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UNIVERSITY CENTER FOR
TEACHING AND LEARNING

Joel Brady

Identifying and helping at-risk students

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 and implementing interventions, such as personalized instruction or referral to the appropriate University resources, faculty members may help the students succeed not only in their courses, but in the students’ others classes 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 falling behind at the beginning of a course can have dramatic

negative consequences for the rest of the term, it is important to administer assessments—even informal ones—early and often. You might consider conducting a survey on the first day of class to identify students’ prerequisite skills, or to provide the opportunity for them to self-report any concerns they may have about their ability to perform well in the class. 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 snapshot of which students recently earned low grades, or who have consistently turned in late assignments. Additionally, once an instructor establishes 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 thus far—and what type of grade they 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. Consider also the tone in which you approach the students: 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. Point the student toward review/

remedial opportunities, or consider asking another student to serve as a peer tutor. If you have identified a number of at-risk students, consider forming a cohort for review and/or peer tutoring sessions: In addition to providing the opportunity for mutual support, this strategy may improve efficiency. Consider other University resources, such as the Academic Resource Center, which provides peer tutoring, study skills training and other support services. Consider reaching out to the student’s adviser, whom you may identify either by asking the student directly or by determining the student’s program of study and locating the corresponding academic adviser or advising center. Another key resource for at-risk students is the Counseling Center, which publishes the “Faculty & Staff Guide for Helping Distressed Students.” The guide identifies symptoms of student anxiety, depression, substance abuse and grief, among other issues, and provides strategies and tips, as well as University policies. Faculty can refer at-risk students to the center or call the Counseling Center themselves for suggestions on dealing with a particular student. The Office of Student Conduct also may provide assistance. Faculty often believe that this is concerned exclusively with discipline; however, the office also provides various interventions, including mentoring and education, as well as connection with various support services. ■ Joel Brady is a teaching consultant and coordinator of the Graduate Student Teaching Initiative for the University Center for Teaching and Learning.

Applications sought for UCSUR grants

The University Center for Social and Urban Research (UCSUR) is seeking applicants for the annual Steven D. Manners Faculty Development Awards. Two awards of up to \$10,000 each for pilot research in the social, behavioral and policy sciences will be presented. The Manners award is interested in supporting work related to focus areas of UCSUR programs or research conducted at UCSUR. The awards honor Manners, who worked at UCSUR for 26 years and was assistant director at the time of his death in 2000. Proposals will be judged on scientific merit; background and experience of investigator; adequacy of resources and environment; appropriateness of budget; likelihood that pilot work will lead to external peer-reviewed funding; and relevance to UCSUR focus areas. Full-time faculty or researchers from all Pitt campuses are eligible. A one-page letter of intent describing the proposed project is due Feb. 28. After review, applicants selected to submit full proposals will be notified within two weeks; final applications are due May 5. Awards will be made by June 23. Start dates for awards can be any time after July 3. To submit letters of intent and applications in person or by mail, send four copies to Anna Aivaliotis, 3343 Forbes Ave., Room 211; to submit electronically, email Aivaliotis at annaca@pitt.edu. Questions about the awards should be directed to Donald Musa, dmuc@pitt.edu. ■

University Times letters policy

Letters should be submitted at least one week prior to publication. Persons criticized in a letter will receive a copy of the letter so that they may prepare a response. If no response is received, the letter will be published alone. Letters can be sent by email to njbrown@pitt.edu or by campus mail to 308 Bellefield Hall. The University Times reserves the right to edit letters for clarity or length. Individuals are limited to two published letters per academic term. Unsigned letters will not be accepted for publication.

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Library insider

University of Pittsburgh Partners in your teaching and research

Mary Lou Klem

Systematic reviews and you

A systematic review is a literature review that uses scientific methods to identify, select, appraise and synthesize research 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 ways that limit its findings. If you are new to systematic reviews, Pitt libraries have resources that can provide guidance on conducting these complex and intensive research projects. Listed below are 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.** This widely adopted set of standards focuses on reporting the details of a completed systematic review.

- **Doing a Systematic Review: A Student’s Guide** (print only; available in Falk, engineering and Hillman libraries): 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 interventions.
- **Campbell Systematic Reviews:** These protocols and completed systematic reviews focus on social and economic interventions.
- **Getting Ready for a Systematic Review:** This document, created by Health Sciences Library System librarians, contains a series of questions to consider if you are thinking about starting a systematic review, as well as requirements for including an HSLS librarian on your review team.

How can librarians assist with your systematic review? • **Has it been done already?** Librarians can search for already completed reviews on your topic to assure that your review won’t

“reinvent the wheel.” • **What do you mean by that?** As you develop your review topic, consider including a librarian in your discussions. We’re trained to ask clarifying questions about information needs, and can help you to define both your topic and the types of studies you hope to include in the review. • **Where should you search?** Systematic reviews require comprehensive literature searches, which means you must look beyond the usual information sources. Librarians can recommend subject-specific databases to search, and also can talk with you about “gray literature,” a critical but often-ignored type of literature that should be included in systematic reviews. • **How do you search?** Each database search must be comprehensive, meaning that each search should be designed to retrieve as much relevant literature as possible. For many databases, this means you should create a search that contains both natural language terms and controlled vocabulary, or subject headings. Librarians are expert searchers who can consult with you on

the best ways to develop these searches and also may be available to design and implement searches for you. • **How do you report what you’ve done?** A primary characteristic of a high-quality systematic review is transparency—reporting the study methods in such a way that readers can fully assess the strengths and limitations of the review. Librarians, if they’ve assisted with database selection and constructed the database searches, will be able to provide a detailed account of the literature search process that adheres to national standards for reporting of systematic reviews (see PRISMA Statement above). Adding a librarian to your systematic review team is a wise move. As outlined here, a librarian can help you to develop a clearly defined question or topic for your review to address, and can also provide guidance and assistance throughout the literature search process. ■ Mary Lou Klem is a research and instruction librarian for the Health Sciences Library System, and a member of the HSLS systematic review program.

Most Pitt faculty pay down slightly in AAU comparison

Average salaries for most ranks of instructional faculty on the University’s Pittsburgh campus fell slightly in an annual comparison of faculty pay at the 34 U.S. public Association of American Universities (AAU) institutions.

Pittsburgh campus professors’ pay ranked No. 17 in the 2015-16 academic year, down one place from 2014-15. Associate professors decreased to No. 19, down from No. 17; assistant professors fell to No. 29, down from No. 26; and instructors fell to No. 20, down one from the previous year. Lecturers rose to No. 27, up one place from the prior year.

The University’s 2015-16 peer group analysis of average faculty salaries comes with extra caveats, thanks in part to a recent expansion in the American Association of University Professors (AAUP) definition of instructional faculty.

Robert Goga, director of Institutional Research, presented the report at the University Senate budget policies committee’s (BPC) Jan. 20 meeting.

He cautioned that the 2015-16 salary analysis isn’t the same as its predecessors.

- The current report:
- Includes more Pittsburgh campus faculty, thanks to a change in how the AAUP counts instructional faculty.
 - Excludes librarians, at least for now, because updated salary data from the Association of Research Libraries (ARL) has yet to be released.
 - Uses a new localized peer group for comparing regional faculty salaries.
 - Uses federal data, rather than AAUP data, in the regional salary comparison.

□

Faculty salary data for the Pittsburgh campus peer group come from the AAUP’s annual report on the economic status of the profession.

Goga explained that up to and including the 2014-15 survey, the AAUP counted faculty as instructional if their regular assignment was at least 50 percent instructional. However, beginning with the 2015-16 survey, faculty are included if any portion of their regular assignment is instruc-

tional.

Salary averages could be affected by the addition of faculty that had never been included before, he cautioned.

The largest expansion came in the assistant professor rank, where 145 additional faculty were included, an increase of 35 percent.

Customary caveats continue to apply: Faculty salaries are converted to a nine-month equivalent using a factor of 0.818181 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 SALARIES

Professors

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

Salaries 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 Pittsburgh campus professors ranked No. 16 with an average salary of \$144,200.

