different tests to look for eye problems and for changes in your eyes since your last exam:

- Dilated eye exam. After drops are placed in your eyes to dilate (widen) them, a magnifying lens is used to examine your retina and optic nerve.
- Visual acuity test. An eye chart test measures how well you see at various distances.
- Visual field test. Measures your peripheral (side) vision.
- Tonometry. Measures the pressure inside the eye.
- Pachymetry. Measures the thickness of the cornea.

**HOW IS GLAUCOMA TREATED?**

Several medications, including eye drops and pills, treat glaucoma by reducing pressure in the eye. If the medicine does not sufficiently lower pressure, surgery may be the answer.

The goal of surgery is to repair the eye’s drainage system by decreasing fluid build-up, which relieves eye pressure. The surgeon creates a hole through which fluid can drain out of the eye, or inserts a valve to facilitate drainage.

If glaucoma is detected and treated early enough, many patients are able to retain their eyesight for the rest of their lives, as long as they continue treatment. Medication and surgery in glaucoma’s early stages can slow its progression. Vision that has already been lost, however, cannot be restored.

---

**Sources:** American Optometric Association, National Eye Institute, Prevent Blindness America, Mayo Clinic, Prevention, HealthDay News
disciplined research and scholarship? That an academic freedom question in large part," he said, "and the research university world.

"The federal government is no longer funding research in universities to the extent it once did and industry is no longer sitting back and waiting for universities to finish its own basic science," Madison observed. "Increasingly, industry is seeking engaged university. How can we buy research time and invest in research products very early on in the process? We like the money, we like the ability to raise private funds to support major research infrastructures, but the challenges to academic freedom become more pronounced because it's no longer so clear that we're doing basic science or basic research that is distinct from commercial payoffs."

Madison clarified that he has not seen evidence of this sort of dynamic at Pitt. "I'm not aware of this kind of pressure manifesting itself here. People are concerned about trends in general," he said.

"I think that the conversations about the impact of commercial interests at the University are going to get more pronounced, partly because it's clear that Pitt is interested in defining and solidifying a commercialization pipeline that is finding research in the lab that has potential commercial application. But also in solidifying that, finding industry partners the University is interested in bringing to campus and stimulating conversations about new lines of research that might be supported by external partners."

- Who owns or controls what?

"Pitt is among the universities undertaking reviews of their intellectual property policies, said Madison, who is a member of a task force charged with reviewing Pitt's copyright, patent and other intellectual property policies. The goal, he said, is to add flexibility to the intellectual property policies. "The goal is really to continue the flexibility to move academic research into the public sphere for the common good, within a variety of ways consistent with the ways we want to benefit society at large," Madison said.

"Pitt's policy requires faculty who invent something to assign their patent to the university. A faculty member might have a blog or Twitter or some other form of social media, linking to a newspaper or television network as a faculty expert, or well understood. "Your university affiliation is easily processed by the audience," Madison said. "That can become less clear in other contexts, particularly online."

"At what point do you lose your identity as a member of the university community? At what point do you lose your accountability to your peers? What happens if you're not the university cease supporting you in your academic role?"

The Association of American University Professors has taken an interest in these questions in the aftermath of several high-profile cases in recent years. "It's an area well worth watching," Madison said.

Madison stopped short of saying that academic freedom is under attack. "Academic freedom is facing a lot of challenges. It is also facing some opportunities, he said. "I think those challenges and opportunities have a lot to do with the challenges and opportunities facing the university," he reiterated. "As we think about the questions and possible answers, I think it's important to think about those two things simultaneously."

Madison's talk will be featured at universit.pitt.edu.

 Kimberly K. Barlow
The University Senate budget policies committee (BPC) has taken the first formal steps toward review of the University's planning and budgeting system (PBS). In an unanimous vote, BPC on Jan. 15 approved formation of an ad hoc committee to begin a preliminary review of the PBS document (www.academic.pitt.edu/ph/).

University Senate President Frank Wilson said he envisioned that the ad hoc committee would perform preliminary work and set an agenda for a broader review by the Senate community, with an aim to complete the review by the end of the academic year.

