Immigration ruling effect here unclear

President Donald Trump's Jan. 27 executive order eliminated some of the question marks regarding immigration policy under the new Republican administration.

In part, the order suspends indefinitely the entry of Syrian refugees and suspends for 90 days the entry of individuals from Iraq, Iran, Libya, Somalia, Sudan, Syria and Yemen while a review is conducted to determine the information needed from any country to decide that an individual seeking entry “is who the individual claims to be and is not a security or public-safety threat.” Countries that fail to provide the information requested could find their nationals barred “until compliance occurs.”


The effect on the University is difficult to measure.

According to the 2017 Pitt Fact Book, 3,113 international students from 108 countries were enrolled at Pitt in fall 2016. Of the top 10
CONTINUED ON PAGE 3

A crystal ball set the tone for a Jan. 18 Pitt law panel discussion on what the future holds for U.S. immigration policy.

“I think it will be extremely helpful,” immigration law expert Sheila I. Vélez Martínez said as she placed the small glass orb on the lectern at the start of her presentation. “There’s so much that we don’t know. … We don’t know there’s going to be changes.”

The crystal ball proved prescient last June when President Donald Trump issued his contentious executive order on immigration.

Vélez Martínez, the law school’s Jack and Lovell Olender Professor of Refugee, Asylum and Immigration Law, joined law school dean and constitutional law expert William M. Carter Jr. and adjunct law professor Orlando Portela Valentin, an attorney with the Jewish Family & Children's Service of Pittsburgh, to speak on “The Future of DACA and Immigration Law and Policy,” the first University Forum on Current Issues event.

The series, coordinated by the Office of the Provost, is designed to draw from faculty expertise to engage the University community in discussions on pressing issues.

“Laws can be changed by other laws … and regulations are not easy to change,” said Vélez Martínez, predicting that the main regulatory and statutory framework will remain. Enforcement priorities and sensitive location policies will stay in place until changed.

However, executive orders — like DACA (Deferred Action for Childhood Arrivals) — could be changed immediately, she cautioned.

Vélez Martínez said increased enforcement activities are likely; she predicted raids on workplaces, which do not fall under immigration’s “sensitive location” policy that precludes enforcement activity in schools, hospitals, churches and public transportation.

“We see a reinterperetation of what a criminal alien is — I think that’s going to go from someone convicted to maybe someone arrested, so they can meet the numbers that they propose to detain,” she said.

DACA may not continue, policies concerning unaccompanied minors are likely to change, and increased targeting of immigrant communities is likely, she predicted.

Vélez Martínez labeled the current tangle of immigration laws and policies “a crisis or a mess in the truest sense for over 150 years.”

When the United States was first established, states regulated immigration, she said, noting that it was not until the Chinese Exclusion Act was adopted in the late 19th century that there was comprehensive federal regulation of immigration.

Interestingly, the first series of regulations to control immigration federally were all exclusionary policies, she said.

Rather than being designed to allow people to immigrate in an orderly way, the policies were designed to expel people or to keep people out.

Many such policies were racially oriented, operating under a quota system “designed to keep the most homogeneous, whitest immigration possible,” she said.

Immigrants from countries in northern Europe were given preference over those from more Catholic regions.

“Policies were targeting not only Chinese, but Catholics, Irish people, Italians, Polish — anyone not mainstream white Anglo-Saxon Protestant,” Vélez Martínez said.

“Now we think of Irish communities, Polish communities, Italian communities as mainstream American communities … a staple of what America is. But it was not always like that, and we need to forget.”

Elimination of the quota system is an important achievement of the civil rights movement, she said. The current system, based on family and employment relationships with caps on the percentage of immigrants from any one country, was introduced in 1965.

The wait to immigrate can be decades long, even for family members of U.S. citizens. “When we hear about people having to go to the back of the line, this is the line,” she said.

Reform is needed, she said, noting: “The system we have today is the system designed in 1965.”

Multiple DREAM Act (Development, Relief and Education for Alien Minors) bills, which would provide a path to citizenship for undocumented immigrants who were brought to the United States as children, have failed in Congress since first introduced in 2001.

In response, the Obama administration established the DACA policy, under which such individuals can apply for authorization to work and temporary protection from deportation.

Following the failure in 2013 of a comprehensive immigration bill, the Obama administration’s DAPA (Deferred Action for Parents of Americans) plan — to protect undocumented parents of children born in the U.S. — was blocked in 2015 by a federal judge.

“The injunction remains in place. That means that the parents of children are without that protection and there’s no immigration reform,” she said.