Pitt professors’ average salary increased 1.5 percent, trailing the AAU public university peer group’s median increase of 2.4 percent for the rank.

Associate professors

The 422 associate professors on the Pittsburgh campus ranked No. 19, averaging \$98,200.

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 ranked No. 17 with an average salary of \$96,400.

Pitt’s associate professors averaged a 1.9 percent increase; the median increase for the rank across the rest of the peer group was 2.2 percent.

Assistant professors

The Pittsburgh campus’s 561 assistant professors ranked No.

29, averaging \$80,200.

Assistant professors at UC-Berkeley averaged \$109,500, top among the peer group. At the bottom was University of Missouri-Columbia, where faculty in the rank averaged \$69,600.

In the prior comparison, Pitt’s 494 assistant professors ranked No. 26, averaging \$80,900.

Average salaries for Pitt’s assistant professors fell 0.9 percent. Across the rest of the peer group, the median salary increase for the rank was 2.8 percent.

Instructors

Pitt ranked No. 20 of 21 schools with instructor rank faculty. The Pittsburgh campus’s 88 full-time instructors averaged \$46,300.

At the top of the peer group was University of North Carolina-Chapel Hill with three instructors who averaged \$148,300, nearly twice that of No. 2 Ohio State, whose three instructors averaged \$75,100.

Lowest on the list at No. 21 was the University of Arizona. Its 80 instructors averaged \$39,800.

In the prior year’s comparison, 78 instructors at Pitt averaged \$47,100, ranking No. 19 out of 22 AAU public schools with faculty at the instructor rank.

Average salaries for Pitt’s instructors decreased 1.7 percent while the median increase for instructors at peer schools was 4.7 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 peers with faculty at the lecturer rank.

Pitt’s lecturers saw an average salary increase of 1.4 percent. The median increase for lecturers at peer schools was 2.4 percent.

Librarians

Lacking ARL salary data for the year, librarians curious about how their salaries compare will

have to wait. Last year, Pittsburgh campus librarians ranked No. 8, continuing a five-year rise among their AAU public peers.

Rather than delay, the 2015-16 report was released in a shortened form, although a revised report may be produced after the ARL 2015-16 salary survey data are available.

Goga had no estimate on when that might be.

REGIONAL CAMPUS SALARIES

The 2015-16 report compares faculty salaries on Pitt’s Bradford, Greensburg and Johnstown campuses with a new benchmarking group jointly developed by BPC and the administration, as well as a different data source. (*See Nov. 10 University Times.*) The Titusville campus is not included.

The new peer group includes institutions in Delaware, Maryland, New Jersey, New York, Ohio, Pennsylvania, Virginia and West Virginia that are categorized as baccalaureate colleges without a professional focus in the 2015 Carnegie classification. Institutions in the New York City metro area are excluded.

The report includes 96 institutions with 110 campuses in the peer group. Salary information for individual campuses is listed except for Pitt’s three campuses, which are represented as one weighted average.

The regional campus comparison uses the most recent federal Integrated Postsecondary Education Data System (IPEDS) data for 2014-15, which are a year behind the AAUP salary data used previously, as well as in this year’s Pittsburgh campus analysis, Goga pointed out.

Faculty numbers are higher using the IPEDS data than with AAUP data used in the prior regional salary comparison for the same year. (*See Oct. 1, 2015, University Times.*)

IPEDS criteria for including faculty in the count differ from that of the AAUP, BPC member John J. Baker said.

Faculty salaries are calculated to a nine-month equivalent by multiplying the IPEDS average weighted salary by nine.

As in prior years, Pitt’s regional peer group is ranked in deciles with the first decile representing the top 10 percent.

Professors

Pitt’s 27 professors on the three regional campuses ranked near the bottom of the sixth decile with average salaries of \$81,400,

tied with Virginia’s Randolph College. Average professors’ salaries in that decile ranged from \$86,300 at University of Mount Union in Ohio to \$81,300 at St. Mary’s College of Maryland.

Professors at the University of Richmond in Virginia had the highest average salary in the peer group, \$150,700; those at Wilberforce University in Ohio had the lowest average, \$42,600.

Associate professors

Pitt’s 101 associate professors on the three regionals ranked eighth of 11 in the fifth decile, with an average salary of \$69,400. Averages in the decile ranged from \$73,900 at Goucher College in Maryland to \$68,500 at Lycoming College in Pennsylvania.

Associate professors at Washington and Lee University in Virginia had the highest average salary in the peer group, \$104,300; those at Ohio Valley University in West Virginia had the lowest average, \$43,300.

Assistant professors

Pitt’s 102 assistant professors on the three regional campuses ranked at the bottom of the sixth decile, tied with Wilson College in Pennsylvania and West Liberty University in West Virginia at \$56,300. At the top of the decile was Hampden-Sydney College in Virginia, with an average of \$58,100.

Assistant professors at the University of Richmond in Virginia had the highest average salary in the peer group, \$83,200; those at Alderson Broaddus University in West Virginia had the lowest, \$40,500.

Instructors/lecturers

A total of 88 institutions with 102 campuses in the peer group had instructors, lecturers or both.

The 56 instructors and lecturers at Pitt’s three regional campuses averaged \$48,100, ranking near the bottom of the sixth decile. Salaries in that decile ranged from \$49,300 at Juniata College in Pennsylvania to \$47,400 at Penn State Lehigh Valley.

Averaging highest across the peer group was Hamilton College in New York with \$79,400; lowest was Wesley College in Delaware, averaging \$28,700.

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The full report can be accessed at www.utimes.pitt.edu/documents/PeerAnalysis-Report2015-16.pdf.

□

BPC’s next meeting is set for 2 p.m. Feb. 17 in 156 Cathedral of Learning.

—Kimberly K. Barlow

Effects of ruling here unclear

CONTINUED FROM PAGE 1

countries of origin, Iran ranked No. 8 with 54 Pitt students.

In addition, three students from Iraq, two from Libya, one from Sudan and one from Syria were enrolled here in fall.

University officials would not elaborate on the numbers of faculty and staff from these nations nor the number of Pitt employees who are not U.S. citizens.

The executive order hasn’t changed University recruiting. Susan Rogers, vice chancellor for communications, earlier this week told the University Times: “At this point, and until there is more clarity regarding the situation, recruitment of faculty and students and other activities

should proceed as usual. We will continue to evaluate information as it becomes available.”

□

At least 75 Pitt faculty, post-docs, graduate students and researchers have added their signatures to the “Academics Against Immigration Executive Order” petition that has grown to more than 18,000 signatories, including at least 50 Nobel laureates, in opposing the president’s action.

The petition (<https://noto-immigrationban.com>) urges the president to reconsider the order on the grounds that it is discriminatory, detrimental to national interests and places undue burden on members of the community.

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

In a Jan. 28 message to the Pitt community, Chancellor Patrick Gallagher stated: “I join others in the academic world who are condemning this executive order and calling for a sensible immigration policy that protects national security without discriminating against individuals and without incurring potential and profound harm to our nation’s system of higher education.

“The University of Pittsburgh

has always viewed education and research as a global enterprise — one that is a vital part of our mission. Because of this, our vibrant community includes students, faculty, visiting scholars, family members and staff with ties to the countries covered by Friday’s executive order.”

He directed those with questions or concerns to contact the Office of International Services and urged anyone from the affected countries — regardless of their visa or residency status — to contact OIS before traveling outside the United States.

Information on the travel restrictions and FAQs are posted at www.ucis.pitt.edu/main/resources.

—Kimberly K. Barlow
Marty Levine

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Rally set for Feb. 9

A rally in solidarity with academics affected by the president’s immigration order is set for noon Feb. 9 on Schenley Plaza.

The local event is part of a nationwide “Academics United—No Visa and Immigration Ban” effort.

Concurrent rallies are planned at more than 35 campuses nationwide. Participants are asked to wear white to symbolize peace.

Details on the events are posted at <https://www.facebook.com/events/575861562605617/>.

