Report on faculty performance, salary issues near completion

A provost’s ad hoc committee has been reviewing issues related to performance evaluations and associated salary decisions for tenured faculty and expects to complete its work in a matter of weeks.

Committee chair Laurie Kirsch made an interim report on the group’s work to Faculty Assembly March 15.

The faculty performance evaluation and salary decision task force was convened in October in response to a Senate ad hoc committee report that recommended University-wide guidelines and recommendations be developed related to salary reductions for tenured faculty. (See Sept. 17, 2015, University Times.) The September 2015 report is posted under the documents tab at www.universe.pitt.edu/faculty-assembly.

“Concerns had been raised about the way in which salary reductions were made, including the size of the salary reduction, the lack of well-defined criteria for reducing salaries of tenured faculty, and the lack of uniform criteria for determining salary reductions across the University,” said Kirsch, vice provost for faculty affairs, development and diversity.

The committee is working to develop recommendations to complement and supplement existing guidelines and policies, including a 1999 memo from then-Provost James Maher that provides guidelines for the faculty review process and issues to be addressed in the annual review, as well as the University’s policy on salary administration.

“This policy provides general guidance for salary increases, but in fact there’s no guidance for salary reduction,” said Kirsch. “There’s no discussion about under which conditions a salary reduction might be appropriate action, amount of reductions that can be given, and options for remediation and appeal.”

Senate tenure and academic freedom committee (TACF) co-chair Barry Gold, who chaired the Senate ad hoc committee, is the Senate representative to the provost’s committee. Other members are Janet Grady, vice president for academic affairs at Pitt-Johnstown; Jim Knapp, senior associate dean in the Dietrich School of Arts and Sciences; and Ann Thompson, vice dean of the School of Medicine.

“As a committee, we are committed to protecting the rights of the faculty and ensuring processes that are fair and transparent, and applied in a uniform manner across the University,” Kirsch said.

In the course of its work, the task force has articulated guiding principles and core beliefs about faculty performance reviews, salary adjustments and processes for appealing salary reductions, Kirsch said.

They include:
• That faculty have responsibilities to contribute to the mission of the University and their academic units.
• That annual performance reviews of tenured faculty should consider the balance of research, scholarship, teaching and service as appropriate for a unit and a faculty member’s rank.
• That faculty salaries may be increased, stay the same or be reduced as a result of the faculty member’s performance, as documented in an annual performance review.
• That faculty have the right to appeal a salary reduction.

“We believe that faculty performance review processes and salary reduction appeals processes should be fair, transparent and applied equivalently,” Kirsch said.

“We’ve been keeping these guiding principles and core beliefs in mind and we’re working to develop the specific University level guidelines related to the review of tenured faculty performance for associated salary adjustments and for salary reductions appeals processes in line with the charge that the committee was given from the provost,” she said.

Those guidelines center on multiple issues:
• Articulating the circumstances when no salary increase is warranted
• Providing a process for appealing salary reductions

The provost’s committee is awaiting feedback from Provost James Maher and the Senate committee.

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Strategic planning groups await provost’s feedback

Leaders of the five strategic planning working groups are awaiting feedback from the provost on the strategies they’ve developed for achieving the goals.

“They are to meet with Provost Patricia E. Beeson April 1 to map out final steps for completing their work, Executive Vice Provost David DeJong told the University Times. Final steps are expected to wrap up in June.

Once the reports are approved, they’ll be presented to the University community in public forums. Those sessions have yet to be scheduled, DeJong said.

—Kimberly K. Barlow

Faculty continues discussion about diversity & inclusion

Faculty Assembly was not ready to endorse specific recommendations but unanimously supported ongoing discussion in accord with Chancellor Patrick Gallagher’s challenge to Senate Council to devise a strategy for expanding campus dialogue on diversity and inclusion. (See Nxt. 25 University Times.)

In discussion, several Assembly members asked that specific definitions of “diversity” and “inclusion” be developed as part of the work of a Senate Council task force made up of faculty, staff, students and administrators.

Assembly members took no issue with the Senate Council group’s recommendation that the University declare 2016-17 the Year of Diversity and Inclusion, nor with the plan for Council to devote its March 23 meeting to a discussion of diversity and inclusion.