BPC chair Beverly Gaddy noted that such a goal is an aggres-
sive one, considering that the PBS document calls for the review to include a survey of faculty, staff, students and administrators. The document calls for review “approximately every five years” by surveying the constituent groups to determine whether and how the PBS document should be amended, and whether and how the PBS process can be improved.

Under the system, BPC is responsible for reviewing whether the PBS processes are followed and whether all constituencies involved are provided adequate opportunities to participate in the process and to be informed of its outcomes.

The most recent revision was completed in 2003.

Next steps will include discussions with the administration to determine the size and membership of the ad hoc committee. Wilson said he would bring the issue to the Senate in February.

The usefulness of the PBS isn’t being called into question, but it’s agreed that the document needs some streamlining.

Steve Winiarski, associate vice provost for planning, said redundancies in the document make it difficult to read. In addition, the document is “too specific” in some areas — for instance specifying certain duties of the chancellor that in actuality are carried out by other senior administrators.

“We need to make it a more functional document,” Wilson agreed, admitting that the document can be a difficult read.

John J. Baker, a Senate past presideent and former BPC chair, pointed out other issues: “This administration is very secretive about its budget and it’s just not there,” he said. “Another problem is in a lot of the units, the PBS committees don’t meet.”

Baker said, “I understand some of the reasons why the administra-
tion is secretive about it, but it is very frustrating from the faculty point of view.”

He likewise pointed a finger at faculty, noting that it can be dif-
ficult to find faculty interested in participating on their units’ plan-
ning and budgeting committees. “There’s a lot of apathy in the units,” he said.

“I think (the PBS) works fine at the higher levels but at the lower levels I think there are problems. It’s just basically that communication and openness is just not there.”

Wilson agreed. “In a certain sense faculty have not stepped up to our responsibilities as (they) have been set down in (the PBS in) our units.”

Gaddy noted that part of the argument for periodic review of the PBS document is to continue creating awareness of it in the University community. “Every unit has responsibilities here in this document,” she said. “They may or may not be aware.”

In effect since 1992, the Uni-

versity’s PBS was intended to provide broader participation by faculty, staff and students in op-

erational and long-range planning through participation in planning and budgeting committees. The document’s stated goals are for the system to:

— Increase openness and shar-
ing of information, participation in the decision-making process, and accountability.

— Enhance the University.

In other business:

• By request of the commit-
tee, Amanda Brodish presented the most recent report on faculty salaries by gender, for the benefit of BPC members who were not on the committee when the most recent report was presented.

Brodish reiterated data from the FY13 report, which initially was presented to BPC in April 2013. (See May 2, 2013, University Times).

The report compares how the Pittsburgh campus fares in comparison with public AAU peers in terms of the percentage of women faculty by rank and the ratio of the average of women’s salaries to men’s salaries by rank.

It also looks more closely at faculty salaries on all Pitt cam-

puses, controlling for factors such as rank, tenure status, school and department. The administration produces the report every five years, with the next due in the 2016-17 academic year.

• BPC’s next meeting is set for 2 p.m. Feb. 19 in 1817 Cathedral of Learning.

— Kimberly K. Barlow

Spring 2016 Student Opinion of Teaching Surveys will take place from April 4 to April 24

Students are more likely to respond if they know it’s important to you.

412-624-6440 • omel@pitt.edu

School of Education
University of Pittsburgh
Center for Instructional Development & Distance Education

UPG launches trial flextime program

The first campus-wide flex-
time program undertaken by a regional campus is reported to be off to a good start.

Mary Anne Koleny, direc-
tor of human resources at Pitt-Greensburg, says the UPG program is being piloted to offer more office hours to serve the campus community better, as well as to provide work/life balance options for staff.

Full-time staff members who are not union members, police officers or library staffers are eligible to participate.

While official University work hours are 8:30 a.m.-5 p.m., Kole-

ny’s office, for instance, is using the flextime program to extend its hours to 7:30 a.m.-5 p.m.

Koleny says she does not know how many UPG offices and staff members are participating in the flextime program. However, she adds, for those participating “I get the sense that it is working very well. It improves morale, because people feel they are able to maintain that balance between work, family.”

