

INSIDE:

Toby Davis: A new vision for FOCUS, page 2

Food and Wine Collective, page 8

FOCUS

FOCUS — in seven issues a year — is a publication of the faculty and staff of Carnegie Mellon University. Volume 33, No. 1, September 2003

From the editor

Opening the debate

It's my great pleasure to assume the editorship of FOCUS and I look forward to continuing the long and excellent tradition of quality reporting that has been the hallmark of this publication. My first official step is to invite you to participate directly in contributing to the culture of our campus society. The energy of a community lies in its members — people who choose to make a difference. During the coming year, FOCUS will introduce you to members of the CMU community from all areas of campus, visible leaders and unsung heroes — those who work in the spotlight and those who work behind the scenes — those you already know and those you have never met. We hope to explore all areas of campus and to provide a forum for getting to know one another. And we hope to see FOCUS become more and more a vehicle for contributions from faculty and staff. So, polish up your keyboard and send your ideas.

As Joseph Joubert once said: "It is better to debate a question without settling it than to settle a question without debating it." I urge you to be a part of what I hope will be continuous healthy debates addressing the challenges, necessary changes and topical issues relevant to life on our campus. Our goal is to assist in providing information on important issues and to facilitate open and free dialogue. We encourage letters to the editor, ideas for feature articles, photos of campus life, written items from faculty and staff. In particular we would appreciate humorous and lighthearted contributions.

Drop us an email or ring us up if you have a lead or idea for a story. We look forward to hearing from you.

LYNN BERARD

Faculty titles changes: What's in a new name?

On July 1, President Cohon officially changed the titles for research-track and lecturer-track faculty to reflect the recommendations of the Faculty Senate. But it wasn't until August 4 that the seven deans received an electronic memo from the Office of the President announcing the change.

When Karen Schnakenberg received the email from her department head, she realized that it had been a month since her title had changed from senior lecturer to associate teaching professor.

Some of the deans forwarded the announcement to their department heads, and the heads in turn to their faculty and staff. A snippet of the president's email regarding the change appeared in the August 14 issue of *8-1/2 x 11 News* sandwiched between news of awards. Published before the fall semester began, the announcement went mostly undetected.

It was an anticlimactic end to a decade-
continued on page 6



Approaching the Qatar Foundation offices, one of the completed buildings in Education City outside of Doha, Qatar, where Carnegie Mellon is building a new campus. Carnegie Mellon's building is still in the design stage. Photo: Chuck Thorpe.

Faculty Interview: Chuck Thorpe, dean of new Carnegie Mellon Middle East campus

Welcome to Qatar

Chuck Thorpe is the director of the Robotics Institute. His research interests include computer vision, planning and control of robot vehicles operating in unstructured outdoor environments. His future adventure, should he choose to accept it (and contracts are signed), will be to serve as dean of the Carnegie Mellon campus in Qatar. FOCUS thanks him for taking time out to discuss the Qatari initiative with Lynn Berard.

FOCUS: How did we come to consider building a CMU program in Qatar?

THORPE: As with many innovative ideas around here, Raj Reddy was involved. Raj, who gets credit for starting the Robotics Institute and is past dean of SCS, gets a large amount of credit for starting our West Coast campus. Raj, as it turns out, is serving as the IT advisor to the Qatari government. And so when they were looking for someone to do CS education they asked Raj for a recommendation of schools and of course he recommended us. The story is deeper than that — when the Qatari government decided to do a western and more modern style of education, it had become increasingly more difficult for young Arab men to travel overseas due to visa requirements and so forth, and in that culture they are understandably reluctant to have their young women travel overseas. They would rather keep them a little closer to home. And while they can afford to send their students elsewhere for

education, they would rather have education brought there. It brings a lot of good things for you, not just an education but also serving as a high tech focal point for community development. They were looking for one university to come in and do everything but eventually decided that was not a practical way to proceed. So instead they have gone ahead with the concept of a "multi-university" — that is a word I've never heard before — a university where Cornell is doing medical school and Texas A&M is doing petroleum engineering and Georgetown is going to do foreign policy and the Royal London Conservatory is going to do music and Virginia Commonwealth is doing fashion design and the Rand Corp is assisting them in doing K-12 education and then Carnegie Mellon is brought in to do business and computer science.

