Students of The Margaret Morrison Carnegie College for Women (MMCC) started each school day with the following words, emblazoned in terracotta tiles, high above their heads in the rotunda of the MMCC Building:

To Make and Inspire the Home;
To Lessen Suffering and Increase Happiness;
To Aid Mankind in its Upward Struggle;
To Ennoble and Adorn Life’s Work, However Humble—

These are Woman’s High Privileges.

Modern viewers who mutter some variation of “Most have been written by a man” are right; Lucien Scaife penned it on a Duquesne Club stationery in 1900, the year the Homestead-designed MMCC building was built. Despite talk in recent years of replacing the motto with something more modern, it remains unchanged. And as MMCC was disbanded in 1969, it has become the most visible evidence of MMCC students on the modern CMU campus.

This prominent motto brings up questions; what was the experience of MMCC students, specifically the earliest ones for whom the motto was intended? Is the motto a reliable representation of what these women wanted and worked toward?

Luckily, the MMCC motto is not the final word. More and better evidence of CMU’s earliest women students is available through out collections within the Carnegie Mellon University Archives.

As final repository for administrative papers as well as those of select faculty and staff, the Carnegie Mellon University Archives are the institutional memory of the University. Multimedia in nature, this memory consists of papers, photographs, publications, films, sound recordings, even clothing, sports equipment and artwork. When MMCC evolved into the College of Humanities and Social Sciences in 1969, the Archives became steward of MMCC papers. The MMCC collection thus joined a large body of evidence containing contextual information about CMU, including MMCC students and their experiences. Looking in the Archives for both official and actual descriptions of MMCC can yield insight into who the students were and what the motto might have meant to them.

MMCC Collections: Course Catalogs
The 1906 Course Catalog for MMCC was clear about the types of vocations for which the school could prepare its students: FOR MATRONS AND MANAGERS For Boarding Schools, College Dormitories, Children’s Homes and other Public and Private institutions

FOR HOUSEKEEPERS, STEWARDS

continued on page 4

Pray tell, what’s in a title change?

This is Part Two of a two-part series on faculty titles. Please refer to the October issue of FOCUS for Part One.

The issue of research-track and lecturer-track titles finally came to a head at the March 2003 meeting of Faculty Senate after nearly a decade of debate. Though a recommendation to include the word ‘professor’ in the titles had been rejected by both the Executive Committee and the Faculty Affairs Council (FAC), Senate agreed to have an open discussion at their March meeting because of the continued interest for change.

Faculty were notified of the open-mic by their department heads and senate representatives.

“A bunch of us stirred each other up to go there,” said Scott Fahlman, then a professor; “At the time.”

“Some argued that the FAC was overly conservative, and others, that the FAC was overly liberal,” said Glymour, chair of the FAC, explaining why they had voted down the recommendation for change from the Faculty Senate Ad-Hoc Committee on Faculty TItles; only four of the seven FAC members were present when the vote took place. Three of the four members present voted against the recommendation because of a lack of consensus among the deans and associate deans of the seven colleges.

Once Knap summarized the decision of the Executive Committee — also due to the lack of consensus — individual faculty members were invited to speak at the microphone for a limit of two minutes.

Many lecturer-track faculty argued that their titles do not accurately reflect their contributions to the university. Bonnie Youngs, then a senior lecturer of French, listed her various qualifications and responsibilities, and said that she does not feel “justifiable that my title demean me to colleagues outside of the university.”

continued on page 3

Women speak in Maggie Mo archives

FOCUS — in seven issues a year — is a publication of the faculty and staff of Carnegie Mellon University.

Volume 33, No. 2, Dec. 2003

INSIDE:
Remembering Barbara Lazarus, readers’ letters, page 2
Finding blind Pittsburgh on Craig Street, page 8

New Feature:
Dean’s Column

H&SS and Carnegie Mellon in 2017

FOCUS has invited the deans of Carnegie Mellon’s colleges to contribute columns discussing issues of importance to their schools and the wider university. The following is a contribution by Dean John Lehoczky of H&SS.

In 1967 Carnegie Tech and the Mellon Institute were merged to become Carnegie Mellon University. College of Humanities and Social Sciences was established in 1969 coinciding with the phasing out of Margaret Morrison Carnegie College that occurred from 1969 to 1973. The year 2017 will mark the 50-year anniversary of Carnegie Mellon; however, on the academic time scale, in which universities change at glacial speed, it would seem like only marginal progress could be made. Interestingly, when the entire campus is unified in its direction, traction is nearly exactly with the administration of the last two Carnegie Mellon presidents, Robert Mehrahian and Jared Cohon. It seems most appropriate to begin with the 1990-91 academic year, the first of the Mehrahian administration. There are interesting parallels between the economic conditions of Pittsburgh and the U.S. in the
Article Inaccurate on Women, CIT Tenure

Dear Editors,

The article on Maria Ilic (Oct. 2003) was very nice and generally accurate; however, there is one paragraph (before the interview) that is incorrect with respect to women on our faculty.

The sentence in question is in the second paragraph of the prelude. The first woman was tenured on the CIT faculty in 1994. Maria Ilic is the fifth woman to be tenured in CIT. None of the five are still on the faculty. It is true that Maria is the first woman to be tenured in ECE (where she has a half appointment)—but this is not what the story stated.

In future, my office would be happy to provide accurate background information for stories about our faculty, staff and students.

John Armstrong
Dean, CIT

Try South Hills
Superstore for Wine

Gentlemen,

I enjoyed “The Cultural Corner” and look forward, anxiously, to future editions.

I have long felt that Pennsylvania’s liquor stores leave much to be desired (as was demonstrated by your trip to Cranberry). However, the newly expanded superstore at Village Square Mall in Bethel Park has impressed me as a dramatic step forward. The staff is generally knowledgeable, especially the store manager, and they have a good selection of wines. (Of course, they don’t carry many of TWS special picks but then who does? When the vintner only ships 200 cases it’s not easy to find.) Their most recent expansion includes a temperature-controlled room for high-end, special wines.

My advice? Try a trip to the South Hills—stop at the Village Square Mall super-store and get a bite to eat at the Good Wood Grill in Bridgeville.

Chuck Buchanan

Blackout image a hoax

The image published on page five of your October 2003 edition captioned “The area of the Aug. 14 blackout” is unfortunately neither a photograph taken at the time of the Aug. 14 blackout nor an accurate depiction of the extent of the power loss. Although this image was widely circulated on the Internet in the weeks following the blackout, there are a number of reasons to doubt its authenticity.

First, the extent of the dark area pictured in the Northeastern United States and Canada does not match the extent of the blackout. For example, most of New Jersey and the large cities in Pennsylvania had power. A digital contrast enhancement applied to the image as circulated on the Internet reveals a crude grey mask (whose black level does not match that of the area between cities) drawn over the region. The mask covers an area much larger than the actual region without power.

Second, a space-based image of Earth showing city lights required that the area being imaged be free of significant clouds. The base image, which was altered to produce “Let there be darkness,” was built up from six months of images acquired by the U.S. Defense Meteorological Satellite Program in 1994 and 1995, with cloud-free portions painstakingly stitched together. Much of the area in the published image was cloud covered the night of the blackout (although most of the areas without power were clear that evening). There is a real, and spectacular, comparison of an image taken at 21:03 Eastern Daylight Time Aug. 14 (during the blackout) with one taken at 21:21 Aug. 13. Both images were acquired by the Defense Meteorological Satellite Program, and are available on the U.S. National Oceanic and Atmospheric Administration’s Web site at www.noaanews.noaa.gov/stories/2015.htm.