What can the University do? Vélez Martínez urged the administration to “redefine the values of diversity and inclusion, create spaces for communities to come together, prioritize the protection of community members that might be affected by this policy; institute policies that are Dreamer friendly; have services for students who might feel affected — not only because they’re DACA students, but because the general environment of harassment and uncertainty might affect them.”

And also limit voluntary cooperation with law enforcement agencies.

In response to a question regarding sanctuary cities and campuses, she noted that there is no single defined meaning for the term sanctuary, and that it could create a false sense of safety.

While sanctuary is part of a longstanding tenet of providing a space for those who need protection, there is no guarantee that anyone is outside the reach of enforcement, she said.

Portela Valentin, who assists immigrants and refugees through the Jewish Family & Children’s Service of Pittsburgh, noted: “It’s not that we need to make any changes, it’s really concerned about the change, about the future. And I think they should be.”

Reading several points of the “Plan to Put America First” from Donald Trump’s campaign website, Portela Valentin said: “Under a Trump administration, anyone who illegally crosses the border will be detained until they are removed out of our country. That means that we will have a lot of people in jail,” given that cases may take years to be resolved.

“Fears that homes will be raided and people taken away aren’t baseless,” Portela Valentin said.

“The page says they will make criminal aliens out on day one … and they will do that through joint operations with local and state and federal law enforcement agencies.”

That was (in) his campaign statements.”

Trump also promised he would “Immediately terminate President Obama’s two illegal executive amnesties” — He’s talking about DACA,” said Portela Valentin.

In addition, when asked during Senate hearings what would happen to some 800,000 people who are benefiting from DACA if the policy were struck down, attorney general nominee Sen. Jeffery Sessions said it would not be his responsibility, but that the system needs to be fixed.

CONTINUED ON PAGE 4
Faculty members and graduate student instructors can play a key role in identifying at-risk students or, more specifically, students who are likely to fail or perform poorly academically.

Factors linked to poor academic performance vary widely, and include mental health status, social anxiety, socio-economic status, insufficient academic preparation, poor study skills, learning disabilities, status as first-generation college students, family disruptions, work responsibilities and a whole range of other issues. Because teaching faculty interact regularly with students, they may be uniquely positioned to identify such factors. By identifying at-risk students early, faculty can implement countermeasures—even such as personalized instruction and mentoring. With due respect, faculty members who help the students succeed need not only in their courses, but in the other aspects of the students’ college experience as well.

An immediate indicator that a student may be at risk, of course, is poor academic performance. While a failing grade on an early assignment or failure to submit an assignment does not ensure that a student will fail, it is a strong indicator of the possibility. Because students falling behind at the beginning of the term are likely to remain at the bottom of the class— especially if they are struggling in one or two classes—faculty can provide an immediate indication of a student’s academic health. An immediate indicator that a student may be at risk is poor academic performance. While a failing grade on an early assignment or failure to submit an assignment does not ensure that a student will fail, it is a strong indicator of the possibility. Because students falling behind at the beginning of the term are likely to remain at the bottom of the class, especially if they are struggling in one or two classes, faculty can provide an immediate indication of a student's academic health.

A new feature in CourseWeb, known as the Retention Center, provides faculty with an efficient method of tracking student performance. In the Retention Center, an instructor can see, at a glance, which students have not logged into the course site within a specific time frame—a possible indicator of lack of engagement. Faculty also can get a current picture of any students who recently earned low grades, or who have consistently turned in late assignments. Additionally, CourseWeb adheres to national standards for certain “rules,” CourseWeb can automatically send notifications to the instructor that a student may be at risk. After you identify at-risk students, consider what action to take. Often a note to students telling them of your concerns regarding their performance can be useful. Often, no type of treatment is that level—may have an effect. Consider asking students what their assessment of their performance is. Let them know how seriously you take their performance, and that they should take it seriously, too.

Consider also the tone in which you approach students. In Strive for a balance between communicating clear expectations and consequences, on the one hand, and a sincere investment in student success, on the other. Often students fail to perform well academically due to a lack of mentorship. Provide a few practical suggestions for success: Pitt’s Office for Systematic Reviews and you

A systematic review is a literature review that uses scientific methods to identify, select, appraise and summarize the literature on a focused topic or question. Use of rigorous pre-specified methods (outlined in advance in the form of a study protocol) decreases the likelihood that the review may be biased in any way. It is an advance in the form of a study protocol that involves a comprehensive literature review.

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**Doingsystematic Review: A Student's Guide (print only; available in Fall, engineering students and researchers)** Written for graduate students, this guide contains practical tips, definitions and strategies for completing a comprehensive literature review.

**Cochrane Database of Systematic Reviews:** These protocols and completed systematic reviews focus primarily on health care intervention research.

**Campbell Systematic Reviews:** These protocols and completed systematic reviews focus primarily on health care intervention research.