The grand opening party for the Center for Creativity: The Workshop on March 14 showed off the new campus maker space designed for all members of the University community. Jinx Walton, chief information officer in Computing Services and Systems Development, and Geovette Washington, senior vice chancellor and chief legal officer, helped to decorate the workshop’s splash room (left), as did Debra Fyock, director of The University Store on Fifth, where the maker space is located.

The Center for Creativity: The Workshop is a pilot program developed as part of the University’s Year of the Humanities. It aims to connect Pitt people whose work and passions involve making everything from clay to code, from hands-on creations. The maker space studio has writing walls on which patrons might also diagram or use chalk, and offers clay, paint, musical instruments, fabric and yarn on site. Future plans include guided maker programs.

Need some creative inspiration? A “Quest of the Day” to spark your creativity is offered in the morning is available via the Twitter handle @PittC4C or by subscribing to a receipt feed to the center’s feed on the NotifyU system.

The center hopes to promote the enjoyment of experimentation, rather than the development of products. It is accessible via the University Store’s entrance on the Schenley Quad.

IN THIS ISSUE

FY15 staff levels here declined slightly, according to a report submitted to the state...;

The University Counseling Center is making changes to better cope with a higher-than-average caseload;

Unwelcome: Just before spring break, group leaders submitted reports containing specific initiatives and strategies they've developed for achieving the goals.

Strategic planning groups await provost's feedback

Leaders of the five strategic planning working groups are awaiting feedback from the provost on the strategies they've developed for advancing the University's strategic goals to:
• Advance educational excellence;
• Engage in research of impact;
• Strengthen communities;
• Build foundational strength; and
• Embrace diversity and inclusion.

Details on a handful of “signature initiatives” already are posted in the “working groups” section at www.pitt.edu/impact.

Once the reports are approved, they’ll be presented to the University community in public forums. Those sessions have yet to be scheduled, DeJong said.

—Kimberly K. Barlow
Online teaching

Online teaching is a growing area. Challenges are that you or your colleagues may be unfamiliar with the tools that are fully online or in a hybrid format, which offers a sometimes confusing range of face-to-face and online instruction. Hybrid online learning provides advantages in flexibility of both online learning tools; however, online instructors need to carefully design, teach, and deliver these courses so that they can be meaningful and engaging for students. To enhance the online learning experience, it is essential to follow the best practices outlined below.

- **Face-to-face interaction, learner-centered tools.** In contrast to real-time interactions, face-to-face interaction in a virtual environment may seem unnatural and disconnected from the reality of a classroom environment. The online learning experience may lack the same level of interactive engagement and collaboration that is present in traditional classroom settings.
- **Repositories from which learners can access materials.** Learners also benefit from easy access to materials and resources. Providing a well-organized and easily accessible repository of course materials can help learners manage their time and stay on track.

These challenges can hinder the effectiveness of online teaching, leading to reduced student engagement and success. To overcome these challenges, instructors must carefully design and deliver their courses so that they can be meaningful and engaging for students. To enhance the online learning experience, it is essential to follow the best practices outlined below.

**Learner-centered approach.** When designing the course content, instructors should consider the needs and preferences of their students. This includes providing opportunities for students to engage in meaningful discussions, projects, and activities that align with their learning goals. In addition, instructors should be flexible in their approach to accommodate the varying needs and schedules of their students.

**Learner engagement and interaction.** To help students stay engaged and motivated, instructors should create opportunities for interaction and collaboration. This can include providing opportunities for students to work in small groups, participate in interactive discussions, and complete collaborative projects. It's also important to use a variety of instructional methods, such as videos, quizzes, and discussions, to cater to different learning styles.

**Technology infrastructure.** The online learning environment requires robust technology infrastructure to support effective instruction. This includes access to high-speed internet, reliable equipment, and adequate technical support. In addition, instructors should be familiar with the technology tools used in their course and provide clear instructions for how to use them.

**Learner satisfaction and feedback.** To ensure that online courses meet the needs of students, instructors should regularly solicit feedback and make adjustments as needed. This can include conducting surveys, holding regular feedback sessions, and responding to student concerns promptly.

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

From Bell’s “talking telephony” to 21st-century telephony

The 1893 Report of the Chancellors of the University of Pittsburgh (the foreman of computing services) lists $5,000 in income and expenditures for the telephone system. In Bell’s time, the annual report for the year 1893 was $84—not a lot over $5,000. By the 1950s, the University of Pittsburgh’s 19th-century telephone network system costing more than a million dollars.