CONTINUED ON PAGE 11
Pay hikes approved, despite lack of state appropriation

CONTINUED FROM PAGE 1

“It will be bizarre to watch the governor deliver a budget address when we haven’t completed the (current) budget,” Supowitz said. “Hopefully the negotiations will intensify,” he said. “The commonwealth needs to meet its obligations here. About 180,000 students and families are depending on them to get this done. It’s far past time.”

Supowitz added that the start of campaign season may affect progress, although there are divergent views regarding the juxtaposition. Candidates can begin circulating election petitions ahead of the April 26 primary election. Elections for 25 Senate seats and all 203 House seats will be on the ballot this year.

Some predict that the upcoming election season will be a distraction from budget business; others view it as a motivator. “Would you want to be passing petitions to get back on the ballot while you can’t pass a budget? There are two schools of thought on it,” he said in an update to the Senate committee relations com-

It’s not a lot of money, but it does make a difference and I think it should be addressed every year.”

Still, he expressed concern over whether raises for staff are “overall sufficient.” “It’s enough to keep all the other dedicated staff here at Pitt? Is it enough to keep us competitive with local institutions?”

Consumer prices increased 0.7 percent in 2015, the Bureau of Labor Statistics announced yesterday.

University Senate President Frank Wilson likewise expressed thanks to the administration for approving the increase in salaries, but pointed a finger at the legislators who have been unable to finalize funding for public education, including for Pitt.

He told the University Times: “It’s a real disappointment to go from a reasonable expectation of an increase in state support and the hope of a larger salary pool for Pitt faculty and staff, to the reality of zero dollars allocated for the state-related universities almost seven months after Pennsylvania’s budget should have been approved.

“I’m grateful that Pitt is in such a solid fiscal shape that we can at least gain the benefit of a small salary pool (increase) without severely damaging the quality of the educational opportunities and experiences we provide our stu-

CONTINUED FROM PAGE 1

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health
ral for health and society for the
sion to smoking a single cigarette

smokers are exposed to a lot

smokers are inhaling a large load

smokers are inhaling a large load

As cigarette smoking rates fall, more people are smoking tobacco from hookahs, communal pipes that enable users to draw tobacco smoke through water. A meta-analysis led by the School of Medicine shows that hookah smokers are inhaling a large load of toxicants.

The findings, published in Public Health Reports, represent a mathematical summary of previously published data. The researchers reviewed 542 relevant studies and included sufficient data to extract reliable estimates on toxicants inhaled when smoking cigarettes or hookahs.

They discovered that, compared with a single cigarette, one hookah session delivers approximately 125 times the smoke, 25 times the tar, 2.5 times the nicotine and 10 times the carbon monoxide.

Said lead author Brian A. Primack, assistant vice chancellor for health and society for the Schools of the Health Sciences: “Our results show that hookah tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.”

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.

The researchers note that comparing a hookah smoking ses-
tobacco smoking poses real health concerns and that it should be monitored more closely than it is currently.
Two Student Affairs staff members were honored recently. Christine A. Chergi, build-
ing manager for the William Pitt Union, received the Edgar A. Whiting Award from the Asso-
ciation of College Unions International (ACUI). The award recog-
nized Chergi as an outstanding member of ACUI’s region VII.

Chergi has gained prominence through her efforts to develop the college union and student activi-
ties movement on a regional basis.

Matthew Landy, assistant conduct officer, has received the Dr. Felice Dublon Award of Excellence from the Associa-
tion for Student Conduct Administra-
tion. The award recognizes his work on the unification of the conduct process managed by the conduct office and residence life staff.

As part of this unification, Landy developed training for all new employees to help manage the conduct process, revamped the sanctioning guidelines creating a uniform response protocol, and streamlined the paperwork related to counseling assessments and educational programming.

He created the student conduct peer review board, a panel of student hearing officers that adjudicate low-level cases. Landy also coordinated an upgrade to the judicial software and has heard and assisted the conduct officer with the adjudication of high-level incidents, programming and outreach efforts.