**Getting Ready for a Systematic Review:** This document, created by Health Sciences Library System librarians, contains a list of questions to consider if you are thinking about starting a systematic review, as well as requirements for including an HLSL librarian on your review team.

How can librarians assist with your systematic review?

Librarians can search for already completed reviews on your topic and can expect should it continue at that level—may have an effect. Consider asking students what their assessment of their performance is. Let them know how seriously you take their performance, and that they should take it seriously, too.

Content Support for Systematic Reviews

In this issue, we’ll discuss some helpful resources:

**Finding What Works in Health Care: Standards for Systematic Reviews:** From the Institute of Medicine, this is a comprehensive set of standards for designing, conducting and reporting systematic reviews of comparative effectiveness research.

**Preferred Reporting Items for Systematic Reviews and Meta-Analyses:** The PRISMA Statement is a 27-item checklist that allows researchers to report their systematic reviews or meta-analyses. The checklist encourages the reporting of results with clear, accessible and understandable language, while minimizing the risk of bias and enhancing the quality and completeness of data submitted for publication.

University Times notes policy

Letters should be submitted at least one week prior to publication. Permission granted to a letter writer will receive a copy of the letter so that they may propose a response. If no response is received, the letter will be published without reply.

Letters can be sent by email to njbrown@pitt.edu or by campus mail: University Times, 308 Bellefield Hall, University of Pittsburgh, 1 University Station, Pittsburgh, PA 15260. Letters should be submitted at least one week prior to publication. Permission granted to a letter writer will receive a copy of the letter so that they may propose a response. If no response is received, the letter will be published without reply.

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Mary Lou Klem

Mary Lou Klem is a research and instruction librarian for the Health Sciences Library System, and a member of the IMLS systematic review program.
Most Pitt faculty pay down slightly in AAU comparison

Average salaries for most ranks of instructional faculty at the Pittsburgh campus fell slightly in an annual salary comparison with peers in other AAU campuses, according to a recent report in the University Times.

The AAU report found that Pittsburgh faculty salaries decreased by an average of 1.7 percent compared with the median increase of 2.4 percent for the rank.

“Faculty salaries for the Pittsburgh campus peer group also came from the AAU’s annual report and that on the economic status of the academic profession,” said Kimberly K. Barlow, AAU public policy director.

Barlow explained that up to and including the 2014-15 survey, the AAU used the IPEDS data that was accessible on the University of Missouri-Columbia, where faculty in the rank averaged $69,600.

The IPEDS data was last updated in 2013, and the median increase for faculty in the rank was 3.5 percent. Before that, the AAU faculty data used with the IPEDS data was last updated in 2003.

The report states that faculty salaries ranged from $47,100 at Juniata College in Pennsylvania to a high of $187,800 at UCLA in Los Angeles. The national average for the rank was $119,500.

“Salary averages could be affected by the addition of faculty that had never been included before,” wrote the AAU. “The largest expansion came in the assistant professor rank, which had many instructors included, an increase of 35 percent.”

The report continued, “Some universities continue to apply: Faculty salaries are converted to a nine-month equivalent using a factor of 0.811813 for 12-month salaries, and medical school faculty are excluded. Goga cautioned as well that the comparison doesn’t factor in faculty members’ age, tenure status or discipline areas, or institutions’ regional cost of living, differentials, all of which can affect salary averages.

PITTSBURGH CAMPUS COMPARISONS

Professors

The 470 full-time professors on the Pittsburgh campus ranked No. 17 with an average salary of $146,300.

Salary figures for the professor rank among the 34 peer schools ranged from a high of $187,800 at UCLA to a low of $123,000 at the University of Missouri-Columbia.

In the prior year’s comparison, 456 Pennsylvania professors were ranked No. 16 with an average salary of $144,200.

The Pittsburgh campus’s 207 professors decreased 1.7 percent, while the median increase for instructors at peer schools was 2.4 percent.

Associate professors

The 422 associate professors on the Pittsburgh campus ranked No. 17 with an average salary of $147,100.

Across the peer group, average salaries ranged from $122,600 at UCLA to $80,800 at the University of Missouri-Columbia.

In the prior year’s comparison, Pitt’s 416 associate professors decreased 1.7 percent, while the median increase for faculty at peer schools was 2.2 percent.

Lecturers

Of 28 schools with faculty at the lecturer rank, Pitt was No. 27.

The Pittsburgh campus’s 207 lecturers averaged $50,500, only slightly ahead of lowest-ranking Texas A&M, whose 230 lecturers averaged $49,900. Ranking No. 1 in the lecturer comparison was UC-San Diego, with 142 lecturers who averaged $82,400.