Jay Apt
Executive Director, Carnegie Mellon Electricity Industry Center
Distinguished Service Professor in Engineering and Public Policy

Partner, persistent, pushing possibilities: 
Colleagues remember Barbara Lazarus

On Friday, Oct. 17, friends and family of Barbara Lazarus gathered to honor her memory at an all-day symposium to discuss ideas and programs that represent the work that she inspired. Barbara died July 15 after a long and courageous battle with cancer.

During that day I learned a great deal about Barbara’s personal and professional impact on the women and men she mentored, the projects she instigated, the colleagues and loved ones she leaves behind. As I listened to each speaker I was struck by an emerging theme—one I call the “power of p.” As I took notes, I found myself recording descriptive terms about Barbara that all began with the letter “p.” Speakers depicted her as a “problem-solver, a partner, a persistent pressureer, a rarely “patient” enthusiast ever pushing and prodding her protégées. She affirmed everyone’s work and believed that anything is possible if you apply yourself.

Make a trip to Kennywood Park and experience physical evidence of Barbara’s work with the greater Pittsburgh community. There you will find signs at the major rides explaining the physics behind the machines. Barbara was a champion promoter of science and engineering education for all ages and her idea for the signs enlightens all riders at Kennywood.

Every woman on campus who knew Barbara has a story to tell. Her name always came up in a discussion of whom to go to for help with a “women’s campus need” and I am no exception. When no one else, male or female, would assist me with a necessary professional need, Barbara made it happen. She created access for women where there previously had been none.

President Cohon announced the formation of a new award in Barbara’s honor, an annual Culture and Climate Award, open to members of the campus community. Watch for details in early 2004.

Thank you, Barbara, for all you’ve done for us. It is now our turn to take up the work. It will be a privilege.

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Lynn Berard
What’s in a title change?

continued from page one

Kurfand, a senior lecturer in the Heinz School, also talked about her background and said that it is difficult for her to explain her role as a faculty member “because these [titles] are often nonpermanent staff positions at other universities.”

Karen Schnakenberg, a senior lecturer in the English Department, said that she has encountered recognition issues, and fears that her title “may negatively impact our students for whom I am asked to write recommendation letters for graduate school and academic positions.” Jim Roberts, a principal lecturer in Computer Science, said that “I’m a prospective student’s father in my office that they came to meet with a faculty member and were bothered that they could only meet with a lecturer — they wanted someone who had a real connection to the university.”

Ananda Gunawardena, a senior lecturer in Computer Science, left his tenured position as associate professor at the University of Houston to move to Pittsburgh for family reasons. He accepted a lecturer position at Carnegie Mellon over a tenured position at another university “I am so glad that I did that,” he said. “The work I do is better because of the quality of the people around me. I gave up security of tenure to [be] at a prestigious school.”

The research scientists who spoke at the open-mic brought up their problems obtaining grants and the general difficulty with recognition of their status and responsibilities. Victor Weeden, then a principal research scientist with appointments in CIT, MCS and the Heinz School, said that he believes that several granting agencies disfavor principal investigators on grants who are not professors. Scott Fahlman said that when CMU offered him the research-track position in 1977, his advisors at MIT told him to “hold out for a ‘real’ faculty job somewhere else.”

Lecturers and research-track faculty were not the only ones to speak; some tenured faculty showed their support, and others explained their opposition. Dick Tucker, head of Modern Languages, talked about an instance in which he had to serve as a co-PI on a grant that a qualified lecturer-track faculty could not obtain on his own. He also spoke about a general misunderstanding of the terms lecturer, senior lecturer and principal lecturer. Barbara Anderson, a professor of Drama and associate dean of CFA, voiced her support by saying that the lecturers in Fine Arts are “highly valued members of our faculty and fully qualified.”

Josephine Gullis, a professor of Mechanical Engineering, echoed those sentiments. John Doerr, a principal lecturer with teaching professor, “I laid my proposal was pretty elegant. I realized it didn’t answer all the needs — I was aware it had a downside. But I thought of the various proposals, it was the simplest and therefore easiest.”

An amendment to Knapp’s motion was proposed by the Ad Hoc Committee to change the titles of all three tiers to add parenthetical qualifiers, which was immediately moved and seconded. Then another amendment was moved and seconded to delete the parentheticals, but to maintain the change for all three ranks.

The final motion — to change lecturer, senior lecturer and principal lecturer to associate teaching professor, associate teaching professor and teaching professor, respectively, and to change research scientist, senior research scientist and principal research scientist to associate research professor, associate research professor and research professor, respectively — was passed with a paper ballot vote in a 28 for and 10 against.

In comparison to those who spoke for the change in titles, very few faculty members spoke against the change. “I was of course pleased with the turnout,” said Kurfand. “But I do not think they are applied with the same rigour across campus.”

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“Even the people who seemed to be in strong opposition to this seemed to listen to what we were saying,” Fahlman said. “The public display of support for the title change,” said Tucker. “People from a variety of disciplines including a cross-section of deans came forward and said, ‘Hey, this makes sense and it’s a good idea.’ Is that a majority of the campus? My gut feeling — probably not. But I do think there was an awful lot more support there than people imagined when the whole process began.”

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The e-mail from the Office of the President announcing Cohen’s decision didn’t circulate through the faculty until August, he made the decision in June. “I sent a paper memo to the seven deans some weeks before the e-mail was sent out,” Cohen said in an interview. “My staff swears they remembered putting it in the campus mailbox. The length of time between the Faculty Senate vote and my decision was shorter than it seemed.”

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Glymour admitted that he didn’t have much of an opinion about changing the titles until after he started interviewing the deans and receiving e-mail from research scientists and lecturers. “That convinced me that the university did the right thing,” he said. “I was happy with the result, and so far I don’t think it did any harm. Haven’t seen tenured faculty resigning in indignation.”

“I have not received either congratulations or hate mail,” Glymour said. “In the end it worked out just fine.”

WHITNEY HESS

Historically, most tenure-track and research-track faculty showed their support, and others expressed strong opposition to this. The public display of support for the title change was fantastic. People have taken on responsibilities at the intermediate and upper ranks.

The motion to change the titles of all three tiers was passed by a show of hands. The final motion — to change lecturer, senior lecturer and principal lecturer to associate teaching professor, associate teaching professor and teaching professor, respectively — was passed with a paper ballot vote in 28 for and 10 against.

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H&S and Carnegie Mellon in 2017

The undergraduate admissions data in Table 1 present an eye-opening picture of the student body at that time. One simple indicator of the academic quality of these students is their SAT scores. Table 2 gives the 1990 freshman class average SAT scores. The scores presented below have been re-centered to account for the change in SAT scores implemented in 1995. The actual scores are significantly lower, for example 1150 for H&S and 1200 for CMU.