Today, Pitt’s voice network handles all university-wide internal-external connected calls across the Pittsburgh campus locations.

Newer “talking telephony”

How often do you test or use your telephone? Perhaps as a reminder, take a moment to test your phone or phone service. This is often how you would be notified of a problem with your telephone service. You might also check the online status of your service or your account by going online or calling a local phone number.

To test your telephone, you may dial 911, but you should not use your phone to make an emergency call in your community. Instead, you should use local emergency services.

How do I know if my phone is working properly?

There are several ways to test your phone:

- Check your phone’s hardware: If the display is not working, check the phone’s display or replace it if necessary.
- Check the network signal strength: If the signal strength is weak, check if you are using the correct network.
- Check the software version: If the software version is outdated, update it to the latest version.

How do I check if my phone is working properly?

There are several ways to check if your phone is working properly:

- Check the physical connectivity: Make sure the phone is connected to the computer or charger.
- Check the software version: If the software version is outdated, update it to the latest version.
- Check the battery level: If the battery level is low, check if you are using the correct charger.

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University Counseling Center plans to change to cope with increased caseload

**What faculty & staff can do**

*How can you tell if a student is struggling with an issue, and what should you do as a staff or faculty member?*

The Student Affairs Office’s “Guide to Working With Distressed Students” is now available online. This guide lists the following steps to take if you believe a student is struggling:

- **How to talk if a student is found to be struggling:**
  - **Tell the student:** This is not a judgment. It’s just a fact.
  - **Tell the student:** You are not alone. There is help out there.

- **What to say if a student is found to be struggling:**
  - **Tell the student:** It’s okay to be who you are.
  - **Tell the student:** You are not weak.

- **Guidance for staff and faculty:**
  - **What to do if a student is found to be struggling:**
    1. **Tell the student:** There is help available.
    2. **Tell the student:** You can get help.

- **Guidance for students:**
  - **What to do if you are struggling:**
    1. **Tell the student:** You are not alone.
    2. **Tell the student:** There is help available.

- **Guidance for parents:**
  - **What to do if you are struggling:**
    1. **Tell the student:** You are not alone.
    2. **Tell the student:** There is help available.

- **Guidance for friends:**
  - **What to do if you are struggling:**
    1. **Tell the student:** You are not alone.
    2. **Tell the student:** There is help available.

**Depression: Getting help**

Depression is a complex disorder that can range from mild to severe. It can affect anyone, regardless of age, gender, or background. If you or someone you know is struggling with depression, there are steps you can take to help:

1. **Seek professional help:**
   - **Contact a healthcare provider:**
     - **Visit a doctor:**
       - **Look for a doctor who specializes in depression:**
         - **Search for a psychiatrist:**
   - **Consider therapy:**
     - **Contact a mental health professional:**
       - **Look for a therapist:**
         - **Seek a counselor:**

2. **Join support groups:**
   - **Contact a support group:**
     - **Look for a support group:**
       - **Seek a support group:**

3. **Practice stress management techniques:**
   - **Try deep breathing:**
     - **Seek a stress management technique:**
       - **Seek a meditation technique:**

4. **Eat a healthy diet:**
   - **Seek a nutritious diet:**
     - **Seek a diet that is rich in vegetables:**

5. **Get regular exercise:**
   - **Seek a regular exercise routine:**
     - **Seek a cardiorespiratory exercise:**

6. **Get enough sleep:**
   - **Seek a good night’s sleep:**
     - **Seek a sleep schedule:**

7. **Limit alcohol and caffeine:**
   - **Seek alcohol and caffeine restriction:**
     - **Seek a reduction in alcohol and caffeine intake:**

8. **Avoid drugs and smoking:**
   - **Seek a drug and smoking avoidance:**
     - **Seek a reduction in drug and smoking usage:**

**U.S. News ranks grad programs**

Pitt fell three places to tie at No. 18 with the University of Florida and Utah State in the 2014 survey, according to the **U.S. News & World Report**. The ranking was based on four criteria: academic reputation, admission standards, selectivity, and peer assessments. Pitt tied for No. 18 with the University of Florida and Utah State in the 2014 survey, according to the **U.S. News & World Report**. The ranking was based on four criteria: academic reputation, admission standards, selectivity, and peer assessments.
DEPRESSION
Costs, Stigmas, and Treatment

As an employee of the university, you have a valuable benefit from Aetna Life Insurance Company. It's a great step in helping to protect your physical and financial health. You have the option to purchase individual life insurance and accidental death and dismemberment benefits.