In the prior year’s comparison, 187 Pitt lecturers averaged $49,800, ranking No. 28 of 29 AAU public schools with faculty in the rank.

Pitt’s lecturers saw an average increase of 2.7 percent while the median increase for faculty at peer schools was 2.4 percent.

Locally, the president’s action sparked protests in Oakland at Pitt’s Oakland Airport and prompted statements from university leaders, including Pitt, Carnegie Mellon, Duquesne and the State of Pennsylvania.

In a Jan. 28 message to the Pitt community, Chancellor Patrick Gallagher stated: “I join others in the academic world who are concerned about the interoperability of these new immigration policies, the apparent increase in scrutiny against individuals and without incurring potential and profound risk and its detrimental impact on the university’s system of higher education.”

Faculty salaries at the Pittsburgh campus peer group come from the AAU’s annual report on the economic status of the academic profession. Because of this, our vibrant and calling for a sensible immigration policy that protects national interests and places undue burden on members of the community.

Most Pitt faculty pay down slightly in AAU comparison

CONTINUED FROM PAGE 1
countries of origin, Iran ranked No. 8 with 54 Pitt students.

Pitt had the largest number of students from Iraq, two from Libya, one from Sudan and one from Syria were accepted into the Pitt community.

University officials would not elaborate on the number of faculty members affected by the president’s order or the number of Pitt employees who are not U.S. citizens.

Pitt, however, has not changed University recruiting. Sarah Rogers, vice chancellor for administration, earlier this week told the University Times: “At this point, and until the order is clarified, it will have no effect on our recruitment efforts.”

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Faculty salaries at the Pittsburgh campus peer group come from the AAU’s annual report on the economic status of the academic profession. Because of this, our vibrant and calling for a sensible immigration policy that protects national interests and places undue burden on members of the community.

The 56 instructors and lecturers on the Pittsburgh campus ranked No. 6 with an average salary of $66,000.

The Pittsburgh campus’s 561 assistant professors ranked No. 19, averaging $29,800. Across the peer group, Pitt’s 494 assistant professors ranked No. 26, averaging $30,900.

Average salaries for Pitt’s assistant professors decreased 1.7 percent, while the median increase for faculty at peer schools was 2.8 percent.

Instructors

Pitt ranked No. 20 of 21 schools in instructor rank. The Pittsburgh campus’s 98 full-time instructors averaged $46,300.

At the top of the peer group was Cornell University’s 881 instructors, with an average salary of $148,300, nearly twice that of No. 10 University of California at Davis, whose three instructors averaged $75,100.

Rally set for Feb. 7

A rally in solidarity with lại các lệnh cấm nhập cư của tổng thống Trump’s immigration order is set for noon Feb. 9 on South Side and North Shore.

The local event is part of a nationwide “Academics United Against Immigration Ban” effort.

Concurrent rallies are planned across AAU campuses nationwide. Participants are asked to wear white in solidarity.

Details on the events are posted at https://www.facebook.com/events/575861526605617/.
The dean noted that the Supreme Court has defended that line. Regarding the individual rights implications of potential changes in immigration law policy: “They may change the priorities and regulations of the federal government with regard to immigration; that is not necessarily the same as saying the government has the free hand to discriminate against immigrants,” Carter said.

“I do believe the judiciary will remain vigilant with regard to potential discrimination and individual rights infringement, separate from whatever the federal policies may actually be.”

The forum, moderated by business faculty member Larry Feick, can be viewed at www.universitytimes.pitt.edu/watch?c=gBCAP-yAIQ.

—Kimberly K. Batlow
M aureen Lazar, who teaches up to eight facul-
ty and staff development program (FSDP) courses annually for the University, says the 1,200-2,000 participants who take these workshops each year may not realize how much prep- aration goes into these workshops, which last just an hour or two.

“There is a deliberate design behind trainings,” Lazar says. “If the design is good, it looks effortless and that’s how participants should experience it. People just don’t show up and start talking,” she says of the ever-evolving list of FSDP instructors. “They’re very deliberat-e in the content that is provided, the activities that are planned.” Development of new seminars can take two-eight months from conception to execution, since the instructors devise their own course materials. Her office provides guidance as requested.

Lazar prefers that FSDP instructors be “facilitators”: “Facilitators are helping partici-pants learn from one another. Facilitators are engaging par-ticipants and asking questions to help them move the conversation forward.”

On the other hand, she says, “Instructors are very much telling information around it’s very lecturn-based.”

Beginning in 2007 as manager of learning and development and an organization development con-sultant, Lazar has been overseeing and providing training classes herself, including department-specific courses and up to 150 FSDP workshops annually.