Table 1

<table>
<thead>
<tr>
<th>Total Freshman</th>
<th>CIT</th>
<th>MCS</th>
<th>CFA</th>
<th>HSS</th>
<th>IM</th>
<th>CMU</th>
</tr>
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<tbody>
<tr>
<td>Applied</td>
<td>1,982</td>
<td>1,213</td>
<td>1,489</td>
<td>1,104</td>
<td>350</td>
<td>6138</td>
</tr>
<tr>
<td>Admitted/%</td>
<td>1,437/72%</td>
<td>1,046/86%</td>
<td>663/45%</td>
<td>1,003/91%</td>
<td>244/70%</td>
<td>439/72%</td>
</tr>
<tr>
<td>Enrolled</td>
<td>27%</td>
<td>24%</td>
<td>34%</td>
<td>23%</td>
<td>26%</td>
<td>27%</td>
</tr>
</tbody>
</table>

CMU

In 1990, 34 percent of the freshmen came from Pennsylvania, down from 65 percent in 1970. In 2003, this percentage has dropped to 19 percent as the university has broadened its national and international appeal. In his initial address to the faculty on September 19, 1990, Robert Mehrabian, the new Carnegie Mellon president, noted the very high percentage of applicants who were being admitted, and he expressed great concern about CMU’s ability to enroll “the optimum number of students.” The 91% admission percentage for H&S was singled out for special attention, and he reminded the H&S faculty in the audience that this fraction could not exceed 100%.

As part of the solution he suggested the university might look at enrolling foreign students as undergraduates. “Our under-graduate foreign population is about 7 percent, and we are trying to become an inter-national university. Should we raise that 7 percent to 20 percent? Is that a direction we should go in? I don’t know. I’m going to ask our education and the board of trustees to look into that. Maybe 20 percent is an appropriate number.” (FOCUS, Vol. 20, No. 2, Oct. 1990)

It is interesting to note that over that last several years, the fraction of non-U.S. cit-izens in the undergraduate population has been approximately 20 percent.

One year later, in his state of the univer-sity speech on Oct. 2, 1991, President Mehrabian noted an improvement in the fraction admitted (which had dropped to 65 percent from 72 percent), but indicated that the 26 percent overall yield was a major problem ("the telling story is not how many you accept, it is how many of the ones you accept actually come"). He went on to raise a problem that was to launch a major unified effort on campus over the next decade. "Furthermore, we are able to graduate students’ needs, quality of student life, and the retention rate shows that of every ten who enter, only seven will graduate. Why?" Among the issues figured in the problem, he specu-lated, are student advising, teaching, proce-dures for moving between departments, cen-tral administration’s ability to meet stu-dents’ needs, quality of student life, and quality of the campus facilities (the students relaced in the "gray matter" of the old Skibo building, while the University Center, Parnell Center, the wing on the GSA building, the Doherty undergraduate science labs, Roberts Hall and New House, among others, had yet to be built). It is remarkable that Carnegie Mellon could move to 19th in the rankings (in 2003 we are 23rd).

Finally, consider the Freshman class entering August 2003 (Tables 3 and 4). If we focus on the yield or on our position in the U.S. News rating, then we would have that of the students enrolling in 2003 compared with those in 1990. It does far beyond the 80 point increase in average SAT scores (110 point increase for H&S), higher if we compare it with the (IS student scores). It extends to the breadth and depth of students’ interests, their leadership skills, and diversity in addi-tion to their academic talent. These students are entering a university with a stronger faculty, excellent facilities, a much larger range of academic programs including many cross-college programs such as the BHA/ BSA, BHA, and the Humanities Schol-arship programs. Most of all, a culture has developed that values the critical importance of teaching advising and mentoring.

There is no doubt that the focus on under-graduate education was a major thrust of the Mehrabian administration. This initiative was a reflection of the commitment of the Under-graduate administration, the faculty, the staff and the physical facilities to their highest level ever. Furthermore, student retention is at its highest level ever. The barriers between the colleges continue to be lowered, and joint educational programs like the BHA and SHS are attracting students. With collective action we are po-sitioned to define a new, unique Carnegie Mellon undergraduate education, but how should that education be shaped?

Carnegie Mellon is known for its deep technical and professional training and edu-cation; however, we need to improve our ability to develop graduates who have a breadth of perspective and leadership talent. As India Mair has put it: “While we pay attention to student learning and well-being, we have focused perhaps too closely..."
on producing outstanding workers rather than well-educated persons who had a worldview of humane, socially responsible leaders. How can we develop a curriculum and educational environment that will ensure each of our students has strong disciplinary training but also develops leadership skills and the world view Indira Nair has described? President Cohon has challenged Carnegie Mellon to develop leaders, and even articulated as a goal that a Carnegie Mellon graduate would become President of the United States by 2100. We often associate leadership with the ability to communicate and motivate; however, I believe that true leadership requires much more substance: for example, expertise in the relevant field, a broad perspective, the ability to assess and decide, and the ability to assemble and effectively utilize teams and organizations. Of course leaders must possess the values and qualities of a humane, socially responsible individual.

A major challenge for 2017 is developing our undergraduate education so that it can produce students who can measure up to the leadership goals articulated by President Cohon and Indira Nair. H&SS is taking up this challenge, and we need the other colleges to join us. A group led by Associate Dean Kristina Straub (with major contributions from Wilfried Sieg, the head of the Philosophy Department) is developing a new university-wide core curriculum. The initial plan is now being further developed through discussions in the Associate Deans Council, University Education Council, and among department heads from around the university. The plan is very preliminary, but if we can continue to work on it, eventually we will be able to define a new unified concept for undergraduate education at Carnegie Mellon. Certainly the specific implementation of the general framework will need to be different for the different colleges, but each of those implementations should be clearly linked to that framework.

We want any plan to be anchored on our core strengths including our strong cross-disciplinary focus, the connection of the classroom to practice and the important problems of society, problem solving, our emphasis on research, and strong competence in one’s chosen discipline. But going beyond this, there are a number of other dimensions that we must infuse into the undergraduate curriculum. My modification of the current thinking reflected in a preliminary plan for a university-wide core curriculum singles out the following dimensions: Communicating (language, interpretation, and expression), General & disciplinary writing, rhetoric, Foreign languages and linguistics, Artistic creation, Reflecting (humanity, cultures and global perspectives), History, Fine arts, literature, philosophy, International social science, Modeling (mathematics, experimentation and design), Mathematics and statistics, Natural science, computer science, Industrial and engineering design, Deciding (social science and values), Economics, political science and decision science, Cognitive and behavioral sciences, Engineering design, Public policy and ethics, Creating (arts and productions), Artistic creation, Design and architecture, Scientific and technological creation, Collaborating, Teamwork on societal and technology problems and issues, Artistic and design collaboration. Finally, by 2017 it should be possible to guarantee that each student has some sort of direct multi-cultural and international experience through a combination of the diversity provided on the Carnegie Mellon campus, a rich meta-curriculum, study abroad, and perhaps virtual study-abroad experiences through the use of distance technology.

Through discussion and debate, the dimensions of a university general education will evolve. Once they are settled, we will need to map the dimensions underlying our program into specific college requirements and curricula. A new university-wide general education structure of the sort outlined above, when coupled with a diverse and interactive campus population and rich meta-curriculum, will be vital ingredients in developing a distinctive Carnegie Mellon education. If we continue to ensure that all students of outstanding training in their disciplines, maintain our emphasis on connecting research to important societal problems and bringing that research into the classroom, and continue to emphasize cross-disciplinary research and education, then our graduates will not only obtain a superb education and be fully prepared for their chosen careers, they also will have all the skills needed to take on leadership positions in their chosen fields. Moreover, in 2017, a Carnegie Mellon education will be held up as a model for the 21st century. These initial ideas are simply the first steps in the creation of a university-wide initiative to define a unique Carnegie Mellon education. The ultimate program will, no doubt, be significantly different. All faculty in all colleges must contribute to it and take ownership of it. It will be difficult work, but I urge the entire university community to take on the challenge. It would be marvelous in 2017 to look back over the last 13 years and be able to celebrate the increasingly excellent students that enroll in Carnegie Mellon compared with today’s outstanding group. We could still be in 23rd place in the U.S. News ratings (although, I predict we will be in 15th place), but our community and our alumni will be proud of the educational experience all students obtain as undergraduates. Moreover, we will begin to see our graduates moving into visible leadership roles. With coordinated, collective action, we can do it.