FOCUS: Is there a contract currently being negotiated?

THORPE: There is a contract currently being negotiated, it isn't finalized. There is a memorandum of understanding signed which just says let's work together on a contract. There are legal discussions and financial discussions which are both going well.

FOCUS: Who is our representative for the negotiations?

THORPE: Well Mark Kamlet is really heading the negotiations team, and Stefano Falconi and Mary Jo Dively are working at the next level.

FOCUS: What do we bring to the Qataris?

THORPE: We bring world-class education in the classrooms, out of the classrooms, and in extracurricular student life in computer science and business. So the CMU traditions in engaging in real hands-on education technology integrated into your education along with external concerns like ethics integrated into your technical education — all are very good things to bring to the Qataris.

FOCUS: How do you feel this program will affect Carnegie Mellon's reputation?

THORPE: It helps our reputation in lots of ways. There was a group of us who visited Qatar in June and talked with some of the students. They said they had heard that CMU was coming but didn't know who CMU is — tell us about yourselves. Just having a presence there does good things in that part of the world but more than that imagine students taking an international business course who can work in an international team. We can have students from Pittsburgh, tied in electronically with the students at Qatar and vice versa. So when they are working on an international program they can really think internationally. Imagine a CS student who would like to do something adventurous and live in another part of the world for a semester or the year but doesn't want to fall behind their computer science classmates. If they can go live in the Middle East and take weekend trips to

continued on page 4

A Different Vision for Focus

How often does it happen that some unexpected event causes one to examine the basic foundations of an ongoing operation? So it was with FOCUS. I can't speak for all members of the Management Committee, but I had totally forgotten — if I ever knew — that Jim Davidson had taken the job of editing FOCUS and teaching Journalism in the English Department as a means of supporting his study for the ministry. During his tenure, some members of the Management Committee (usually Jay Kadane and myself) reviewed FOCUS and generally concluded that it was doing fine. So we would congratulate ourselves and recommend pay raises within university guidelines for the editors.

It is fair to say that Jim's resignation took us by surprise. Our first reaction was to do just what we had done when Demarest retired — talk to Dave Kaufer and then place an ad to see who might turn up. Although there happened to be some good candidates, it was soon clear that there was no Jim Davidson among those who answered the ad. David reported that his own search found excellent candidates to teach journalism, but not one of them wanted to edit FOCUS.

The situation caused us to rethink the situation. First Jay, and then David and myself, began to reconsider the role of FOCUS. We

noticed that there was no coverage of the debate about, and the decision to, alter titles for research and lecturer faculty. Neither was there in-depth coverage of the West Coast campus, although many believe that there was too little discussion of this decision. We quickly decided that at least a part of the problem was the way we had defined the role of the editor of FOCUS. How could a part-time faculty member, using undergraduates in his journalism course, get articles written about the basic, and sometimes controversial, issues facing our campus? We concluded that we had framed the position incorrectly. We had found

“If Lynn is to succeed, she will need the help not only of students who can write stories — and Kaufer assures us of their availability — but also of faculty and staff who have knowledge about those deep and sometimes controversial problems and choices which loom in our future. Ironically, it is faculty and staff who have not been significant participants in writing for FOCUS.”

someone in Jim to be editor of FOCUS and to teach journalism, as Demarest had done. We had overlooked the essential fact that Dave

Demarest was a faculty member with deep roots in the university. Only someone who has those deep roots, and really cares about the university, can notice the vital issues facing the university and attempt to develop stories that might stimulate a greater dialog among the members of our campus.