A beneficiary is the person or legal entity who receives the life insurance payment if the insured person dies. An example of a legal entity is a trust fund you have set up. If you're ready to choose a beneficiary, here are some points to consider:

• You have many dependents as beneficiaries.
• Which would you want to see in the following:
  - Primary beneficiary
  - Secondary beneficiary
  - Contingent beneficiary

To select a beneficiary, you will need to fill out and return the Beneficiary Selection Form to the Office of Human Resources. To select a beneficiary, you will need to fill out and return the Beneficiary Selection Form to the Office of Human Resources.
AIMEE OBIDZINSKI: The School of Nursing graduation and pinning ceremony was a challenge when the lights went out and the room was illuminated by the candles. Not only was this a test of my equipment, it was最重要的是, it was a test of my personal ability to capture a hand-held, sharp image at 1/6th of a second. I could have waited for the lights or used my flash, but that would have ruined the moment.

YEAR IN AND YEAR OUT, THE UNIVERSITY’S STAFF PHOTOGRAPHERS WORK TOGETHER TO DOCUMENT THE LIFE OF THE UNIVERSITY COMMUNITY, CREATING MEMORABLE IMAGES OF THE ICONIC SPACES, MILESTONE EVENTS AND NOETHER WORTHY INDIVIDUALS WHO CONTRIBUTE TO THE VIBRANT CAMPUS ENVIRONMENT.

THE EXHIBIT, “A VISUAL PERSPECTIVE: A CELEBRATION OF CAMPUS, CULTURE AND COMMUNITY” OPENS MARCH 29 IN THE CONNEY M. KINDBO ART GALLERY. IT FEATURES 30 FAVORITE IMAGES BY CENTER FOR INSTRUCTIONAL DEVELOPMENT AND DISTANCE EDUCATION (CIDDE) STAFF PHOTOGRAPHERS TOM ALTANY, MIKE DRAZDZINSKI AND AIMEE OBIDZINSKI.

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Mindfulness meditation can lead to back pain relief

Mindfulness meditation programs can help relieve chronic low back pain and increase function for older adults with chronic low back pain, according to research led by the School of Medicine.

After an eight-week mindfulness program, people with chronic low back pain noted an improvement in their physical function and a decrease in their most severe pain. The research was supported by National Institutes of Health’s (NIH) National Institute on Aging and published in JAMA Internal Medicine.

Lead investigator Natalie Miron, medical student and member in the School of Medicine, said effective treatments for chronic lower back pain are limited, complementary medical therapies are a welcome addition to conventional treatments.

Mindfulness meditation is a mind-body method described as paying attention on purpose and staying in the present moment to experience each unfolding event. The study aimed to assess the effects of mindfulness meditation on chronic low back pain.

In the study, the researchers randomly assigned 282 adults age 65 and older who experienced chronic low back pain daily or almost every day. Participants were taught three mindfulness meditation practices: technical aloud and in group sessions during which the participants lay down and focused on attention non-judgmentally on each area of the body, the breath, and thoughts, feelings, or sensations while breathing in or while breathing out. Participants were asked on measures of pain, physical function, self-efficacy and quality of life before the program began, at the end of the group and at a six-month follow-up.

The study found that the mindfulness program helped with pain management even six months after the program, indicating there is a long-term benefit of coping with pain. However, while patient function initially was improved after the eight-week program, at the six-month follow-up, the impact of the program on function was not significant. At six months, a pattern of persistent pain was noted in both groups, while patients who practiced mindfulness had less change in back pain symptoms and were less likely to cope with pain as a result of the mind-body program.

“Mindfulness meditation focuses on letting go of struggle and accepting one’s immediate experience without judgment,” said Miron. “The body-mind program teaches patients how to be more aware of their thoughts, emotions, sensations and behaviors. As patients learn to do the, they can become more aware of behaviors or even thoughts and feelings about pain that make it worse, or more difficult for them to do for the future.”