Some FSDP facilitators are content experts or experienced teachers. Other potential facilita-tors “know what they want to teach,” she says, “but they may not know how to put the whole program together,” and her department then helps them to create their FSDP workshop.

The slate of FSDP courses offered each spring and fall is determined by University-wide need. Sometimes a new course will be based on a participants’ evaluation of a current course; at other times Pitt staff will call to suggest a new topic, which has suddenly become relevant or required for employees to understand, following a policy and procedure change or a brand new campaign initiative.

The current Year of Diversity, for instance, prompted a new diversity and inclusion certificate offered through FSDP.

Lazar’s own expertise is leader-ship development, inspiring her classes this semester on training trainers, engaging employees, offering effective feedback, strat-egies for resolving conflict and infulential leadership. Some of her other courses have focused on getting started as a new leader, understanding how your person-ality functions in the workplace, problem solving, email manage-ment, making meetings work and performance management.

She designs her workshops based on the expected audience, she explains. Are they all supervi-sors, for instance?

“The first thing is to identify your audience, because that is going to help you identify what content you are selecting,” Lazar says. The content, she adds, is based on an experiential learning approach — helping participants acquire each new skill offered by the workshop, to practice it, and finally to apply it to situations in their own departments. “The most important piece is that, throughout those components, people have a chance to experience the content of what they are learning,” she says.

She places her workshops from opening to close: “You want to start any workshop off well so some kind of hook to get people engaged in the workshop really quickly.”

For instance, when Lazar is teaching a workshop designed to help supervisors increase employee engagement with their work and department, she’ll start by getting statistics to show the current situation: how many employees feel engaged with their organization’s work, for instance, or how engagement might improve productivity or morale.

Next she’ll ask participants what engagement looks like in their own workplaces, then outline different levels of engagement that are possible. After that, she’ll help participants practice ways to increase engagement during dif-
ferent scenarios.

Finally, Lazar may talk about how workshop attendees can apply the workshop’s lessons in their particular offices, how to measure engagement levels and how to move employees to new levels.

Of course, she allows, not every FSDP class participant learns in the same manner. “It’s the responsibility of the facilita-tor to adapt their material to the abilities of the participants,” she says. She builds in activities that let people work alone, in pairs, and in small and large groups. “If you build those four in, you’re going to grab everyone,” she says.

Than again, she adds, “you sometimes need to adapt your style in the moment” — if, say, she has planned to start with an activ-ity to engage the entire group and too few people are participating.

As in any classroom today, FSDP instructors can find their students distracted by social media in class. She doesn’t see a lot of people on their phones, she says, “but it certainly has happened.”

FSDP facilitators also pay attention to the evaluations that come in after each workshop. Sometimes these evaluations prompt substantive changes to a class, such as adding more case studies, or an additional workshop that expands on the current topic. Sometimes they tell an instructor what to cut out — or simply to hike the thermostat next time.

Lazar says that, nearly a decade into doing this job, running workshops is still her passion. “The most beneficial or exciting experiences I have are at the close of a workshop when someone says ‘Maureen, I want to integrate something from the workshop into my department.’ Those are really the most rewarding,” Lazar says, “where they not only want to apply the information to their department, but they want to educate everyone in their department about the information.”

—Marty Levine

From mailroom workers to data-entry specialists, costume designers to biosafety officers, photographers to accountants, staff at Pitt perform tasks great and small, year-in and year-out, for the greater good of the University.

This is one in an occasional series profiling University staff, providing a glimpse of some of the less recognized employees whose primary business is making Pitt work.
Do the laws of evidence perpetuate racism in the courtroom?

Thanks to the proliferation of courtroom dramas on television and in film, we all know something about evidence law, and we all think we know how it works.

But Pitt law faculty member Jasmine Gonzalez Rose noted during the spring term’s first lecture at the Center for Race and Social Problems on Jan. 23: “At trial, there is not independent investigation of the truth.” Instead, rules allow certain evidence to be presented to juries, and state rules of evidence may similarly restrict.

“At one time, evidence rules were brutally biased. In the 18th and 19th centuries, race-based rules of evidence prohibited people of color, including Latinos, Asians and Native Americans, from testifying against whites or in cases where whites were a party. For instance, in the 1880s case of People v. Hall, a white man was found guilty in the death of a Chinese miner in California, following testimony by other Chinese miners, the only witnesses. But on appeal, the Supreme Court of California decided that the same evidence rule, which prohibited blacks and Latinos from testifying against whites, should be broadened to include all people of color, and the white man’s conviction was overturned.

“These rules weren’t just discriminatory, they withdrew the protection of the law” from people of color, Rose said.

While those laws no longer exist, she said, “I feel like there are some very real similarities with our current system that need to be recognized.”