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Current issues forum focuses on immigration

CONTINUED FROM PAGE 1

Said Portela Valentin: “There are people who now are studying, have jobs, are working under DACA provisions, and they will have to wait until the system is fixed, whatever that means.”

While laws may be hard to change, the president can direct enforcement priorities. In addition, people can be deported without the right to plead their case before a judge. “Are they going to use that provision more?”

In the days following the election, Portela Valentin heard immigrants expressing concerns: “Should I send my kids to school? Will they be safe?”

Amid reports of hate crimes and harassment across the country, some children here reportedly had been surrounded by other kids and taunted that “they’d be sent back to Mexico — even though they’re American citizens,” Portela Valentin said. “It

doesn’t matter. It hurts the kids the same,” he said.

Undocumented parents worry whether the government could take their children. And some DACA registrants now fear that the information they provided in good faith could be used against them if the policy is struck down. “Now, after giving that information, they are susceptible to be deported,” he said.

Even if changes aren’t immediate, “the tension is still there,” he said.

“I think the worst fear that the community has is that up till now things are not clearly defined.”

Law school Dean Carter provided a Constitutional law perspective.

The federal government has the power to regulate immigration, and the Constitutional supremacy clause makes its regulation

supreme over conflicting state or local laws.

“The legal authority to regulate immigration and migration rests with Congress, not the president,” Carter said, acknowledging that the president does have broad authority to implement many regulatory and administrative measures that can affect immigration.

When Congress is exercising its authority, the courts tend to be deferential to the political branches’ decisions regarding immigration law and policy. However, there is precedent demonstrating that “the judges and the Supreme Court will intervene when it appears individual rights are being infringed,” he said.

Recent decisions make clear that Congress cannot “draft the states into being nothing but subsidiaries of the federal government,” nor can it coerce states

and local governments into doing the federal government’s bidding under the threat of withholding federal funding.

“I expect that principle to be tested very soon,” Carter said. “My reading of the cases as they currently stand is that the states and local governments are free to take a stance of passive non-assistance with regard to federal immigration law.”

Carter said that norms and principles of equal protection may be at stake, depending on how the federal government exercises its power to regulate immigration.

However, “There is a distinction in the Constitutional doctrine between Congress’s power to regulate based on alienage — non-citizenship — versus its power to regulate based on race, religion or national origin — because of course, your national origin is not necessarily up to your citizenship,”

he said.

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.youtube.com/watch?v=ggBCAP-yAlQ. —**Kimberly K. Barlow**



Specialty drugs driving up health care costs

Prescription costs for Pitt members of UPMC Health Plan will be “far below national trends” again next year, John Kozar, assistant vice chancellor for Benefits, told the Jan. 25 meeting of the Senate benefits and welfare committee.

Pharmacy costs for Pitt employees have increased less than 4 percent for each of the last 10 years, Kozar said, which has been below inflation rates across the past decade. Inflation in the drug industry is projected to be 8 percent next year.

In fact, medication prices have grown tremendously in recent years, explained Chronis Manolis, vice president of pharmacy and chief pharmacy officer for UPMC Health Plan, and are expected to continue to rise.

In a presentation to the committee, Manolis said the UPMC Health Plan covers 17.3 million prescriptions a year for its 1.3 million members.

At Pitt, 22 percent of the University’s health care costs are pharmacy expenses.

Pharmacy costs are growing twice as fast as other medical spending, “driven a lot by specialty drugs,” Manolis noted. He expects a 7-9 percent growth in 2016-17, three times overall inflation and higher than for other medical expenses.

“I can’t think of another industry where this is happening, and there is no alternative” to purchasing some of these drugs, especially the more costly, one-of-a-kind new specialty medications.

Among traditional drugs,

those for diabetes are far and away costing consumers and health plans nationally the most money, he said, but traditional drugs account for only 20 percent of pharmacy spending overall. Specialty drugs are responsible for the remaining 80 percent of prescription spending, based on pharmacy industry data.

Tops in this category are drugs for inflammatory conditions, from eczema to Crohn’s disease. Second are medications to treat multiple sclerosis (MS), which is Pitt’s and UPMC’s overall top drug category. Third nationally are oral oncology agents, followed by drugs to treat hepatitis C and HIV/AIDS.

Even generic drugs are increasing their prices, Manolis said. From 2008 to 2015, 42 percent of generics went up 10 percent or more while 17 percent of generics doubled or more in price.

And generics’ usage has peaked, he says. While 87 percent of all prescriptions filled today are generics, nearly 70 percent of the dollars earned in the pharmacy industry come from brand-name drugs. And by 2018, half of all pharmacy costs will be driven by specialty drugs.

Thus, specialty drugs are driving all our pharmacy costs as consumers and insurers, he noted, even though, for instance, only 2-3 percent of UPMC Health Plan members use specialty medications.

This situation has caused drug manufacturers to put much of their research dollars into specialty drugs, trying to develop

medications for diseases where there are many patients but few or no treatments, or where there are only less-than-optimally effective treatments. These include Alzheimer’s disease (5.4 million patients nationally); cancer (14 million); high cholesterol (71 million); and hepatitis C (3.2 million).

“We don’t want to stifle innovation,” he said. “But how do we afford it?”

He labeled some drug prices “irrational” and said such pricing is unfortunately a trend, begun three years ago by the drug Sovaldi, developed for hepatitis C, which costs users \$1,000 a day.

“It’s really unsustainable,” Manolis said of such pricing. While Sovaldi has a 95 percent cure rate, it must be taken every day for three months, at a total \$100,000 cost.

“These drugs are fantastic, but they can break the bank if we treat everyone,” he said.

The fourth cause of drug cost rises is simply price gouging, led most recently, and infamously, by Mylan’s EpiPen, which went from \$100 a dose in 2009 to \$600 in 2016. Manolis predicts diabetes drugs may be “the next EpiPen.”

While such hyperinflation among specialty drugs is bad, Manolis blames inflation among nonspecialty drugs as the main driver of increased cost burdens for Pitt and other UPMC Health Plan members. Nationally, the average nonspecialty drug wholesale cost is \$522 today versus \$116 in 2005. Generics on average cost \$37 today versus \$19 in 2005.

“There’s not a lot we can

do” about such pricing, Manolis allowed. “We have to have those drugs.” Manufacturers “are able to get away with it. No one’s really watching. They raise prices together as a group.”

“The good news in all of this?” he added: “We used to have three MS drugs, now we have 10. We can really use the competition to lower our prices.”

Good news also may come in the form of biosimilar drugs currently being developed, which have gained FDA approval. They are biologically similar but not exact, or generic, copies of existing medications. Insurers and physicians still need to understand how patients might manage to switch to biosimilars without affecting their health, since they may act differently than current medications, and how co-pays will be priced.

Manolis noted that UPMC Health Plan is switching from an emphasis on volume, in which pharmacists are paid per prescription filled, and instead seeking the most valuable prescription for each patient.

He also expects massive chain pharmacy mergers in the offing, such as Rite Aid with Walgreens, will give pharmacies more power to negotiate better prices with manufacturers.

“Any time drug costs are up, people want to push it back on the members,” he said. Instead, “let’s go attack the clinical and quality side ... because there are a lot of cost savings in there.”

In fact, he added, a surprising driver of increased pharmacy

costs is inappropriate use or even wasting of drugs. “This is the one that drives me crazy,” he said, citing national estimates that over-use of medications costs \$70 billion a year and under-use costs \$100 billion.

“We are not going to fix this in a day,” he concluded. “But this is what we need to fix.”

He said that UPMC increasingly is consulting physicians and pharmacists on what might improve this situation, and that among its college and university members Pitt’s pharmacy costs are lower than average: Pitt’s UPMC Health Plan members spend 13.5 cents of every health care dollar on 8.4 prescriptions per year, both numbers lower than the average institution of higher education that UPMC handles.

Manolis credits Pitt’s lower numbers to “the health of the population, access to specialists and access to care,” as well as increased use of wellness programs.