A Decade of H&SS Highlights

1993 — Modern Languages is re-established as an autonomous department. Enrollments in language classes double over the next decade.
1993 — Inauguration of the Bachelor in Humanities and the Arts Program (BHA).
1993 — Inauguration of the General Education Program.
1993 — The Department of History establishes the first History and Anthropology major in the U.S.
1994 — Formation of the English-Design MS program, first program in the world to train writers and designers together.
1995 — Phi Beta Kappa Chapter (Upson of PA) is formally installed after a 4-year application and approval process.
1996 — Creation of Ethics, History and Public Policy – the first interdepartmental major in H&SS.
1999 — Inauguration of the Science and Humanities Scholars Program (SHS)
1999 — The additional major in International Relations is approved by H&SS College Council.
2000 — Completion of the new Baker Hall Wing.
2000 — Online courses in Causal and Logical Reasoning has produced educational software that, since 2000, has been used in online courses at more than 25 universities and colleges, enrolling more than 2,500 students.
2001 — Information and Decision Systems (IDS) program becomes Information Systems, a college-wide major. Information Systems undergraduate software teams contribute more than 10,000 hours of software development services to area nonprofit and charitable organizations every year.
2001 — The Department of Psychology doctoral program is ranked #9 by U.S. News. The program in cognitive psychology is ranked #2.
2001 — The interdisciplinary journal Social Science History is moved to Carnegie Mellon and housed in the Department of History.
2002 — H&SS sponsored research revenues reach $13.5 million/year.
2002 — H&SS faculty teach 32 percent of all units taken by Carnegie Mellon undergraduates.
2003 — The Department of Statistics hosted its seventh international conference, Case Studies in Bayesian Statistics VII, the first series of international meetings devoted to the application of statistics to science, technology and policy.
2003 — H&SS has three members of the National Academy of Sciences (John Anderson, Stephen Fienberg and Jay McClelland), one member of the Institute of Medicine (Baruch Fischhoff), two National Associates of the National Academies (William Eddy and Stephen Fienberg) and two members of the American Academy of Arts and Sciences (Robyn Dawes and Teddy Seidenfeld).
2003 — Inauguration of the Humanities Scholars Program (HSP).
2003 — Inauguration of the Humanities Scholars Program (HSP).
2003 — Foundation of the Humanities Center.

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President’s annual staff address

On Oct. 8, President Jared Cohon delivered his Annual Address to Staff. Before responding to questions staff members submitted in advance, he gave a brief update on the university. “I am feeling very well,” he said. Despite the state of the economy, Cohon said that the university has avoided layoffs and hiring freezes and has been able to award modest raises. The diversity of the student population is increasing, Cohon said. International applications have increased by 16 percent and 13.5 percent of this year’s freshman class come from African-American and Native American students. He announced that research funding has greatly increased from $180 million to $280 million and the university’s endowment has remained steady at $650 million. He also mentioned that in September Carnegie Mellon will begin offering undergraduate business and computer science courses at Education City in Qatar.

In his remarks, Cohon addressed the City of Pittsburgh’s current fiscal crisis. Tax-exempt organizations, including the university, are not the solution to the problem, he said. He responded to the questions staff members submitted prior to his address. Excerpts of the questions and answers follow. All answers are Cohon’s, except where indicated.

Administration/Finance

Q: Has Oracle improved operations?

A: The numbers of questions and complaints have decreased significantly. Expense reimbursements are processed faster and the quality of financial information (i.e., data accessibility and cost control) has improved. The university is considering Oracle upgrades in the areas of grant approval and data warehousing.

Q: Could the university’s quarterly financial statements be made available?

A: No, but if you have questions, ask.

Q: Could you address the bottlenecking that has occurred in pre-award and post-award in the Office of Sponsored Research?

A: The volume of grants is up and pre-award processing is more difficult. The staff for both of these areas will be in the same office soon. Changes in sponsored research processing are mostly due to audits and changes in federal regulations.

Workforce Issues

Q: Could mandatory supervisor training be instituted?

A: “Mandatory training is generally not very well attended.” Human Resources is working on a new series of courses for supervisors.

Q: Could the summer workweek be shorter?

A: “As an institutional matter it simply would not be workable.” These decisions are made on a department basis.

Q: Could the university close for holiday breaks?

A: “It would not do us any good.” There are departments that experience their busiest time of the year over the holidays.

Q: Does the university enforce a mandatory retirement age?

A: No.

Q: How will the changes in overtime regulations (i.e. the “white-collar exemption”) affect the university?

A: These regulations were established in 1949. If the changes do affect the university, the impact will be modest.

Benefits and Pay

Cohon emphasized that the university has a total compensation philosophy (salary and benefits). The market for staff is local and the market for faculty is national. The competitiveness of these markets drive total compensation issues. Will there be changes in the health-care plans this year? A: There will be modest increases in co-pays. Ranging from $0 to $3 per month for single plans and from $8 to $24 per month for family plans. Dental insurance rates will go down.

Q: Could the university cover 100 percent of tuition at other institutions?

A: No, but the policy will be reviewed. This is a costly measure as the university already spends $2.2 million per year on tuition benefits.

Q: Could part-time effort be counted toward tuition benefits for children, as the time is counted for other benefits? A: There are no plans to change the policy, but we will review it.

Q: Could the five-year waiting period (before children of staff receive tuition benefits) be changed? A: This is impractical to enforce. We will keep the five-year stipulation.

Q: Could the policy on taxing staff members’ graduate tuition be changed? A: The tax policy is subject to interpretation and the university interprets it conservatively. This policy has been reviewed in the past and will be reviewed again. Staff members can claim graduate tuition as an exemption on their personal tax return.

Q: Could part-time employees receive PTO?

A: No. This is market competitive.

Q: Could full-time temporary staff receive PTO and paid holidays?

A: There are three categories of temporary staff: full-time temporary staff who work 37.5 hours per week and after four months are eligible for benefits and PTO; part-time temporary staff who usually work through Temporary Employment Services and are not benefits-eligible; and full-time temporary staff who work through TES and are eligible for benefits after one year of service.

Q: Could the university buy back PTO that is not used?

A: No. Staff members can transfer unused PTO to the sick bank for use during a short-term disability. Staff members are compensated for unused PTO when they leave the university. The university also will not reimburse staff members for days in their sick bank.

Q: Why is there a discrepancy between maternity leave for staff and faculty? A: Faculty members have a full semester off due to the rigors of the tenure process. Faculty members do not receive PTO.

Q: Could the university switch to a bi-weekly pay cycle? This policy has been reviewed and rejected because of cost, estimated at $150,000 per year.

Q: Could the university withhold taxes for municipalities other than the City of Pittsburgh? A: No. Due to the cost, estimated at over $200,000 per year.

Q: Explain the differences in staff and faculty raises.

A: “I can’t state strongly enough how important you are to this university,” Cohon told the staff members in attendance. Market conditions drive the differences as the university strives to be competitive.

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Pittsburgh Food Bank

In what has become an annual tradition here on campus, we all came together to help feed the hungry in our surrounding communities, ensuring those less fortunate than all of us have an enjoyable holiday season. It’s important for us to remember, though, that people in our communities are hungry year-round, not just at this time of year. In fact, the Food Bank is open all year, and donations and volunteers are always needed. For more information, visit their website at www.pittsburghfoodbank.org.