Other findings from the study included:

- Carol M. Greco, Bruce L. Rollman, Bridge Lulu, L. A. Morrow, Nancy W. Glenn and Debra K. Weiner. A collaborative effort from the Geraldine HealthCare System also participated.

New placebo model for infection crossing

Researchers at the School of Medicine and Veterinary Research Institute (VRI) have developed a new mouse model. In the mouse model, the human placenta that could help explain how parasites cross the placenta and focus attention non-judgmentally on each unfolding event, Coyle said.

Understanding the placenta may one day lead to ways to prevent or treat the so-called TORCH infections—rubella, other harmful viruses, lyme disease, herpes, and HIV—she added. The VRI model could be used to see whether parasites found in cell culture fluid, creating their active and random forces to better mimic the environment of the maternal fetal interface and limit cell culture systems.

“The placenta is a complex and program, an ancestral organ that anchors the developing fetus to the mother’s blood circulation and provides a barrier to the sudden influence of parasites and bacteria to the mother,” said Coyle.

A collaborative effort from the Geraldine HealthCare System also participated.

“The placenta is unique and essential to human reproduction,” which is mindful, Coyle said. “The placenta is unique and essential to human reproduction.”

Next, the researchers tested the placenta model and used concepts of their model by exploiting it as a virus or gene therapy. The placenta model was found in cans that can lead to total infection, cancerous maladies, and depressed cognitive ability in life and/or dysfunction in life. The placenta model was found in cans that can lead to total infection, cancerous maladies, and depressed cognitive ability in life and/or dysfunction in life.

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With this model, said Coyle, researchers can develop new models to explore placental pathology and maternal infections that lead to congenital disease, which is the cause of many diseases.

The placenta is unique and essential to human reproduction. This is the result of the mind-body program of a thought..

“Understanding the placenta may one day lead to ways to prevent or treat the so-called TORCH infections—rubella, other harmful viruses, lyme disease, herpes, and HIV—she added. The VRI model could be used to see whether parasites found in cell culture fluid, creating their active and random forces to better mimic the environment of the maternal fetal interface and limit cell culture systems.

Mindful breathing may allay an infection agent to get ready to cross the placenta to the fetus.”

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In western Pennsylvania, a new organization, the University of Pittsburgh, is working to improve health care delivery and reduce costs. The organization has recently announced the appointment of Donald Chiarulli as its first chief health officer. Chiarulli brings with him extensive experience in health care administration and research, having previously served as the chief medical officer at Allegheny Health Network and as the chief executive officer of the University of Pittsburgh Medical Center.

The University of Pittsburgh and its affiliated hospitals are working to improve care delivery and reduce costs. The organization has recently announced the appointment of Donald Chiarulli as its first chief health officer. Chiarulli brings with him extensive experience in health care administration and research, having previously served as the chief medical officer at Allegheny Health Network and as the chief executive officer of the University of Pittsburgh Medical Center.

WASHINGTON D.C. — The Senate Appropriations Committee is expected to vote on the FY2017 funding bill for the Department of Commerce, Justice, and Science (CJS) on Thursday, June 15. The CJS bill includes funding for the National Science Foundation (NSF), the National Institute of Standards and Technology (NIST), and the National Institutes of Health (NIH).

NIH funding is expected to remain flat in the FY2017 budget, with no significant increases or decreases anticipated. The NSF and NIST budgets are expected to see modest increases, with the NSF receiving an additional $200 million and the NIST receiving an additional $100 million.

The CJS bill also includes funding for the Office of Science and Technology Policy (OSTP), which is responsible for coordinating the federal government’s scientific research and development efforts. The OSTP budget is expected to see a modest increase, with funding for the agency increasing by $5 million from FY2016 levels.

Overall, the FY2017 CJS budget is expected to be around $70 billion, with funding for the NSF, NIST, and NIH accounting for a significant portion of the total. The Senate Appropriations Committee is expected to vote on the FY2017 funding bill for the Department of Commerce, Justice, and Science (CJS) on Thursday, June 15. The CJS bill includes funding for the National Science Foundation (NSF), the National Institute of Standards and Technology (NIST), and the National Institutes of Health (NIH).

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Thursday 17

Alcohol Users Seminar

“Alcohol: Our Most Valuable—Service & Programs,” Susan F. Wilson, 1:00 p.m.