Kozar noted that even a \$5 increase in employee co-pays for prescriptions would not help Pitt tackle increased pharmacy costs that much because it would not amount to a large-enough offset of Pitt’s health care expenditures.

Instead, Pitt’s new emphasis on wellness programs could be the solution: “You keep someone who is pre-diabetic from becoming insulin-dependent, you’ve got a win,” he said. Giving employees incentives to be healthier “is the only way we’re going to curb costs anymore.”

—**Marty Levine**

Maureen Lazar, who teaches up to eight faculty 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 preparation 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 deliberate 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 participants learn from one another. Facilitators are engaging participants and asking questions to help them move the conversation forward."

On the other hand, she says, "Instructors are very much telling information and it's very lecture-based."

Beginning in 2007 as manager of learning and development and an organization development consultant, Lazar has been overseeing and providing training classes herself, including department-specific courses and 140-150 FSDP workshops annually.

Some FSDP facilitators are content experts or experienced teachers. Other potential facilitators "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 suggested on a participant's 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 campus initiative. The current Year of Diversity, for instance, prompted a new diversity and inclusion certificate offered through FSDP.

Lazar's own expertise is leadership development, inspiring her classes this semester on training trainers, engaging employees, offering effective feedback, strategies for resolving conflict and influential leadership. Some of her other courses have focused on getting started as a new leader, understanding how your personality functions in the workplace, problem solving, email management, making meetings work and performance management.

She designs her workshops based on the expected audience, she explains. Are they all supervisors, 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 plans her workshops from opening to close: "You want to start any workshop off with some kind of hook, to get people engaged in the workshop really quickly."

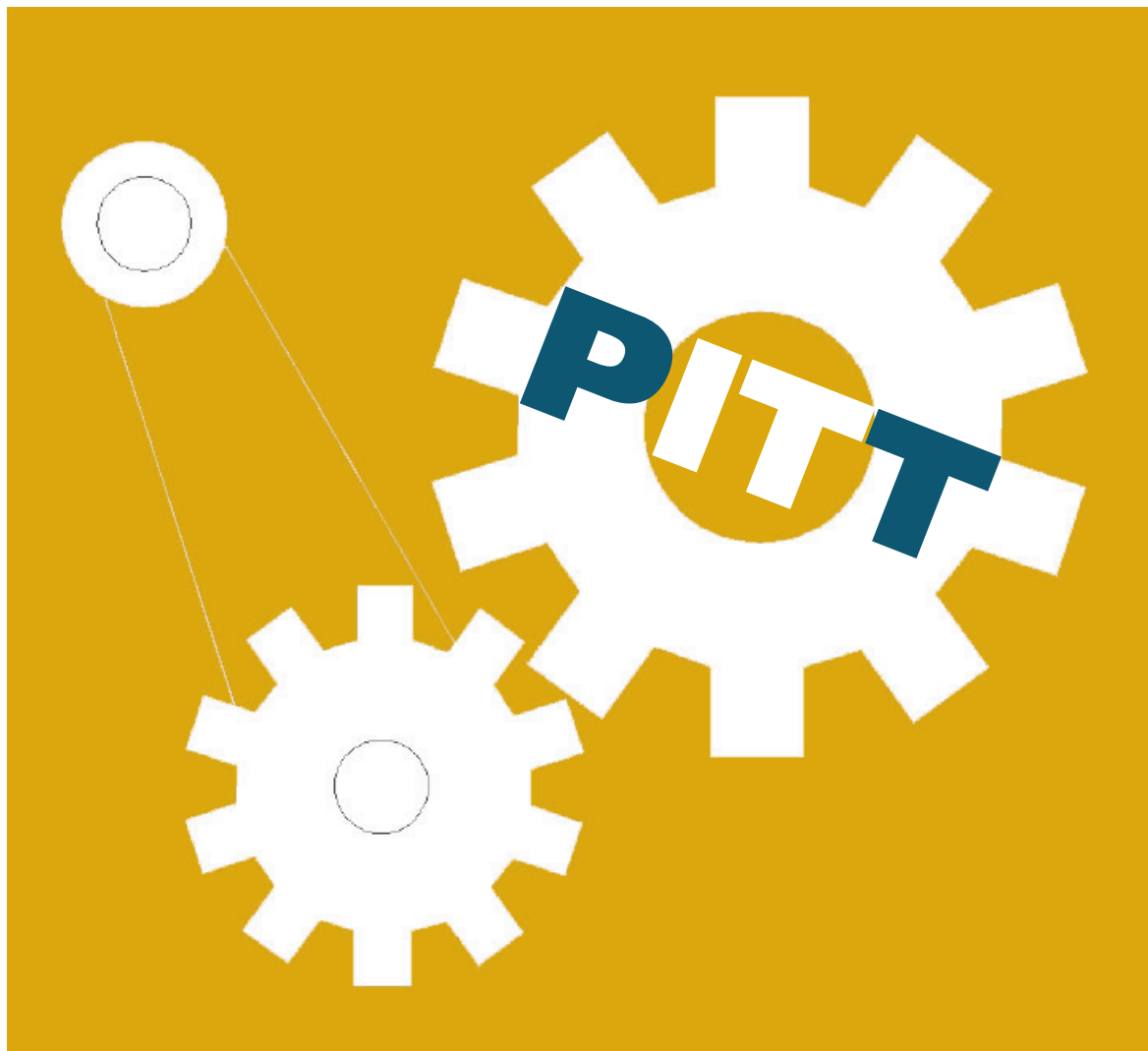
For instance, when Lazar is teaching a workshop designed to help supervisors increase employee engagement with their work and department, she'll start by presenting statistics to show the current situation: how many employees feel engaged with their organization's work, for instance, or how engagement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

MAKING



WORK

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.

the responsibility of the facilitator 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 activity 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



Maureen Lazar Marty Levine/University Times

A&S dean to address Feb. 24 honors convocation

N. John Cooper, the Bettye J. and Ralph E. Bailey Dean of the Dietrich School of Arts and Sciences, will deliver the keynote address at the University's 41st annual honors convocation Feb. 24. The convocation will be held at 3 p.m. in Carnegie Music Hall. Cooper, who has been dean since 1998, will step down from his post in August and return to the faculty.

Cooper began his academic

career at Harvard, serving as a research fellow and faculty member 1976-86. He was appointed Loeb Associate Professor of Natural Sciences in 1984. He joined the Pitt faculty in 1986 as a professor of chemistry and served as department chair 1989-94. He was appointed dean of A&S in 1998 and since 2006 also has served as dean of the College of General Studies.

His research is in synthetic

and mechanistic organometallic chemistry; he has published over 80 refereed articles in major international journals in his field. His academic honors include appointment as a fellow of the Alfred P. Sloan Foundation and the 1986 Corday-Morgan Medal of the Royal Society of Chemistry.

Cooper earned his bachelor's and doctoral degrees in chemistry at Oxford, where he was a Scholar of Balliol.



In annual survey, Pitt endowment remains at No. 26

The University’s endowment stood at \$3.52 billion at the end of fiscal year 2016, remaining at No. 26 in an annual survey of college and university endowments.

Pitt was among 805 U.S. and Canadian colleges and universities in the 2016 National Association of College and University Business Officers-Commonfund Study of Endowments (NCSE), released Jan. 31.

Harvard had the largest endowment, worth \$34.54 billion; followed by Yale, \$25.41 billion; the University of Texas System, \$24.2 billion; Stanford \$22.4 billion and Princeton, \$22.15 billion.

Endowment returns

Endowments showed an average return of -1.9 percent (net of fees) for the fiscal year that ended June 30, 2016.

Pitt’s endowment showed a return of -2.3 percent, predominantly due to double-digit declines in international equities performance. (See Sept. 29 *University Times*.)

Endowment returns declined across the board, ranging from an average of -1.0 percent for endowments under \$1 million, to an average of -2.4 percent for endowments of \$101 million-\$500 million.

Pitt was among 91 institutions with endowment assets of more than \$1 billion. Their FY16 endowment returns averaged -1.9 percent.