The courtsrooms really should be a refuge from societal discrimination, and too often they are not.”

White norms have become the default way of seeing when they are not, Rose said.

Whites may not even be aware of the collective benefit they derive from the way our legal system favors evidence that is proffered by whites and disfavors evidence from people of color, she said. For instance, the fact that something said by a witness of a specific racial reality can be offered as circumstantial proof of guilt: “The theory is that…only the guilty run,” Rose noted.

But is a defendant’s flight from police really proof of guilt? It may be a more common assumption among blacks than whites that a police encounter may end badly and should be avoided.

The idea that running from police is not a rational reaction to police — that innocent people don’t run — is thus an assumption “based on white beliefs and norms,” she said.

Rose cited studies that show white police are more likely than other racial groups to trust police; that whites are more likely than other racial groups to trust police; that whites enjoy police ranks; and that whites enjoy norms, “based on white beliefs and norms,” she said.

The Bradford Educational Foundation at Pitt-Bradford finished FY16 with a 2.4 percent decline in market value. According to the survey, it ended the year at $22.16 million, down from $22.71 million at the end of FY15.

Kimberly K. Barlow

The idea that “innocents don’t run,” promulgated by pros and cons, results in people of color being incarcerated, Rose said.

The idea that “only the guilty run” is a case of implicit judicial notice, when judges recognize and admit into evidence facts that are too well known and too authoritative to be disputed.

But how does a criminal defendant introduce evidence about racial reality into court?

Non-experts can be barred from such testimony by federal rule 701 or state evidentiary rules. Witnesses often cost $300-400 an hour, a cost that is prohibitive for most people.

So what can be done?

One solution, Rose says, would be continuing legal education courses on race-based reality for judges and lawyers. She also proposes using one federal evidentiary rule, No. 403, to better effect.

Since it notes that evidence can be excluded if it shows “unfair prejudice” more than it proves a case, she proposes rule 403 be interpreted by judges to recognize conscious and unconscious racism in all its forms.

—Marty Levine
National and international honors in medicine, infectious disease and cancer. Together, they were honored with the 2012 Marjorie Stephenson Prize from the Society for Experimental Biology and Cancer (SEABYC). Stephenson was the first woman to receive the award and was recognized for her work, which has contributed to our understanding of the mechanisms of drug resistance in cancer cells. Stephenson was also elected to the National Academy of Sciences.

In his recent research, Berger will take a novel approach to understanding the mechanical properties of living matter. This work has been supported by the National Institutes of Health and the National Science Foundation.

Natural geology may aid new petroleum engineering methods

To explore these new possibilities, Berger and his team are using advanced imaging techniques to study the mechanical properties of living matter. These techniques are based on advances in computational methods and data science, and they are being applied to a range of biological systems, including the study of the mechanical properties of living cells.

By understanding the mechanical properties of living matter, Berger and his team hope to develop new methods for predicting the behavior of living systems under different conditions. This could lead to new applications in fields such as drug discovery, materials science, and biotechnology. The team’s research is supported by a grant from the National Science Foundation.

Chancellor Patrick Gallagher announced the appointment of a 12-member search committee to recommend candidates to become Pitt’s next athletic director.

As previously announced, the committee will be chaired by acting athletic director Randy Juhl, and its membership will include student-athletes, faculty, staff, and alumni. The committee will be responsible for reviewing the current state of the athletic program and making recommendations for the future.

The search committee will include representatives from a variety of backgrounds and perspectives, including athletics administration, academic affairs, university affairs, and the local community. The committee will be charged with identifying candidates who possess the skills and experience necessary to lead the athletic program at the highest level.

Pitt’s Payroll Department has mailed W-2 forms to the employee addresses on file in the payroll system. Employees are asked to allow two weeks for delivery. Form W-2s (one for each employee, including dependents) will be mailed in the envelope.

Pitt will begin accepting requests for W-2 forms on Feb. 13. Inquiries may be made at http://payroll.pitt.edu/contac t-22.

For questions on Form 1095-C (Employer-Provided Health Insurance Offer and Coverage), visit www.hr.pitt.edu/ Form1095-C or www.irs.gov. Inquiries also can be directed to the Beneﬁts Department at hr-benque@ pitt.edu.

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For questions on Form 1095-C (Employer-Provided Health Insurance Offer and Coverage), visit www.hr.pitt.edu/ Form1095-C or www.irs.gov. Inquiries also can be directed to the Beneﬁts Department at hr-benque@ pitt.edu.