Janyce Wiebe, a faculty member in the Dietrich School of Arts and Sci-
cences’ Department of Art and Design, has been named a 2015 fellow of the Association for Computational Linguistics (ACL).

Established in 2011, the fellows program recognizes ACL members whose contributions to the field have been extraordinary. To date, 32 members of the ACL have been honored as fellows.

Xinyu Liu, faculty member in chemistry, has been selected as a Thieme Chemistry Jour-
nal Award for 2016. The award recognizes promising young pro-
fessors at the beginning of their careers and is made by the editorial boards of the journals Synlett, Synthesis and Synfacts.

Chemistry’s Stephen Weber has been selected to a three-year term on Analytical Chemistry’s editorial advisory board. The board was established in the 1940s as a link between the editors and the analytical chemistry public.

Caitlin Bruce, faculty member in the Department of Communication, received the Outstanding Essay of the Year Award for the visual communication division of the National Communication Association for her article “The Balalaeva as Affect Generator: Free Pussy Riot Protest and Transnational Iconicity.”

Audrey Murrell, associate dean of the undergraduate College of Business Admin-
istration, has reassumed the role of director of the David Berg Center for Ethics and Leadership. Murrell will retain her role as associate dean.

Murrell was director of the Berg center 2007-13. She joined the business school in 1989, and has taught in the organizational behavior and entrepreneurship area in undergraduate, MBA, executive MBA and executive education programs. She holds secondary teaching appointments in the Department of Psychology and the Graduate School of Public and International Affairs.

Future initiatives for the Berg center include the expansion of the upperclassmen living-learning community (LLC) in Brackenridge Hall next year. This LLC will focus on global leadership, with project opportunities and global leadership experiences for Pitt business students.

The social entrepreneurship offerings within the Berg center will also expand in the area of food security, a collaborative effort between the Berg center and the business school. Additionally, plans are underway to create a case competition organization that will give business students the opportunity to compete against the top schools nationwide while developing leadership skills.

Murrell succeeds Heidi Bar-
tholomew, clinical professor of business administration, who has served as interim director of the Berg center since 2013.

The Berg center is part of the

CONTINUED ON PAGE 9
Julio Matas, professor emeritus in hispanic languages and literature, died Dec. 30, 2015, in Miami Beach, Florida. Matas was born in 1931 in Havana, Cuba. He studied law and drama at the University of Havana, where he gave his deep interest in theater while enrolling in the Drama and in the Department of Hispanic Languages and Literature, where he began his interest in theater. He graduated from the University in 1954 and from the University of Miami in 1957 to 1960 he studied Hispanic literature at Harvard University. Upon his return to Cuba, he was appointed the director of the National Theater.

In 1965 Matas emigrated permanently to the United States, accepting a position as assistant professor in the Department of Hispanic Languages and Literature, which had been established in 1964. Upon completing doctoral studies at Harvard, Matas was promoted to assistant professor at Pitt in 1969. He was named tenured associate professor in 1971, and promoted to full professor in 1980. Matas was a popular and respected teacher, passionate in his love of literature. He retired from the University in 1989.

An important figure in the literary, theatrical and cinematic life of pre-Castro Cuba, where he was one of the younger generation attempting to bring more avant-garde influences to bear on Cuban culture, Matas realized that the ideological limitations imposed by the Castro regime did not support the artistic freedom he sought. As with many intellectuals facing authoritarian regimes, the Cuban-American lived and worked in Miami. He continued to fight for freedom and leave his country when he was triumphing over his experimental theater and for Cuba and all of those who participate in his glorious cause.

The Cuban critic José Árbelo Felipe added that Matas’s death was a great void in the Cuban culture. Another great [Cuban who died without seeing his country free].

—Keith McDuffie

As with many intellectuals facing authoritarian regimes, the Cuban-American continued to fight for freedom and leave his country when he was triumphing over his experimental theater and for Cuba and all of those who participate in his glorious cause.