Endowment values

According to the survey, Pitt’s endowment ended FY16 down 1.8 percent from its FY15 market value of nearly \$3.59 billion.

The average endowment in the 2016 NCSE was valued at \$640.74 million, down 2.9 percent from the FY15 average of \$659.83 million. The median endowment in 2016 was valued at \$120.33 million, down 1.3 percent from the FY15 median of \$121.92 million.

The change in market value includes withdrawals, management and investment fees, donor gifts and contributions and investment gains or losses.

Pitt-Bradford

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

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 those same rules keep other evidence out, said Rose in her lecture, “Objection! How Evidence Law Perpetuates Racism in the Courtroom.”

Attorneys use evidence law to establish the story of a defendant’s guilt or innocence, she said. “These procedure rules ... have an effect on traditionally subordinated populations.”

While the language of federal and state rules of evidence may be race-neutral, those rules are not applied irrespective of race, she contended: In courtrooms across the U.S., certain types of evidence are kept out, particularly evidence that would show a defendant’s action is based on a different

“racialized reality.”

Different races live different realities side by side, she said. For an example, she described her own experience as a Latina shopping in a clothing store with a Latina friend while non-Latina white acquaintances were shopping nearby. Rose and her companion had their bags searched and weren’t allowed to be together in the changing rooms, she reported, while the white women were not similarly restricted.

“Isn’t this the greatest place to shop?” she recalled one of the white women saying as they exited together.

“Yeah, that’s your reality,” she replied.

Similarly, whites may pass a police officer without feeling trepidation, based on neutral or positive experiences with police. An African-American man, however, seeing a police officer approaching, may feel apprehension at the prospect at being profiled, stopped and searched, or otherwise accused of a crime, as happens more often to people of color, Rose noted.

The same difference in life experiences plays out in America’s courtrooms, she said: “The racial-

ized reality of white people is fast-tracked to the jury without any proof, while the racialized reality of people of color is filtered out” by courts’ evidence rules.

Rose emphasized that she was talking about real subtleties — not overt racial hatred but unconscious bias and longtime assumptions that white lawyers, juries and judges experience and then assume is the norm for everyone.

At one time, evidence rules were blatantly 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 1850s 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 state 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 revealed. The courtrooms really should be a refuge from societal discrimination, and too often they are not.”

White norms have become authoritative facts 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 someone fled upon seeing police 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 normal 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 whites are more likely than other racial groups to trust police; that whites are over-represented in police ranks; and that whites enjoy preferential treatment by police: they are less subject to force or arrest even if they are statistically more likely to commit certain crimes, such as smoking pot.

“Black and brown communities in many places have become de facto police states,” Rose said, where “heavy police presence is really invading day-to-day life,” and where activities that would not routinely result in arrests of whites, such as being in a park after dark, might lead to incarceration.

Residents of such poorer communities also have less ability to pay fines or miss work to attend court, resulting in more people of color with low-level warrants for arrest or prior convictions for minor offenses, another reason to avoid a police encounter that whites may not share.

African Americans and Latinos similarly are less likely to have state-sanctioned forms of identification, Rose added, recalling that she and her cousin both have been detained temporarily for citizenship checks, even though

their family members have been U.S. citizens since the Treaty of Guadalupe ceded New Mexico and parts of other western states to the U.S. in 1848.

There are a few indications that the court system is starting to recognize racialized reality, she said. In *Commonwealth v. Warren*, a Massachusetts case concerning whether reasonable suspicion justifies police in stopping and searching people, the state’s Supreme Court ruled that fleeing from police is not necessarily proof of guilt.

However, substantial evidentiary barriers for introducing such evidence remain.

Rule 609 of the federal rules of evidence, for instance, states that the truthfulness of any witness can be impeached by the mention of prior convictions.

So the idea that “innocents don’t run,” promulgated by prosecutors and accepted by judges and juries, is actually “evidence of racialized reality,” she said.

“Flight is relevant to proving guilt only if it deviates from the norm,” she added. “If it is not abnormal, it is not relevant” to cite flight as proof of guilt. “Evidence that is not relevant is not admissible.

“Racial reality is different than cultural perspective,” Rose noted; whites aren’t more trusting or more law-abiding in general than people of color. Instead, racial reality “is a product of a privileged racial status that has been experienced.”

Thus, she argues, 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 of color introduce evidence about racialized reality into court?

Non-experts can be barred from such testimony by federal rule 701 as unqualified, and expert witnesses often cost \$300-400 an hour, a cost that is prohibitive for many.

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 evidence 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



Jasmine Gonzalez Rose

Tom Altany/Photographic Services

RESEARCH NOTES



Chang



Moore

Medicine faculty win international research prize

School of Medicine faculty members **Yuan Chang** and **Patrick S. Moore**, whose Chang-Moore Laboratory is credited with discovering two of the seven known human viruses that directly cause cancer, will receive the 2017 Paul Ehrlich and Ludwig Darmstaedter Prize. The award is given annually to medical researchers who have made significant contributions in the fields of immunology, cancer research, microbiology and chemotherapy.

Said Arthur S. Levine, senior vice chancellor for the Health Sciences and the John and Gertrude Petersen Dean of the School of Medicine, in a release: “Drs. Chang and Moore’s contributions to cancer research have been significant and lasting, touching the lives of people around the world. They are the first Pitt faculty members to ever be honored with the Paul Ehrlich and Ludwig Darmstaedter Prize. The University community congratulates them and celebrates this well-deserved tribute to the pioneering work that has come to define their careers.”

Chang and Moore discovered the Kaposi’s sarcoma-associated herpes virus, or human herpesvirus 8 (KSHV/HHV8) in 1994. The virus causes Kaposi’s sarcoma, the most common AIDS-related malignancy and one of the most frequently occurring cancers in Africa. Prior to this discovery, medical researchers had worked for nearly 15 years to find an infectious agent associated with Kaposi’s sarcoma. The pair also identified Merkel cell polyomavirus (MCV) — the cause of Merkel cell carcinoma, one of the world’s most clinically aggressive skin cancers — in 2008.

The two have been widely recognized for their work, which has garnered some of the highest

national and international honors in medicine, infectious disease and cancer. Together they have been honored with the 2012 Marjorie Stephenson Prize from the Society of General Microbiology in the United Kingdom, the 2003 Charles S. Mott Award from the General Motors Cancer Research Foundation, the 1998 Robert Koch Prize and the 1997 Meyenburg Prize. Chang and Moore also were elected to the National Academy of Sciences.

Chang’s current research centers on viral oncogenesis with efforts specifically focused on KSHV, MCV and new pathogen discovery. Moore’s research focuses on addressing cancers caused by viruses and how this information can be used to understand molecular causes for noninfectious cancers.

Natural geology may aid new petroleum engineering methods

To explore how naturally occurring dike swarms can lead to improved methods of oil and gas reservoir stimulation, the National Science Foundation (NSF) Division of Earth Sciences gave a \$310,000 award to **Andrew Bunker**, faculty member in civil and environmental engineering and chemical and petroleum engineering at the Swanson School of Engineering.

Dike swarms are the result of molten rock (magma) rising from depth and then driving cracks through the Earth’s crust. The Mackenzie Dike Swarm, an ancient geological feature covering an area more than 300 miles wide and 1,900 miles long beneath Canada, running from the Arctic to the Great Lakes, is the largest dike swarm on Earth. Formed more than a billion years ago, the swarm’s geology discloses insights into major magmatic events and continental breakup.

The Mackenzie Dike Swarm and the roughly 120 other known giant dike swarms located across the planet also may provide useful information about efficient extraction of oil and natural gas in today’s world.

Dike swarms exhibit a self-organizing behavior that allows hundreds of individual dikes to fan out across large distances.

Although petroleum engineers try to achieve the same effect when creating hydraulic fractures for stimulation of oil and gas production, the industrial hydraulic fractures appear far more likely to localize to only one or two dominant strands. This localization leaves 30-40 percent of most reservoirs in an unproductive state, representing an inefficient use of resources and leading to unnecessary intensity of oil and gas development.