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Pharmacology/Chemical Biology Seminar: “Targeting the S-Glutathionylation Glutaredoxin Redox Axis to Combat Pulmonary Fibrosis,” Yosu Heisinger, 1301 BST, noon
Humanities Colloquium: “Archives of Flesh: African America, Spain & Post-Humanist Critique,” Robert Reid-Pharr, CUNY; 602 CL, 12:00 pm

UNIVERSITY TIMES
February

Thursday 2

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Thursday 3

Bradford Campus Admissions Event
Franz-Westenberg, 8:30-9:30 am (www.upb.pitt.edu/visit.aspx)
Senate EIAADAC Mtg.
826 CL, 11 am
UCSUR Colloquium
“Panel Scale Green Infrastructure: Sign & Cost Effortiveness Analysis for Pgh., PA,” Michael Blackham, urban & regional analysis program; 3911 Posvar, noon (rsvp: overpaj@pitt.edu)
Psychiatry Lecture: “Understanding & Reducing Risk for Depression: The Role of Stress Reactivity,” Ian Gorith, Stanford; M12/BST, noon
GI Research Rounds
“Year III GI Fellow Presentations,” Shri-Dhruvi, Jorge Machado & Harkant Sing; Presby admin. conf. rm, M2/C-wing, noon
Senate Research Com. Mtg.
156 CL, 1 pm
Anthropology Lecture
“Saving the Faces: Bicycles & their Riders in India,” Jonathan Anjaria; 415 Posvar, 3 pm
Pharmacology Lecture
“Normative Practice in Other Animals,” Kristin Andrews, York U; 878 CL, 3:30 pm
Anthropology Lecture
“Memory in the Caribbean Metropoles: Home, Memory & the Flash of the Spirit in Kingston’s Security Scapes,” Kimberly McMillan; 3106 Posvar, 3:30 pm
Sunday 5

Concert
“Romantic Harmonies: An Afternoon of Love Songs,” Panther rhythms & Canticum; Heinz Chapel, 3 pm

Friday 6

Humanities Cr. Lecture
“Erasing Basquiat,” Christina Campbell, 602 CL, 3 pm
Provost’s Inaugural Lecture
“Auditory Plasticity in Development & Pathology,” Karl Kandler, otolaryngology, neurobiology & biogengineering; Scaife lecture rm. 6, 4 pm

Tuesday 7

Basic/Translational Research Seminar
“Vaccines to Promote Tumor Vascular Normalization & Epithelial Spreading in the Therapeutic T-cell Receptors,” Walter Stokoe, Hillman Cancer Ctr., Cooper Conf. Ctr. rm, noon
Pharmacology Lecture
“How to Be a Historically Motivated Anti-Racist,” Greg Frost-Arnold, Hofert & William Smith Colleges; 4178 CL, 12:00 pm
MWRI Student Memorial Lecture
“Pro-eclampsia: Past, Present & Future,” James Roberts, MWRI Conf. Ctr. 1st fl, 4 pm
MSC Green Speaker: Happy Hour
“Managing What We Can’t See: Sustainable Groundwater Use,” Brian Thomas, geology/environmental science; 1st club, 4:30 pm (rsvp: www.engineering.pitt.edu/greenspeakery)
Bradford Campus Black History Month Discussion
“Non-racists vs. anti-racists,” 218 Frame-Westenberg, UB, noon (also A/B dining rm. Frame-Westenberg, UB, 9 pm)

Wednesday 8

Clinical Oncology/Hematology Grand Rounds
“Prognosis: What Do Patients Want to Know? What Should They Know? How Can It Be Best Communicated?” Ellen Ormond, Hillman Cancer Ctr., Herberman Aud., 8 am (rsvp: 305p@upmc.edu)
Sneeza SAAU Com. Mtg.
722 Hillman, 3:30 pm

Thursday 9

Molecular Biophysics/Structural Biology Research Seminar
“Release Cardiovascular Actions & Therapeutic Potential,” Sanjeev Sharma, 604 BST, 11 am
ADIRC Seminar
“Examining Disability in Individuals With Cognitive Impairments,” Elizabeth Skidmore, Mononcle S439 conf. room, noon
Pharmacology/Chemical Biology Seminar
“Protein Ubiquitination: From Benchtop to bedside,” Bill Chen, 1305 BST, noon
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Wednesday 8

Contemporary Career Development/Division & Action,” Matthew Kaufman; 1495 BST, 2 pm
Tuesday 14

Critical Care Medicine Research Conf.
“ICU Clinical Trials,” Simon Finfer, U of Sydney, 1105AB Scaife; noon Basic & Translational Research Seminar
“Developing Therapeutics Targeting the Cancer Stem Cell Niche,” Ronald Buckanovich, U of MI, Hillman Cancer Ctr., Cooper Conf. Ctr. rm, noon, 1 pm
Bradford Campus Black History Month Discussion
“Exploitation of Black Youth Ideas & Culture,” 218 Frame-Westenberg, UB, noon (also A/B dining rm. Frame-Westenberg, UB, 9 pm)
Faculty Assembly Mtg.
2700 Forbes, 3 pm
Humanities Lecture
“Remembering the Cold War,” Henrik Kono, U of Cambridge/ Trinity College, 602 CL, 5 pm