Special thanks goes out from this year’s Food Drive chairs: Gloria Dadawski, Tara Klim and Carole Panno, and to all those who contributed food or participated in any other way, including building reps, business managers, raffle-prize donors, campus vendors and the 2003 Food Drive Committee:

Kenya Dwoorin, Honorary Faculty Chair
Lori Bell
Kathy Bossick
Jason Bugg
Barbara Bugosh
Jackie Cushion
Ron Delline
Lindie Douali
Rene Fisher

Food drive committee members Ron Delfine and Carole Panno, left, and Kris Hutchings, right, flank the truck driver from Greater Pittsburgh Community Food Bank.

Clint Gatwood
Mary Gordon
Kris Hutchings
Ai-Chi Liu
Erin Lovas
Jamie Lovats
Ed McAfoose
Meghan O’Malley
Ed Pikala
Audrey Puris
Kim Provenza
Dave Reinoehl
Alison Schwartz
Renee Snyder
Cassandra Stanley
Char Turney
Ginnie White

Other Issues

Q: Could a shuttle stop be added at Hunt Library? A: “Parking is never fun and it never will be.” I strongly recommend staff members to take the bus.

Q: Could the wellness and fitness center be made more centralized? A: “We know it’s not adequate.” There are plans to renovate Skibo Gym, when the funding is in place.

Q: Could the food trucks be parked in a more centralized area? A: Currently, they are not on university property. The City grants the permits. The university will look at alternative locations.

Q: Why are food prices on campus so high? A: Eaters cannot charge higher prices than their off-campus locations. Send your concerns about food to Dining Services.

After the submitted questions, Cohon took his address. Excerpts of the questions and answers follow. All answers are Cohon’s, except where indicated.

Q: What markets are used to keep staff salaries and benefits competitive? A: Salaries are based on the local employment market and benefits are based on other universities.

Q: Does the university have plans to become a “Sustainable University”? A: Not formally, but the university will continue on next page
MMCC Collection: Alumni Memoirs

General Course Catalogs provide official descriptions of MMCC. The actual work- ing student, however, was preserved within nine linear feet of papers, photos and publications that comprise the MMCC Collection. Within this collection is a history of the education for womanhood, its responsibilities, privileges and prerogatives; maintaining good health for one’s self and family, child care and training, and home nursing. Even civic responsibilities were brought to our attention. For these reasons, our course was really much broader than those of recognized domestic science schools of the day, such as Pratt, Simmons and Drexel, and more nearly approached the goal of the present [1959] courses of high school and college.

An appendix at the back of Smith’s booklet shows MMCC’s charter class went on to inspire not only homes but classroom, offices, theatres, the United Nations, Paramount Pictures, and Christian Missions in Japan. Miss Smith—who said in reference to the MMCC motto, “I never doubted my capacity to inspire,” quite without training—worked for 40 years in an Estate Office. Smith’s memoirs prove that MMCC students, as early as on the charter class, had “high prerogatives,” both outside and inside the traditional home. MMCC’s Administrative Papers Miss Smith’s insights into early MMCC are valuable but 50 years distant from actual events. Accounts of the times taken at the time can be found within MMCC administrative records. Discipline Committee records are particularly illuminating, serving as proof that the motto was a rather idealized portrait of womanhood. Faculty minutes from 1909 indicate four MMCC juniors placed on probation for “talking, eating and sewing during Dr. Rainford’s lecture.” Such examples of rule-breaking official descriptions of the school found in the General Catalogs. These records also provide an historical context for the MMCC motto, preserving evidence of and reactions to infractions that often seem whimsical in today’s violent world.

What it all means
Taken on its own, the MMCC motto simplifies the college’s students. Thankfully, the necessary context for understanding the motto is readily accessible in the University Archives. The archives preserve the experiences and voices of these early MMCC students, allowing them to speak for themselves, provide the context that allows their voices and memories to translate into modern messages and meanings.

JENNIFER BROWNOH University/Heinz Archives

Women speak across a century in Maggie Mo archives

Each year, you’ve probably come across a letter in your mailbox or an email message in your inbox asking for a contribution to the Faculty & Staff Annual Fund. You might be one of the members of the campus community who understands this effort and its importance to our students, faculty and various university programs. Or, you might be someone who is unsure of its purpose. To some, these requests can even be perplexing. After all, we give of ourselves each day, helping Carnegie Mellon to run smoothly and to maintain its position as a world-class university.

What many of us don’t realize, though, is that financial support from faculty and staff can make a huge difference, campus wide. Many areas are in need of additional funding. Across the colleges and research labs, there are a myriad of exciting giving opportunities—ideas to fund, projects to complete, students to support. Inside the classroom, money is used to develop interdisciplinary and community-based courses that require students to think globally and help them understand and respect issues from multiple perspectives. Outside the classroom, it is used to fund events like roundtable discussions, campus conferences, career-oriented programs and provocative talks like those sponsored by the Lecture Series. Whether you’re interested in supporting another exciting season of productions for the School of Drama, or if you’re interested in the continued funding of student research projects like SURG (Small Undergraduate Research Grants) or GUSH (Graduate Student Project Help), or if you are concerned about supporting the library or your college/department initiatives, your financial support can make a huge difference.

Last year, 650 members of our group of faculty and staff contributed $325,000 to various programs across campus—the proceeds from our annual faculty and staff annual fund. As we move forward this year, hopefully our group can gain even more enthusiasm for financial contributions from last year’s donors and securing gifts from new campus donors.

For questions regarding the 2003-04 Faculty & Staff Annual Fund or if you are interested in serving as a volunteer, please contact Carole Panno in the Office of Annual Giving (206 Floor, Alumni House) at 8-1617 or cp1g@andrew.cmu.edu. You can also visit www.cmu.edu/give/info for more information.

CAROLE PANNO

What you should know about Carnegie Mellon’s faculty and staff annual fund

“Inspect the home...” from the Margaret Morrison rotunda

“Inspect the home...” from the Margaret Morrison rotunda

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“I Insp...” from the Margaret Morris...
Everyone knows the traffic lights on Craig Street are four-way stop, complete with the flashing walk signal. Most people also know why, there are a lot of blind people on Craig Street. However, not many know that the center of blind Pittsburgh is literally across the street from Carnegie Mellon’s campus.

Pittsburgh Vision Services (PVS), whose offices are located on Craig Street, works to limit the ef-
fect that the loss of vision may have on people. The services offered by PVS are not complimen-
tary in nature. Whether a person is blind from birth, re-
cently lost vision due to accident or illness, or has a limited vision, there is a program offered which could be useful.

This works with people at all stages in life. For youths with vi-
sion impairment, there are several options for learning to live independently. One pro-
gram prepares young adults for entering the world independently, another program helps ac-
cclimate students to the unique challenges of living with blindness.

Mickey King, coordinator of the PVS, says “is able to just pack up their lives and what they hope to achieve after leaving the program. Some people, they seek service from PVS to re-
gain the skills and confidence necessary to continue daily life.

Many people choose to at-
tend a residential program in Bridgeville. These programs fast from 6 to 12 weeks, de-
pending on a person’s goals and what they hope to achieve after leaving the program. Some people want to gain the skills necessary to live inde-
pendently while other people want to learn how to take ad-
vantage of their remaining vision, such as learning to read braille, and orientation and mobility train-
ing taught by a certified in-
structor. Some of the skills taught at the residential pro-
gram include cooking with adaptive means, using a tape
recorder or learning Braille, choosing clothes, makeup for woman and showering for men and other everyday activities.