In his study, Bunker will take a novel approach to understanding the mechanics of fluid-driven cracks, which he refers to as “geosciences-inspired engineering.” Like the growing field of biologically inspired engineering, Bunker will be looking to processes in the natural world to better understand the constructed or engineered world.

Said Bunker: “I would like to challenge myself and the geoscience community to look at naturally occurring morphologies with the eye of an engineer. The first part of the study will involve developing a mechanical model to explain the behavior of the dike swarms. We are borrowing from a theoretical framework developed in biology called ‘swarm theory,’ which explains the self-organizing behavior of groups of animals.”

Swarm theory, or swarm intelligence, refers to naturally and artificially occurring complex systems with no centralized control structure. The individual agents in the system exhibit simple or even random behavior, but collectively the group achieves emergent, or “intelligent,” behavior.

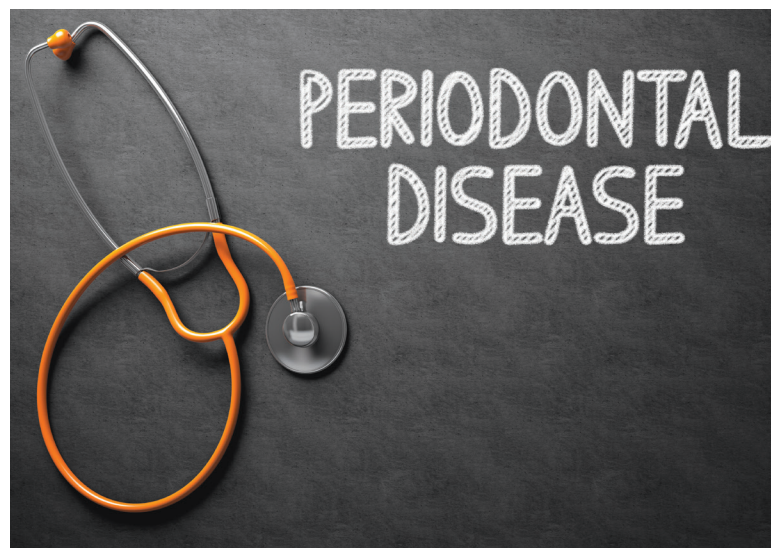
“One of the hallmarks of self-organizing behavior within swarms was recognized by swarm theory’s earliest proponents, who were actually motivated by developing algorithms to simulate flocks and herds in computer animation,” Bunker explained. “They proposed that all swarming behavior can be tied to the presence of three basic forces. One of these leads to alignment of the members with each other — it is what makes a flocking bird fly in the same direction as its neighbors. A second force is associated with repulsion — it keeps birds within a flock from running into each other and knocking each other out of the air. The third force is

attraction — an often instinctive desire of certain animals to be near other animals of their own species, typically for protection from predators.”

In addition to a deeper understanding of the geological processes that occur throughout Earth’s history, Bunker also sees his research impacting planetary research concerning Mars and Venus. Both rocky planets contain a large number of giant dike swarms. Understanding how the geometry of dike swarms relates to the conditions in the Earth’s crust at the time of emplacement will lead to a new method for ascertaining the little-known geological structure and history of Mars and Venus through analysis

of the geometry of their many giant dike swarms.

“We will use computational models and analogue experiments, which use artificial materials to simulate the Earth’s processes, to develop a new theory of fluid-driven crack swarms,” said Bunker. “Through this advance, we would like to improve the stimulation methods used for oil and gas production. This will be a win-win for both industry and our society that depends upon the energy resources they produce. Industry will benefit from more efficient methods, and society will benefit from lower energy costs and a decreased environmental footprint associated with resource extraction.”



New dental educators program assessed

The School of Dental Medicine has published an initial assessment of its program to train future dental educators.

The Academic Career Track Area of Concentration (ACT ARCO) is a two-year program that aims to provide a solution to the national shortage of dental faculty by equipping students with skills necessary for the three pillars of an academic career: teaching, scholarship and service. It introduces them to clinical and classroom teaching, engaging them in research and developing their leadership skills.

Recognizing that the two-year commitment is not for every student, the ACT ARCO’s director **Zsuzsa Horvath** and clinical director **Christine Wankiiri-Hale** offer most of the courses as electives to all upper-level dental students, who can choose their enrollment based on their interest and level of commitment. In addition, an informal lunch hour discussion series is offered to all students who want to learn about academic dentistry as a career option.

Said Horvath: “When we proposed the program, we expected just a couple of students to enroll from each class. The enrollment and interest has exceeded our

expectations. Fifteen to 20 students found a niche learning about teaching and other academic skills through the three-tiered program. This is the most robust program at the pre-doctoral level nationwide at the moment.”

The pair of faculty members published the program evaluation in the Journal of Dental Education with co-author **Sarah E. Albani**, a dental student in the class of 2020. They hope it will be a blueprint for other dental schools.

The analysis revealed success and an overall positive response by all involved (students, faculty and student teachers). Pre- and post-surveys showed increased levels of preparedness in classroom and clinical teaching as well as leadership after completing the courses. Feedback from students who were taught by their peers was overwhelmingly positive about the teaching skills of the upper classmen.

Said Wankiiri-Hale: “Faculty appreciate student teachers. They recognize the value of the student teachers and appreciate the extra help with teaching.”

The article has been selected as one of the 2016 top articles in the journal.

—Compiled by Marty Levine

AD search committee appointed

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, distinguished service professor emeritus of pharmacy and dean emeritus of the School of Pharmacy.

Other search committee members are: Patricia Beeson, provost and senior vice chancellor; Marcus Bowman, senior associate athletic director and chief of staff; Andin Fosam of the Student-Athlete Advisory Committee (SAAC), a women’s track and field/cross country athlete and molecular biology major; Dan Furman, SAAC president, baseball team member and communication major; Jay Irrgang, co-chair of the University Senate athletics committee, and chair and professor of physical therapy in the School of Health and Rehabilitation Sciences; Wendy Meyers, executive associate athletic director for business administration and human resources; Pat Narduzzi, head football coach; John Pelusi, chair of the Board of Trustees athletic committee and former Pitt football player; Bill Valenta, assistant dean of MBA and executive programs, Katz Graduate School of Business; Geovette Washington, senior vice chancellor and chief legal officer; and Alonzo Webb, head coach of men’s and women’s track and field/cross country.

The search will be assisted by DHR International. ■

Pitt W-2s are in the mail

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 1042-S (for non-resident individuals) will be mailed by March 15.

Payroll will begin accepting requests for duplicate W-2s on Feb. 13. Inquiries may be made at <http://payroll.pitt.edu/contact-2/>.

• For questions on Form 1095-C (Employer-Provided Health Insurance Offer and

Coverage), visit www.hr.pitt.edu/Form1095-C or www.irs.gov or www.healthcare.gov. Inquiries also can be directed to the Benefits Department at hr-benque@pitt.edu.

• For questions on Form 1099 (Miscellaneous Income), visit www.cfo.pitt.edu/pexpress/.

• For questions on Form 1098-T (Tuition Payment Statement), call 1-877-467-3821 or visit www.1098T.com.