Our search ended with the selection of Lynn Berard to be the editor of FOCUS. Our vision is for her to develop not only the kind of stories that have filled the pages of our paper during the past

few years, but also, and more important, to develop articles centered upon the vital issues facing our campus. Our ambition is to have articles in FOCUS that inform our community, to help frame the debate, and to stimulate the discussion on both the problems and hopes of our university. There are examples from the past. FOCUS informed about net debt and the financial status of the university during the Cyert Administration. Our vision is to have a FOCUS that not only informs but also is a voice for our faculty and staff, and keeps an eye on those things important to our community.

If Lynn is to succeed, she will need the help not only of students who can write stories — and Kaufer assures us of their availability — but also of faculty and staff who have knowledge about those deep and sometimes controversial problems and choices which loom in our future. Ironically, it is faculty and staff who have not been significant participants in writing for FOCUS. If our vision is to be realized, we too must rise to the occasion — to suggest topics to our editor, and to respond positively when she invites our participation. Members of our faculty and staff must become major contributors to our paper.

TOBY DAVIS

Editing Focus and Teaching Journalism at CMU: Splitting the Roles

Like many small private universities with a modest array of immodest departments, CMU never boasted a department or even a program in journalism (see the insert on Journalism training on this page). An education in writing was centered in the department of English and the department of English, since the Carnegie Plan of the 1940s, positioned writing education as part of a general education extended to engineers, artists and everyone in between. Although there are obvious differences between creative, professional and academic writing, the English department's approach to writing (all writing) was and is that writing is best taught in small environments that support substantive reading, discussing, drafting, feedback and redrafting in a continuous cycle. This philosophy of writing education is not hard to conceptualize. It is just hard to implement well, year in and out. The faculty in English has also believed that if students are given the foundational knowledge and skills to become erudite close readers and measured writers, they will find greater success when learning to write “appropriately” in one or another of the markets in which writers can rise.

Besides a core of foundational courses in rhetoric and professional writing, our program in professional writing houses a distin-

guished adjunct faculty of full-time writers who can teach Carnegie Mellon students about these various markets — science writing, medical writing, software documentation, public sector writing, corporate communications, public relations and (yes) journalism.

Indeed, journalism was the first of our specialized offerings within professional writing, dating back to the Cyert Administration in the 1970s. The history of its introduction to Carnegie Mellon was based on fortunate quirks. Dave Demarest, a full-time faculty member in English trained in literature, was the founding editor of FOCUS, a newsletter run by Faculty Senate and designed to be the voice of the faculty. Dave needed student editorial help to put the paper together, making our “journalism course” synonymous with the “FOCUS Workshop.” This joining at the hip of journalism at CMU and FOCUS outlived Demarest's tenure as editor. When the Faculty Senate searched for Dave's successor, the unquestioned assumption was that the new editor, like Dave, would teach journalism within the English department as an essential part of editing FOCUS.

Again, we got lucky. Jim Davidson, one of the finest feature writers in Pittsburgh, had lost his day job when the *Pittsburgh Press* folded in the early 1990s, was interested in a

career in the ministry and needed part-time work to tide him over through his years of training. Editing FOCUS and teaching journalism proved a good arrangement for him and an ideal one for us.

Last year, Jim graduated from his ministerial studies and parted company with us as he sought a congregation to lead. The Faculty Senate, with the blessing of the English department, launched a search for a new editor of FOCUS.

We found the search under the standing job description much harder to fill than before. Jim Davidson has spoiled our students to expect top-of-the-line training from a seasoned and well-placed journalist. I contacted some of the best journalists in Pittsburgh, all of whom told me that they'd be thrilled to teach journalism for us, but had not the slightest interest in editing a faculty newsletter.

On the other hand, Dave Demarest had spoiled the faculty with a newsletter that brought timely faculty issues and voices into the heart of each issue. While the university has many such insiders, there were none who wanted, or felt qualified, to teach journalism in the English department.