Mickey King, coordinator of Public education at PVS, stresses that although the resi-
dential program is very popu-
lar, it is not for everyone, “is able to just pack up their lives for six, eight or 12 weeks”,

In Bridgeville, there are classes that meet one day a week for six weeks, four hours a
session. There are only five or six students in each class, making for close ties between students. “Cooking and dining” is one class that people complete courses, they not only leave with new skills, they leave with a support group.

John Antonnacceo, who will benefit from the new equipment.

The original idea came to him in the fall of 1990, it was not until May 2002 that
complete the signs from start to finish was
accomplished. Industries has been famous for their high-
quality vinyl, hinges and other materials.

The acquisition of these skills and equipment is not
a panacea because there are more avail-
able hands for people with vision impair-
ment or blindness.

The blind and vision impaired in Pittsburgh are not the only ones who will benefit from the new equipment. Starting this spring, students at Carnegie Mellon’s College of Fine Arts will work with PVS for a semester or longer. John Beckley, professor of art, is helping to coordi-
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John Sosnak, director of PVA Industries, believes that having a smaller machine could open new doors in that they have the ability to make more items to market. Additionally, the acquisition of these skills and equipment is a step in the right direction. The ma-
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Although Vereshak cannot see the way he used to, he did not let his vision stop him from doing what he loves. He has run in both Pittsburgh Marathons and Pittsburgh marathons since his vision prob-
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able hands for people with vision impair-
ment or blindness.
I went to Amazon.com to look for a book I had heard about on the increasing pressure on Americans to work longer hours but also faster. Before you start making this pressure; we should be sleeping less (one school of thought is that humans need practice) or in the conduct of the problem, I couldn’t remember the exact title of the book, so I started a keyword search. Even though I knew this trend toward productivity intimately, it was stashed to get 63,379 hits for titles including “faster” and 77,806 for “speed.” Where are people so pressed for time supposed to find the patience to sort through, much less read about, how to save time? Maybe they master a speed-reading vocation before trying to read is just one of the things you can read about doing faster, you can learn to play the guitar fast too; or anyone who want to do can, apparently, be speeded up.

I certainly don’t want to be on record as an advocate of efficient, either in personal (time is, after all, a limited resource, or other resources) or in the conduct of the university. In the October FOCUS column I had urged the faculty to consider how we can offer our degree in Qatar committally, intelligently and efficiently. There is no question that speed in many endeavors is good, but it should not be regarded as an unconditional good or an end in itself. Its value is helped along by many sorts of contexts and effects. Consider the fate of the Concorde.

Recently (actually Oct. 2, but that’s pretty recent for us medievalists), I read on the “Circuits” pages of TheNewYorkTimes that new software is now available to speed up audio devices in order to save listeners time. You wouldn’t ordinarily think of listening faster, apparently we can comprehend much more quickly than speakers can produce it. The new software will not only “save companies money” because people nowadays have an urgent need to get messages, but “might help people absorb more knowledge” (the given example is that of an English text about tomatoes, I think on an up side to this. What is more inscrute than listening to a longish message you know you’ll have to answer, in order to get to the return phone number? Attention is a valuable commodity; the slow talker is waiting other people’s resource.

Many university students feel this perverse pressure “to get more done” during their college years, and respond to it by completing two or more majors. The Chronicle of Higher Education reports (Oct. 10, 2003) that students at colleges “across the country” pursue two or more majors (at MIT the number has doubled in the last decade).

Our students do this too, and it has become a problem for scheduling and deadlines. Lots of doubling makes sense in particular cases, but there is also a mounting here (and elsewhere) that every inch of our purposed in college must be reworded by hastening it registered on the diploma. The other rewards for actually learning a subject-matter field or a skill — exploring a philosophical domain or singing the altocore for an oratorio — do not seem adequate longer. That “I want credit for everything I do” mentality seems to me another of the effects of the efficiency movement. I am well aware that this has been going on for a long time, decades, and perhaps irrevocably since industrial Taylorism took root; indeed it has but the imperative for speed has picked up speed lately.

Computer use has surely upped the ante, even clumsy users like me want fast response times and feel nervous when the machine pauses. My own pauses produce in me a vague sense of guilt over not “getting more out of” each minute spent. I say to myself what the Hollywood producer says to the scriptwriter “We’re not paying you to think, we’re paying you to write.” But thinking takes time too, and not all of it done in students’ four years can be announced publicly; it has to be valued for its contributions to their competence and confidence over a lifetime. The student of mine from the ‘70s who got the departmental Homecoming and said with proud, free spirit, “I’m a good engineer, isn’t?” I’m not just an engineer. I have a real college education.

Colleges and universities are of course influenced by social trends and to some extent that ought to be the case, but they are also the distinctive secular institution in modern life that exerts its special sort of inertia, in respecting some of the wisdom of the past. I'm not going to offer policy changes designed to offset the “faster” trend, though they may be in order at some point, but we might be able to make a dent in it by considering how individual transactions with students might relax the grip of a culture of hurry and encourage reflection. My first semester as a freshman at the University of Minnesota, I took a course in speed-reading. I was moderately successful in learning to read faster, but the lasting value of the experience is that I began to discern what to read fast and what not. Harriet Beecher Stowe’s Tom is described as reading his Bible very slowly, and some readers have felt that the author was denigrating blacks in that description, but Tom was observing an old and persistent custom in turning a single verse over in his mind as he read, savoring each word and devious mental images from the context. Such a reading practice was urged on medieval readers and early Protestants alike, and it probably describes the study of passages from the Qur’an as well.

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From the Faculty Senate Chair

The case for slow reading in a fast world

I want to bring up a topic that is important to all of us and that I think we don’t talk about enough: the difference between reading fast and slow. In my experience, we often talk about how to read faster, but we don’t talk enough about the value of slow reading.

Slow reading allows us to fully engage with the material we are reading. It allows us to savor each word and deive mental images from the context. This is particularly important when reading texts that are complex or dense, such as academic articles or books. Slow reading helps us to understand the material more deeply and to retain it better.

In contrast, fast reading can be useful in some situations. For example, when we need to get a general sense of an article or book, fast reading can help us do that. However, we should be careful not to rely too heavily on fast reading, as it can lead to a superficial understanding of the material.

In my view, the key to effective reading is to use both fast and slow reading depending on the context and the material. For example, when reading a book that is meant to be read slowly, such as a novel, we should read it slowly. When reading an article that is meant to be read quickly, such as a news article, we should read it quickly.

I hope that we can encourage a culture of slow reading on our campus. This could be done by promoting slow reading as a valued practice and by modeling it ourselves. By doing this, we can help create a space where slow reading is respected and valued.

I would be interested in hearing your thoughts on this topic. How do you feel about slow reading? Do you use it? Do you think it is undervalued on our campus?

Peggy Knapp
From the Senate Chair
Many think the once popular freak shows enticing crowds with the two-headed Mexican, little people and the highest paying act of the Fat Lady are now obsolete. However, an overweight female on Jerry Springer can come out on stage feeling good about herself until the crowd boos her. Then she cries and laments about her weight until Jerry gives her a free ride to the fat farm, and the audience applauds.

Michael Chemers, a postdoctoral fellow with the Center for the Arts in Society, gave a lecture Nov. 11 titled “A Prurient Curiosity: The Freaks in American History,” discussing society’s views of freak shows in the past in relation to society’s current views today.