Additional information is posted at payroll.pitt.edu/. ■

CALENDAR

February

Thursday 2

Molecular Biophysics/Structural Biology Research Symposium
“The Terra-Fying Story of Telomere Looping,” Jack Griffith, UNC; 6014 BST3, 11 am
Pharmacology/Chemical Biology Seminar
“Targeting the S-Glutathionylation Glutaradoxin Redox Axis to Combat Pulmonary Fibrosis,” Yvonne Heininger; 1395 BST, noon
Humanities Colloquium
“Archives of Flesh: African America, Spain & Post-Humanist Critique,” Robert Reid-Pharr, CUNY; 602 CL, 12:30 pm
Current Issues Forum/Inst. for Cyber Law, Policy & Security Panel
“Russian Hacking: What Do We Know & How Is This Different?” Ellen Nakashima, Washington Post; J. Keith Mularski, FBI; Andrei Sodatov, Russian investigative journalist; Luke Dembosky, Debevoise & Plimpton LLP; Barco Teplitz Memorial Courtm., 1:30-4:30 pm (livestream: law.pitt.edu/cybertalk)
Humanities/GSWs Lecture
“Activist & Academic Alliances in the Women’s Movement Community in Pgh., 1969-75,” Patricia Ulbrich; 501 CL; 4 pm
Chemistry Seminar
“Alkyne Chemistry for the Synthesis of High-Value Molecular Targets,” Gregory Dudley, WVU; 150 Chevron, 4 pm
Bradford Campus Black History Month Performance
“American Moor,” Keith Cobb, actor; Bromeley Theatre Blaisdell, UPB, 7:30 pm (www.upb.pitt.edu/bromeleytheater/)

Friday 3

Bradford Campus Admissions Event
Frame-Westerberg, 8:30 am-5 pm(www.upb.pitt.edu/visit.aspx)
Senate EIADAC Mtg.
826 CL, 11 am
UCSUR Lecture
“Parcel Scale Green Infrastructure Siting & Cost Effectiveness Analysis for Pgh., PA,” Michael Blackhust, urban & regional analysis program; 3911 Posvar, noon (rsvp: swpa@pitt.edu)
Psychiatry Lecture
“Understanding & Reducing Risk for Depression: The Role of Stress Reactivity,” Ian Gotlib, Stanford; S120 BST, noon
GI Research Rounds
“Year III GI Fellow Presentations,” Shiv Desai, Jorge Machicado & Harkirat Sing; Presby admin. conf. rm. M2 C-wing, noon
Senate Research Com. Mtg.
156 CL, 1 pm
Anthropology Lecture
“Striving in Excess: Bicycles & Their Riders in India,” Jonathan Anjaria; 4130 Posvar, 3 pm
Philosophy Lecture
“Normative Practice in Other Animals,” Kristin Andrews, York U; 817R CL, 3:30 pm
Anthropology Lecture
“Memory in the Caribbean Metropolis: Home, Metal & the Flash of the Spirit in Kingston’s Security Scape,” Kimberly McKinson; 3106 Posvar, 3:30 pm

Sunday 5

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

Monday 6

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

Tuesday 7

Basic/Translational Research Seminar
“Vaccines to Promote Tumor Vascular Normalization & Epitope Spreading in the Therapeutic T Cell Repertoire,” Walter Storkus; Hillman Cancer Ctr., Cooper Conf. Ctr. rm. D, noon
Philosophy Lecture
“How to Be a Historically Motivated Anti-Realist,” Greg Frost-Arnold, Hobart & William Smith Colleges; 817R CL, 12:05 pm
MWRI Szulman Memorial Lecture
“Pre-eclampsia: Past, Present & Future,” James Roberts; MWRI Conf. Ctr. 1st fl., 4 pm
MCSI Green Speakeasy Happy Hour
“Managing What We Can’t See: Sustainable Groundwater Use,” Brian Thomas, geology/environmental science; UClub library, 4:30 pm (rsvp: www.engineering.pitt.edu/greenspeakeasy/)
Bradford Campus Black History Month Discussion
“Non-racists vs. Anti-racists”; 218 Frame-Westerberg, UPB, noon (also A/B dining rm. Frame-Westerberg, UPB, 9 pm)



Actor Keith Cobb performs “American Moor” Feb. 2 as part of Pitt-Bradford’s celebration of Black History Month. The performance begins at 7:30 pm in Blaisdell Hall’s Bromeley Theatre.

Wednesday 8

Clinical Oncology/Hematology Grand Rounds
“Prognosis: What Do Patients Want to Know? What Should They Know? How Can It Best Be Communicated?” Ellen Ormond; Hillman Cancer Ctr., Herberman Aud., 8 am (millerc5@upmc.edu)
Senate SAAA Com. Mtg.
272 Hillman, 3:30 pm

Sr. VC Lecture
“Overcoming Metabolic Barriers to Effective Antitumor Immunity,” Greg Delgoffe, medicine; Scaife lec. rm. 6, noon (www.svc-seminar.pitt.edu)
Anthropology Lecture
“Staged Seduction: Selling Dreams in a Tokyo Host Club,” Akiko Takeyama, U of KS; 3106 Posvar, 3 pm

Thursday 9

Molecular Biophysics/Structural Biology Research Seminar
“Relaxin: Cardiovascular Actions & Therapeutic Potential,” Sanjeev Shroff; 6014 BST3, 11 am
ADRC Seminar
“Examining Disability in Individuals With Cognitive Impairments,” Elizabeth Skidmore; Montefiore S439 conf. rm., noon
Pharmacology/Chemical Biology Seminar
“Protein Ubiquitination: From Benchtop to Bedside,” Bill Chen; 1395 BST, noon
K. Leroy Irvis Black History Month Program
“Faith: The African-American Church Through American History,” R. Drew Smith, Pgh. Theological Seminary; honorees James Robinson, Pitt alum, & Jeanette South-Paul, family medicine; Alumni Connolly Ballrm, 5:30 pm (rsvp: 412-624-7100)
Bradford Campus Lecture
Charlie Schulman, playwright/producer; Mukaiyama U Rm. Frame-Westerberg, UPB, 7:30 pm (www.upb.pitt.edu/TheArts/)
Bradford Campus Black History Month Performance
“Poetry Slam,” Porsha O; Mukaiyama U Rm. Frame-Westerberg, UPB, 9 pm

Concert
Pgh. Trombone Project; Heinz Chapel, 3 pm

Monday 13

Neurobiology/Neuroscience Presentation
“Cortical Communication: Decision & 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. D, noon
Bradford Campus Black History Month Discussion
“Exploitation of Black Youth Ideas & Culture”; 218 Frame-Westerberg, UPB, noon (also A/B dining rm. Frame-Westerberg, UPB, 9 pm)
Faculty Assembly Mtg.
2700 Posvar, 3 pm
Humanities Lecture
“Remembering the Cold War,” Heonik Kwon, U of Cambridge/Trinity College; 602 CL, 5 pm

Friday 10

Inst. for Entrepreneurial Excellence Workshop
“Mechanics of Starting a Small Business: 1st Step”; Mervis, 7:30 am (http://entrepreneur.pitt.edu/events/)
HSLs Workshop
“Painless PubMed,” Melissa Ratajeski; Falk Library classrm. 1, 11 am (mar@pitt.edu)
Psychiatry Lecture
“Researchers on the Rise,” Matthew MacDonald; S120 BST, noon

Wednesday 15

Clinical Oncology/Hematology Grand Rounds
“Iron Balance in Blood Donors, Anemia & the Hepcidin,” Joseph Kiss; Hillman Cancer Ctr., Herberman Aud., 8 am (millerc5@upmc.edu)

UNIVERSITY TIMES
publication schedule

Events occurring	Submit by	For publication
Feb. 16-March 2	Feb. 9	Feb. 16
March 2-16	Feb. 23	March 2
March 16-30	March 9	March 16
March 30-April 13	March 23	March 30
April 13-27	April 6	April 13
April 27-May 11	April 20	April 27
May 11-25	May 4	May 11
May 25-June 8	May 18	May 25
June 8-22	June 1	June 8
June 22-July 6	June 15	June 22
July 6-20	June 29	July 6
July 20-Aug. 31	July 13	July 20
The University Times events calendar includes Pitt-sponsored events as well as non-Pitt events held on a Pitt campus. Information submitted for the calendar should identify the type of event, such as lecture or concert, and the program’s specific title, sponsor, location and time. The name and phone number of a contact person should be included. Information should be sent by email to: utcal@pitt.edu.edu, by FAX to: 412/624-4579, or by campus mail to: 308 Bellefield Hall. We cannot guarantee publication of events received after the deadline.		