Wednesday 15

Clinical Oncology/Hematology Grand Rounds
“Immune Balance in Blood Donors, Anemia & the Hepcidin,” Joseph Koe, Hillman Cancer Ctr., Herberman Aud., 8 am (rsvp: 305p@upmc.edu)

Continued on Page 9
Black History Month Lecture/ Panel Discussion “Eradicate the Root, Erasing the Present Inheritance of the Future of Black Education,” Rodrick Carey, education professor to beannounced, 11:30-12:30 pm (方言diversity@pitt.edu)

Calendar: Care Medicine Grand Rounds “ICU Clinical Trials,” Simon Finsler, U of Sydney; 9am; 135 Braverman; 8pm

Pathology Seminar “Modeling the Dynamic Control of Liver Renewal and Regeneration,” Rajanikanth Vaddipaty, Thomas Jefferson U; 104 Scaife; noon

Research Computing Workshop “Introduction to C Programming Primer for Future High Level Workshops on Parallel Programming,” 266: 1-4 pm (concarn. pitt.edu; registration-spring’17)

Bradford Campus Black History Month Movie “Southside of You,” Bradford Main Movie House, 123 Main St., Bradford, 8 pm

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Thursday 16: University of Pittsburgh HSSL Workshop “Early East Asia,” Andrea Ketche; 9am-12pm (ketchen@pitt.edu)

Medical Anthropology/Structural Biology Seminar “Using Fluorescence to illuminate the Secrets of Biology,” Donald Lamb; 641 BST, 11am

HSSL Workshop “Paediatric Public Health,” Rebecca Abrom; 10am-noon (falk.library@pitt.edu)

Molecular Pharmacology/Chemical Biology Seminar “Exosomes: Built Delivery of Plasma-MemRNAs,” Y. Ustav; 123 BST, noon

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People of the Times

Kirsten Schwoeger, a research administrator in medicine and the Vascular Medicine Institute (VMI) in the Pittsburg Heart, lung and Blood Institute at the Vascular Medicine Institute was the top score in the nation among all applicants for certification in research administration.

In a congratulatory letter, Jeffrey Ritchie of RACC commented, “This test is extraordinarily challenging, with well more than a third of applicants failing on their first attempt. The score that you earned is a reflection of your expertise and knowledge in our profession. … The University of Pittsburgh is indeed fortunate to have you as a part of building the work of their research team.”

More than 5,000 people have taken the CRA exam since 2001 and has been an adviser to 3,200 homeless people, finding a home. To replicate his work in cities across the nation and find a home. To replicate his work in cities across the nation and finding a home. To replicate his work in cities across the nation and finding a home.

His organization has cared for over 300 entries. It will be selected by the University of Pittsburgh. He was a part-time faculty member before becoming a lecturer in English literature in 2001 and has been an adviser since 2008.

Jim Withers, founder and medical director of Operation Safety Net, has been chosen as the Johnson Institute for Responsible Medicine’s 2017 Exemplary Leadership Award recipient.

Operation Safety Net, part of the Pittsburgh Mercy Health System and Trinity Health, makes “house calls” to people who are living on the street and also operates drop-in centers and a primary health clinic where homeless persons can access medical care.

Withers, who received his MD from Pitt, trains caseworkers, medical students, volunteers and outreach specialists in this work. His organization has cared for over 2,000 individuals and helped more than 1,200 homeless people find a home. To replicate his work in cities across the nation and globally, he founded the nonprofit Street Medicine Institute and the annual International Street Medicine Symposium. An award celebration is set for 4pm March 28 in the William Pitt Union Assembly Room.

Mario C. Browne, director for health sciences diversity in the Office of Health Sciences Diversity, received the Equipoise Creativity and Community Award. The annual award is given to a member of the Pitt community who has demonstrated commitment to creating a just community.

Equipoise is a University organization that seeks to provide fellowship and development opportunities for black and African American members of the Pitt community.

William Wall of Cork, Ireland, is the 2017 winner of the Drue Heineman Prize for a book of short stories. His manuscript, “The Islands,” was selected by author David Gates from a field of over 300 entries. It will be published by the University of Pittsburgh Press later this year. The award also includes a cash prize of $15,000.

Wall is the first European writer to win the prize. He is the author of four novels, three collections of poetry and two volumes of short fiction.

—Compiled by K. Barlow