In 1899, Annie Jones, the Bearded Lady, led a revolt of the freaks of Barum and Bailey Circus. The freaks went on strike and refused to perform until Jones’ petition to remove the word “freak” from all signs and announcements was enforced. Instead of the word “freak,” Jones suggested they were not deformed, but of a higher type, and therefore should be referred to as “superior persons” or “prodigies.” The signs were immediately changed to read “The Peerless Prodigers of Physical Phenomenon.” However, Annie Jones’ petition was simply a staged publicity stunt, but it did begin, as Chemers puts it, “linguistic dignity of identification” and a beginning of politically correct terms for disabled people. Why study the subject of freaks? Chemers has found that scholarly works on the subject are rare. He also feels people have a self-righteous view of freak shows.

According to Chemers, most people think “We’re so lucky to be out of that period,” and that modern America is free from discrimination, when most still cannot accept people that are different from them. He also studies the subject of freak shows because of the romanticism of a lost time. Chemers’ research not only includes the titillating aspects of the subject but also the politics, acting, performance art and individual lives that are involved with freak shows.

Chemers asked his audience to describe the normal person. Some responses were “white,” “male” and “broad-shouldered.” Chemers’ point was proven that normal disguises itself as the average person according to modern America. Those who are not of the norm are “punished for their deviance.”

In the past and present, people tend to avoid the reality of an individual. For example, one of the main attractions at the freak show was Jo-Jo, the Dog-Faced Boy. He was not really a boy with a dog’s face, but had hypertrichosis, a condition in which hair grew over his face. They tend to nurture our discomfort of people with disabilities by transforming them into a monstrous concept. Another example is Gerald Stiles of Pittsburgh, otherwise known as Lobster Boy. He had an impairment of his hands in which they looked like claws. In his act, Stiles would embellish his hands, and people believed his hands were a result of parental incest, which was not true. He had four children of his own, two of which were born with the impairment. When he was murdered in his home, his wife claimed that he was abusive and that she killed him out of self-defense. His claw-like hands, she said, were capable of super-human strength.

Aside from Ward Hall’s and Bobby Reynolds’ World of Wonders and a few smaller shows, America has dealt with the negative connotations of freak shows by eliminating them completely. Many people have made an effort to see the person and not the disability. However, Chemers argues when a child encounters a disabled person for the first time, she is snatched back and scolded by the mother not to stare and not to go near. Children learn to avoid people that are not of the norm and continue to nurture a deep-seated prejudice against the disabled.

Robert Wadlow, a “giant” at eight feet and eleven inches, died of a heart attack in 1940 after his doctor treated him in a hotel room instead of a hospital because he didn’t think Wadlow would be comfortable in a public hospital. Although many argue we have come along way in dealing with rooted prejudices, Chemers argues that although a white man in a wheelchair can enter a Southern store with a sign that reads “White Men Only,” an overweight female can’t take the same step. Chemers argues that disability is an open minority; anyone can join for any reason. Even wearing eyeglasses is considered a form of disability. Chemers said, “If we live long enough, if we’re lucky, we’ll all become disabled.”

As a fellow of The Center for the Arts in Society, Chemers will teach one class at Carnegie Mellon related to his research. “Monsters in the Cultural Imagination,” tiki ting monsters from the dragged to the devil in Medieval drama.

Kristen Romovnikov

Why study the subject of freaks? Michael Chemers has found that scholarly works on the subject are rare. He also feels people have a self-righteous view of freak shows. According to Chemers, most people think “We’re so lucky to be out of that period,” and that modern America is free from discrimination, when most still cannot accept people that are different from the norm. He also studies the subject of freak shows because of the romanticism of a lost time. Chemers research not only includes the titillating aspects of the subject but also the politics, acting, performance art and individual lives that are involved with freak shows.

We fight for the right to speak, not the message the speaker is putting out,” he says. “If you don’t defend the rights of the extremists to speak freely, the [mainstream’s] rights can be infringed upon when we want to speak out as well.” Boni is optimistic that the extreme message will not usually be the one that sticks. “When there’s a lot of information, the extreme message will not usually be the one that sticks,” he says.

Not everyone sees the ACLU as a non-political organization. For some people, the ACLU is an organization that goes out of its way to support free expression by extremists. Boni explains that it’s very important to understand that when the ACLU defends an individual’s or others’ collective’s right to free speech it’s very important not to judge the particular message.

Why would an organization that seems to support many progressive causes — reproductive rights, the abolition of the death penalty, the treatment of inmates and gay rights, to name a few — fight to allow white supremacists to speak in public? For Boni and other members of the ACLU, the answer is simple.

“The best and truthful ideas will hopefully become more aware of their civil liberties and what they can do to safeguard and promote them.”

Anne Dorell

Boni currently sits on the board of the ACLU Greater Pittsburgh chapter as the vice president of programming and public education. He has his own law practice and also serves as a volunteer lawyer for the ACLU. Even though Boni graduated Carnegie Mellon graduate Bruce Boni.

Both Lori Schomp, a senior in BHA, and Christopher Messina, a senior in communi- cation design, developed their interest in the ACLU through internships. Schomp got Messina involved in a graphic design capacity before Messina decided to do his own internship. After a few weeks of seeing what [the ACLU] really did on the grassroots level, [Messina] decided that the ACLU was an organization that I agreed with and was well worth supporting. "Messina has cleared herself room in the basement of the Oak- land office for a cubicle where he works on the Greater Pittsburgh Chapter’s Web page and develops an intranet application.

The chapter membership is small but it is still a new organization. Nelissa Milfeld, a junior in social, culture, history and minor- ity studies and the chapter’s public relations officer, believes the fall is a busy time for many people. She looks forward to increased involvement in the spring term.

The chapter hopes to recruit students to act as legal observers. The function of a legal observer is to watch and record the actions of police and protesters at demonstra- tions. The information gathered could be evidence that civil liberties were infringed upon. Schomp also hopes to bring speakers to campus.

Schoomp says the ACLU has allowed her to learn a lot about the city. Although she says she was surprised by the different political opinion the day-to-day workings of the organization helping poor people who have had their civil rights violated but can’t afford an attorney.”

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The Carnegie Mellon community is now offered a new way to get involved with issues involving civil liberties — the Ameri- can Civil Liberties Union has a chapter right here on campus. Founded by Chris Schomp, Chris Messina, Elin Lennox and Nelissa Milfield the chapter had its inaugural meet- ing one month ago. "We were involved with the ACLU - Carnegie Mellon chapter because of the subject but also the politics, acting, performance art and individual lives that are involved with freak shows.

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Anne Dorell
The collective is developing a rating system and terminology. So far what we have follows below. Feel free to propose additions.

**Of Wines:**

Drinkable: Excellent, wahoo, we like it. Used with a wide range of qualifiers: really, most, almost, not-un, etc.

Hmmm: Well, like most wines, ok we guess, what do you think? Let me try a bit more.

Pleasant: Like chatting with the Dalai Lama, passes the time and can be mildly interesting. Next time something bolder.

Crap: much less than drinkable, probably worse than HP, although it’s a toss up.

HP: Mistakenly, or perhaps inadvertently, passed through a horse, or similar, before bottling.

PVS: Paint or varnish stripping potential; occasionally with a number rating, as in PVS 4.5.

**Of Food:**

Real Good: Praise of the highest sort.


BAH: Better at home, not worth the trip to the restaurant: applies to most foods and tends to be used indiscriminately

Edible: Won’t immediately cause brain damage or organ loss.

Crap: Definitely not AT or MIM and probably lower than edible

As useful as those two indicators are, we also found that we always tended to revert to them. Depending on how flush we happened to feel at the time, we would give the higher tip. As useful as those two indicators are, we also found that we always tended to revert to them.