CALENDAR

CONTINUED FROM PAGE 8

Black History Month Lecture/ Panel Discussion
“Engaging the Past, Enacting the Present & Envisioning the Future of Black Education,” Roderick Carey, education; O’Hara Student Ctr. ballrm., 11:30 am-1:30 pm (rsvp: diversity@pitt.edu)
Critical Care Medicine Grand Rounds
“ICU Clinical Trials,” Simon Finfer, U of Sydney; 1105AB Scaife, noon
Pathology Seminar
“Modeling the Dynamic Control of Liver Renewal & Regeneration,” Rajanikanth Vadigepalli, Thomas Jefferson U; 1104 Scaife, noon
Research Computing Workshop
“Introduction to C Programming: Primer for Future High Level Workshops on Parallel Programming”; 266 Chevron, 1-4 pm (core.sam.pitt.edu/registration-spring-2017)
Bradford Campus Black History Month Movie
“Southside of You”; Bradford Main Movie House, 123 Main St., Bradford, 8 pm

Thursday 16

HSLS Workshop
“EndNote Basics,” Andrea Ketchum; Falk Library classrm. 2, 10 am-noon (ketchum@pitt.edu)
Molecular Biophysics/Structural Biology Seminar
“Using Fluorescence to Illuminate the Secrets of Biology,” Don Lamb; 6014 BST3, 11 am
HSLS Workshop
“Painless PubMed,” Rebecca Abromitis; Falk Library classrm. 1, noon (baa@pitt.edu)
Pharmacology/Chemical Biology Seminar
“Exosome Based Delivery of Placental MicroRNAs,” Yoel Sadovsky; 1395 BST, noon

Humanities Colloquium
“Peace Under the Orange Tree: Civil War & the Amity of Kinship,” Heonik Kwon, U of Cambridge/Trinity College; 602 CL, 12:30 pm
Senate PUP Mtg.
272 Hillman, 2:30 pm
A&S Open Door Project Panel
“From Stonewall to the Supreme Court”; 3703 Posvar, 3-5 pm (cam108@pitt.edu)

Defenses

Education/Instruction & Learning
“Evaluating the Effects of a Point-of-View Video Prompt Intervention on the Completion of Science Experiments With Individuals With Autism Spectrum Disorder,” Molly Matsik; Feb. 2, 5152 Posvar, 10 am
Public & International Affairs
“Dynamics of Global & Regional Piracy 1996-2013: The Evolution of Somali Piracy,” Keunsoo Jeong; Feb. 7, 3930 Posvar, noon
A&S/Statistics
“Statistical Analysis of Random Symmetric Positive-Definite Matrices via Eigen Decomposition,” Brian Rooks; Feb. 10, 1811 Posvar, noon

Deadlines

UPMC MyHealth Weight Race
Register by Feb. 6. (www.hr.pitt.edu/node)
CTSI/American Pain Society 2017 Pain Research Challenge
Applications due by 5 pm Feb. 27. (www.ctsi.pitt.edu/pain)
Steven Manners Faculty Development Award
Letter of intent due Feb. 28. (annaca@pitt.edu)



Works by ceramicist Chanda Zea will be on display Feb. 3-March 3 in Pitt-Bradford’s KOA Gallery in Blaisdell Hall.

UCIS Int’l Collaborations on Sustainable Innovations Grant
Application deadline is Feb. 28. (www.ucis.pitt.edu/main/content/sustainable-innovations-grant)
Pitt Sustainability Awards
Submit nominations by March 10. (www.engineering.pitt.edu/MCSI/Forms/Sustainability-Awards-Page/)

Exhibits

Barco Law Library
“New Works,” Jeremy Raymer; through Feb. 2; 8 am-10 pm
Bradford Campus
“Pause.Repeat,” Chanda Zea, ceramicist; KOA Gallery Blaisdell, UPB, Feb. 3-March 3; M-F 8:30 am-6 pm (www.chandazea.com)

Falk Library
“Surviving & Thriving: AIDS, Politics & Culture”; display case at 200 Scaife through Feb. 25; M-Th 7 am-mid., F 7 am-10 pm, Sat 9:30 am-10 pm & Sun 11 am-mid.
Hillman Library
K. Leroy Irvis Black History Month Exhibits; through Feb. 28, 1st fl. reading rm. & gr. fl. lobby, M-Th 24 hours; F till 10 pm, Sat 9 am-10 pm, Sun opens 10 am

Theatre

Theatre Arts Production
“I Can’t Go On/I’ll Go On”; through Feb. 5, Studio Theatre, CL basement, Th-Sat 8 pm and Sun 2 pm (www.play.pitt.edu)

UP Stages
“The 25th Annual Putnam County Spelling Bee”; Feb. 9-19, Heymann Theatre, Stephen Foster Mem., T-Sat 8 pm; Sun 2 pm (www.play.pitt.edu)

Event Deadline

The next issue of the University Times will include University & on-campus events of Feb. 16-March 2. Information for events during that period must be received by 5 pm Feb. 9. Send information to utcal@pitt.edu.

PEOPLE OF THE TIMES

Kirsten Schwoegl, a research administrator for cardiology and the Vascular Medicine Institute (VMI) in the Pittsburgh Heart, Lung and Blood Vascular Medicine Institute, was the top scorer in the nation among all applicants for certification in the Research Administrators Certification Council (RACC) 2016 certified research administrator exam.

In a congratulatory letter, Jeffrey Ritchie of RACC commended Schwoegl, noting “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 supporting the work of their research team.”

More than 5,000 people have taken the CRA exam since 1995. The 449 individuals who took the exam in 2016 represented 42 states, Washington, D.C., and Puerto Rico.

To qualify for the exam, an individual must have a four-year degree and at least three years of professional experience in research administration or a two-year degree and five years’ experience.

Examinees have four hours to complete the 250-question exam.

RACC is composed of professionals working in the field of

research administration, and the questions on the exam come from other certifiants.

The questions then are vetted by RACC and other certifiants prior to being selected for use on the exam. The questions on the exam change annually.

Two School of Education faculty members are among 200 university-based education scholars named in the 2017 Edu-Scholar Public Influence Rankings.

The annual rankings, compiled by Education Week blogger Rick Hess, “recognize those university-based scholars in the U.S. who are doing the most to influence educational policy and practice.” The scores represent scholars’ body of work and their impact on public discourse in the prior year.

H. Richard Milner IV, the Helen Faison Endowed Chair of Urban Education and director of the Center for Urban Education, ranked No. 69 with a score of 75.5.

Lindsay C. Page, a research methodology faculty member in the Department of Psychology in Education and a research scientist in the Learning Research and Development Center, ranked No. 160 with 45.8.

Each scholar was scored in nine categories, yielding a maximum possible score of 200. Scores were based on their Google scholar score; the number of books authored or edited; their

highest-ranked book on Amazon; syllabus points for the number of times their text appeared on syllabi; newspaper mentions; education press mentions; web mentions; Congressional Record mentions; and a Klout score representing their online presence.

The full list and methodology are at edweek.org.

Mark Kemp, undergraduate adviser in the Department of English and the film studies program, is the 2017 recipient of the Ampco-Pittsburgh Prize for Excellence in Advising.

The \$4,000 cash award recognizes outstanding faculty academic advising of undergraduate students in the Dietrich School of Arts and Sciences.

Any Dietrich school faculty member with a regular, full-time appointment who has served as a departmental adviser for at least three years on the Pittsburgh campus is eligible. Candidates must receive a nomination from their department chair and two or more undergraduate student advisees.

Kemp received his PhD from Pitt in 1996. He was a part-time faculty member before becoming a lecturer in English literature in



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

We welcome submissions from all areas of the University. Send information via email to: utimes@pitt.edu, by fax at 412-624-4579 or by campus mail to 308 Bellefield Hall. For submission guidelines, visit www.utimes.pitt.edu/?page_id=6807.

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 Leadership’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 case managers, medical students, volunteers and outreach specialists in this work. His organization has cared for over 20,000 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 4 p.m. 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 Creating a Just 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 Heinz Literature 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.

Wall is the author of four novels, three collections of poetry and two volumes of short fiction.

—Compiled by K. Barlow