CIDDH Workshop

“Dialogues: Empathy and Understanding” (www.ciddh.pitt.edu/)

Global Health Film Screening

“City of Ghosts,” 6:30 p.m.

Global Health Film Screening

“The Naked Truth Behind AIDS,” 7:00 p.m.

Friday 18

UPSC Symposium

“Venus & Cupid,” Horvathon Coat Cnt., 8:00 - 9:00 p.m.

Comix a la Carte

“Marketing,” 11:00 a.m. - 1:30 p.m.

East Asian Colloquium


Friday 19

Humanities Seminar

“Beyond Race to America: How the Humanities Engage With Social Problems,” John Barnette, Kelly Sintra Chocolate Abbey Studio, East Library, 5:00 p.m.

Humanities Concert

“Happy Hour TestSoundProject,” Bobalaska, rad., 7:00 p.m.

Saturday 20

CIDDH Workshop

“Collaborating for the Common Good,” 10:00 a.m. - 1:30 p.m.

Monday 21

UNIVERSITY

“Telling the Human, Women’s & Gender Studies in the Profession of Practice,” Deborah Chappell, 12:30 p.m.

Total Information Management Seminar/Correctional Education Seminar

“Recovering Your Future Through Motorcycling” (www.gobikepittsburgh.com), 9:00 a.m.

Tuesday 22

CIDDH Workshop

“Globalization in the Classroom,” 10:00 a.m. - 1:30 p.m.

Humanities Seminar

“Renaissance Reimagined: A Panel on the Role of Humanities in Our Profession of Practice,” 8:30 a.m., 12:30 p.m.

Humanities Seminar

“Multiple Memories of Hierarchy: Historical Continuity and Change,” 8:30 a.m.

Wednesday 23

CIDDH Workshop

“Advanced Placement for Pre-professionals,” 12:30 p.m. - 2:00 p.m.

Global Health Film Screening

“Sighs on the Hill: Baseball Fore-

Thursday 24

CIDDH Workshop

“Targeting Pathogenic Microorgan-isms With Staphylococcus, Eubacterium and Bacillus,” 10:00 a.m. - 1:30 p.m.

Humanities Seminar

“Educate the People (1870s-1910s),” Rachel Miller, WPU Assembly Room, 11:00 a.m.

Humanities Seminar

“Civil Rights, 1929-1969,” Randy Rodriguez, Office of University-wide Facilities Management, 10:00 a.m.

Humanities Seminar

“Patrie & Race in America: How the Humanities Engage With Social Problems,” Terrence Hayes, English, 4:30 p.m.

CIDDH Workshop

“Creating Your Future Through Motorcycling,” 10:00 a.m. - 1:30 p.m.

Humanities Seminar

“Mindfulness: Between Mental Illness & Spiritual Practice,” James Kivell, WPU Assembly Room, 10:00 a.m.

Humanities Seminar

“The Hebrew Bible & the Roots of Western Culture & Religious Change in India,” 10:00 a.m. - 1:30 p.m.

CIDDH Workshop


CIDDH Workshop

“The Places of Origins: The Migrant Experience in the Transatlantic World,” 8:30 a.m., 12:30 p.m.

HSFL Workshop

“In Football We Trust,” Rocky Tuan, medicine, 10:00 a.m.

Humanities Seminar

“The Funerary Buddha: Material and Symbolic Meaning,” 8:30 a.m., 12:30 p.m.

HSFL Workshop

“The Crooked Staircase: From Slavery to Freedom,” 10:00 a.m.

HSFL Workshop

“Technical to Decode mRNA Alter-ations21,” WPU lower lounge, noon

HSFL Workshop

“Native Things: What Are They for?” (www.nativethings.com), 11:00 a.m.

HSFL Workshop

“The Howard A. Bluemlein Herbarium,” 11:00 a.m.

HSFL Workshop

“The Dual Role of Hormones in Psychosis,” 11:00 a.m.

HSFL Workshop

“Creating Transformative Change,” 11:00 a.m.

CIDDH Workshop

“Targeting Pathogenic Microor-organisms With Staphylococcus, Eubacterium and Bacillus,” 10:00 a.m. - 1:30 p.m.

CIDDH Workshop

“Creating Your Future Through Motorcycling,” 10:00 a.m. - 1:30 p.m.
COMING March 31