TipEx: the scallop liver arrived on a flaming half-shell, which slightly cooked it. Not given as some are to the regular rating of the inner organs of mollusks. We didn’t even know, or care, that scallops have a liver. Turns out that we’re not even sure if the liver of the scallop is an internal organ, except inssofar as it is found inside its shell. In any case, when you go to Chayu, order the live scallop, you’ll love the liver. And you’ll love the sea urchin too. We did.

On this and an early return visit, we also had the gyoza appetizer, the sushi appetizer and the tempura appetizer. We tried as main courses the vegetable and shrimp tempura, the seasoned tempura (a soupy, noodly mix that made the tempura soggy) and the teriyaki salmon. All excellent, first rate, really good. The best dish to order, we think, is the chef’s special sushi/sashimi plate. It comes in one of those amazing Viking longboats that characterize Japanese food for some reason. The chef’s special for one person is easily enough for two people, but is so good it can be consumed by one (one of us is a tiny case). Without a doubt the best sashimio town. Three different kinds of tuna, all fresh and succulent. Go there. And go see Bill Murray if you haven’t already done so.

No dining event is ever without some potential tension, of course, and we find that our dining events are often troubled over the cultural topic of tipping. We have been trying to work out wine and food terms (see the sidebar) and also have an ongoing research project under way, what we tentatively call the WMEx project. Or, the search for a ‘Water Meal Evaluation form’ we are becoming convinced that a simple algorithm for tipping, 15 percent or 20 percent, whatever, is all well and good but there ought to be a more refined method. So we have been trying to devise a series of questions to ask ourselves before determining the tip.

We already have a form with 13 carefully worked out questions, but we find that we tend to pay attention to only two of them: 1) What did you think of the waiter and the service? And 2) how did you like the meal?

Although only in trial stages, this more complex form did make us feel that things were now moving to a scientific basis. One problem we worried about a lot was the tendency for a fixed tipping rate to eliminate any consideration of cost of living. If we tip at a flat rate, how does the waiter ever see a raise in pay? Then we realized that tip percentages are related to the cost of the meal, which like other fees goes up on a regular basis. So maintaining the tip compensation at a regular percentage works out as the cost of dining rises. So our minds were at rest on that point. What remains a concern is the absence of any change in our tipping practices, and anxieties, as a result of the new form.

Our main concern is how often to quantify a couple of problematic variables. We are haunted, that is to say, by our inability to make sense of the way in which waiter appearance and waiter height affect our tip responses. Having dutifully completed the WMEx forms, totaled the scores and then weighted them against a history of other waiting performances, we still find to our dismay that what we pay the waiter has no relation to the WMEx. We also fear that the time-consuming activities of the WMEx may not actually contribute in any real way to improving waiter performance. We’re so convinced that our tips tend to the higher end depending on the looks of the waiter or waitress. No matter what the score on the WMEx, the good-looking ones always seemed to be doing a better job and got the higher tip. Not only that, we have now become convinced that we tip taller waiters more than short ones. Perhaps it has something to do with the need to look up to the taller ones. In any case, as useless as it seems, we will continue to use the perfect WMEx. It may be hidden somewhere we believe. We can only hope that our experiences are not related to other kinds of scientific, or pseudo-scientific evaluation forms. If there are other dining researchers out there, it might be useful to try to put together a list of restaurant with short ugly waiters for those on a limited budget.

Note: The food and wine collective, in various groupings at various times included Cletus Anderson [Drama], Jim Ferla [Music], Otto Foghus [WPW], Alan Kennedy [English], Martin Prekop [CFA Dean] and Janet Rex [SEI].
It's 6 a.m. — what are you doing? If you're like most of us, the answer probably isn't running around a gym playing basketball. But for a small group of faculty, students and graduate students, there's nothing they'd rather be doing.

On Mondays, Wednesdays and Fridays about a half dozen people get together at the University Center starting a little after 6 and play basketball until after 7:30. The group has been well established since the early 1990s and now plays in the UC gym. In fact, on Thursday, August 1, 1996 when the UC opened, the players were lined up outside of the building waiting to christen the gymnasium floor with some early morning hoops.

Even though opening day was not a regularly scheduled basketball morning, the players thought it would be nice to be the first people to play on the new court.

According to Michael Murphy, dean of Student Affairs, via e-mail, "The morning basketball group started around 1990 and included Jeff Bolton, then vice president, Kevin Hughes, then coordinator of student life, and Everett Tademy, university ombudsman. "Once the UC opened the group grew to include more faculty, staff and graduate students as well as some friends from outside the university.

The current group of players has a good time together. When they all arrive in the morning they democratically decide on teams and just start playing. The environment is decidedly positive. "There is a rarefied atmosphere," according to Walker, "but they're all very nice people and we get along well."

In recent years, the group has taken on the Lady Tartans in an annual preseason scrimmage. Russell Walker, teaching professor and associate head of the Department of Mathematical Sciences conceived of the idea. He is also responsible for the group's name — the AM All-stars.

The All-stars have a 2-5 series record against the Lady Tartans. While Walker acknowledges he would rather win big, he likes it when the games are close. He feels it is a fun way for the women to start their season while allowing some of the younger girls the opportunity to play in a tight game. He has nothing but great things to say about the women, though, and he is quick to point out their skill. "They're very fast, and they exploit any weakness they see," he says.

Walker does believe he knows a surefire way to beat the Lady Tartans. "I've always said we should play a home-home series with them," he says. "We could play at 6 a.m. in the UC and then in the evening in Skibo.

Fortunately for the women's team, the scrammages are played in the afternoons or evenings either in Skibo or the UC. Walker prefers the UC location simply because more people stop by and catch some of the game.

Originally Walker and Geraldine Seidl, head coach of the women's basketball team saw the game as a possible fundraiser for the team. While that did not pan out in terms of selling tickets to the game, there is usually a 50/50 chance, which benefits the team.

Seidl sees the scrimmages as an all-around excellent experience. She feels the interaction with the AM All-stars is important because the players not only support the team themselves, but they go out into the Carnegie Mellon community and advertise for the team. Playing a scrimmage lets faculty and staff put faces to the names of the women on the team.

Seidl echoes Walker's belief that the game is important for some of the younger teammates. All of the players get into the game, and often that is not the case during regular season games. Seidl sees this game as everyone's opportunity to play in a game situation and sees it as a team building experience.

The Lady Tartans continue to play an annual game because it is fun. But another important reason is the way the All-star team exemplifies the spirit of the game. "Dr. Walker," Seidl says, "has taken it upon himself to make it competitive but to make sure we don't have to worry about injuries."

Walker confirms that no serious injuries have occurred, although there are often some sore All-stars the day following the scrimmage. The game is also a great way for the Lady Tartans to network with the faculty and staff. Seidl spends a good bit of time making sure her players are doing well academically and pointing them toward the help they need if something is not going well. Seidl sees both the athletic and the academic sides of her players. She feels it is helpful for the faculty to "see how important a varsity sport is to athletes and what a huge part of their life it is."

The question still remains why this handful of players drag themselves from bed three times a week to play basketball. Joking that avoiding traffic is one reason, Walker goes on to say that it is also good exercise.

"Once you get a little older," Walker says, "you have to be conscious to exercise a couple of times a week for 30 to 45 minutes." Other exercise just doesn't have the same aerobic value. Then there is the most important aspect of why they play. "Basiclly," says Walker with a smile, "we're all there having a good time."