—Keith McDuffie

Keith McDuffie

(Editor's note: Keith McDuffie chaired the Department of Hispanic Languages and Literature 1973-92, retiring as professor emeritus in 1996.)
Gender, Sexuality & Women’s Studies Reading Group  
“Gender/Disability,” Jule Banaszek; 402 CL, 4 pm (www.wss.pitt.edu/events/gender-studies-reading-group)  
Psychiatry Lecture  
“Diagnosis & Treatment of Com- 
plicated Grief,” Charles Reynolds; WPCP, noon, (patrickm@p 
jm.edu)  
CIDDIE Workshop  
“Panfit’s Painful Meds,” Mary Lou 
Klem; Falk Library 1st, noon (lkllem@pitt.edu)  
CIDDIE Workshop  
“Panfit’s Painful Meds,” Mary Lou 
Klem; Falk Library 1st, noon (lkllem@pitt.edu)  
Saturday 23  
Surgeon Grand Rounds  
“Robotic Pancreas Surgery: Is It 
Worth the Hype?” Amer Zureikat; 
Scalle lect. rm, 5, 10 am  

...continued on page 11...
Monday 1

**HSSL Workshop**  
“Painless PubMed,” Jill Fust, Falk Library, 1:30 pm at [registration info](www.library.pitt.edu/pubs).  

**Flow Cytometry Workshop**  
Hillman Cancer Center 2.24 pool lunch area, 9 am (myers@umc.pitt.edu).  

**Green Speaker**  
“Shifts in Sustainability, Seen Through Multidisciplinary World History,” Patrick Manning, World History Cntr; UClub library, 4:30 pm (rpwww:engineering.pitt.edu/greenspeakers).

**Tuesday 2**

*Philosophy of Science Lecture*  
“What is a Complex Problem?”  
Marty Levine, E of Paint, 8788 Cl. noon (www.pitt.edu/~pittcntr).  

**CIDD/Workshop**  

**Pharmacology/Chemical Biology Seminar**  
“Discovery of a New Class of Non-Cannabinoide Canabinoid Derivatives From the Kidney & Back Again,” Michael Connolly, PhD, 3pm, 175 meth.  

**Humans Seminar**  
“The Humanities: Can You Afford to Leave College Without Them?” Gina Barreca, U of CT; 602 CL, 12:30 pm  

**Biology Seminar**  
“Role of the Atoh1 Lineage in Mental Cell Development & Maintenance,” Maggie Wright, Feb. 4, 9108 Rangos, 11 am

**Wednesday 3**

*Jewish Studies Seminar*  
“Bringing Israel & Turkey: Turkish Jews & the Concept of ‘Home’,” Maryn Bank-Danis, Hebrew U of Jerusalem; 324 Cl, 6 pm (ipip@pitt.edu).

**Thursday 4**

*Molecular Biophysics/Structural Biology Seminar*  
“New Ways to Study RNA Structural Biology,” Yuan-Xing Wang, 6014 BST, 11 am

**CRISP Seminar**  

**Humanities Colloquium**  
“The Anatomy of Melancholy & the Anxiety of Persuasion,” Susan Wells, Temple; 602 Cl, 12:30 pm (bumer@pitt.edu).

**Defenses**

**A&K/Computer Science**  
“Exploration of DRAM Scaling From Restoring Perspective,” Yusuo Zhang, Jan. 22, 6106 Senor, 1 pm

**A&K/Computer Science**  
“Modular Supramolecular Bio- materials Based on a Coiled-Coil scaffold,” Youyi Huang, Octobre, Jan. 22, 307 Ekeley, 3 pm
In 2015, did you:

- Write a book?
- Edit a journal?
- Produce a play, CD or film?
- Exhibit art?
- Publish a musical composition?

Tell us about it!

A few important guidelines:

- Furnish information on peer-reviewed books, journals, CDs, electronic publications, art exhibitions, films, plays or musical compositions written, edited or produced during 2015 only.
- Books must have a 2015 copyright.
- Do not submit information about journal articles, short stories, poems, book chapters or self-published works.
- Submission deadline is January 31.
- All fields of the submission form must be completed.
- Complete a separate electronic form for each submission.
- Questions? Contact utimes@pitt.edu

Fast and easy submission form on the University Times website. Look for the blue button on the home page.

www.utimes.pitt.edu

Submission Deadline: Jan. 31