Jay Kadane, Toby Davis and I reached an obvious conclusion — decouple the editor of FOCUS and the teaching of journalism. The

editor of FOCUS needs to have the institutional ties to bring faculty into the paper. She needs to supervise student interns, but not train them as journalists. On the other hand, the person who teaches journalism for the English department must be a top-flight journalist with the rare skill to teach what he knows; but he need not be a CMU insider.

Once we relaxed the requirements of both positions, they became easy to fill. Lynn Berard, head of the Science Libraries, quickly emerged as the right person to edit FOCUS. Tom O'Boyle, a distinguished journalist, quickly emerged as the right person to replace Jim Davidson. While editing FOCUS and teaching journalism within the English department are no longer identical roles, they remain closely coupled. Through Karen Schnakenberg and the professional writing program, we will keep Lynn flush in writing interns (some trained by Tom O'Boyle).

Still, this new arrangement puts a greater — and entirely appropriate — responsibility on the faculty to participate in a paper designed to be its voice.

Please be receptive when Lynn calls on you!

DAVID KAUFER

Training in Journalism: Which Role to Train for?

In his study of one Scottish newspaper house in the late 19th century, C.N. Tremayne notes an institutional (and in the time, well understood) split between journalists who saw themselves as bohemians making a reluctant living off news; and those who felt the newspaper business in their blood, wishing no life outside the newspaper. These competing identities of the journalist — as social intellectual or tradesperson — expanded into a third identity when, in his influential 1922 book, *Public Opinion*, Walter Lippman advocated that journalism become a social science. In Lippman's professional ideal, the journalist should be a scientist of public opinion who need not seek special notoriety for a writing talent but who helps the public sort truth from falsehood in the role of expert. Journalists trained for role (at places like Stanford and Wisconsin) are likely to take more courses in quantitative methods than in the craft of journalism.

In view of the complex identities of 21st century journalism, a perennial question, “How to educate the journalist?” never a simple one, becomes ever harder. It is now common wisdom that the best journalists study much more than journalism. The 50 odd American universities that boast departments, schools or colleges of journalism unflinchingly urge their majors to all corners of

the university. As the *Post-Gazette's* John Craig wrote in a recent (August 17) op-ed column about the training of the journalist: “[I]n my experience, no matter what the job, there is a premium to be earned (as there is in life itself) by being broadly educated. Major in chemistry if that is a passion — and remember, passion is the first thing we're looking for — but you are also going to need art history, statistics and psychology.” There has been some recent — and entirely legitimate — concern among many of our undergraduates about CMU's stand on training journalists in light of our very limited course offerings in journalism per se. We can't undo our history or size but we can help our students understand that in a university seeking to educate critically aware and internationally focused leaders for the 21st century, all of our departments figure importantly in this training.

DAVID KAUFER

(Footnotes)

¹ The Social Organization of Newspaper Houses. In H. Christan (Ed.). *The Sociology of Journalism and the Press* (pp. 142-178). Towowa, NJ: Rowman & Littlefield, 1980.

² New York, Macmillan.

**FOCUS welcomes letters.
E-mail focus-editors
@andrew.cmu.edu**

FOCUS — in seven issues a year — is a publication of the faculty and staff of Carnegie Mellon University. Many of the articles in FOCUS express the opinions of individual members of the Carnegie Mellon community; unless so indicated, they should not be construed as reflecting university policy. In the spirit of the fairness doctrine, FOCUS seeks a variety of opinions.

Editor: Lynn Berard
Managing Editor: Brian Connelly
Reporting and Writing: Whitney Hess, Elsie Lampl, Kristen Romonovich
Photography: Dimitri Babichenko
Production: Donna Badger, Sue Layton
Founding Ed: David Demarest (English)
FOCUS Management Committee: Barbara Price (Staff Council); Toby Davis (SDS), chair; Jay Kadane (Statistics); Vic Mizel (Mathematics); Dan Nagin (Heinz School); Teddy Seidenfeld (Philosophy); Susanne Slavick (Art)

The Amen Corner:

A bit of history from our founding editor, Dave Demarest

Amen Corner: In the beginning . . .

By now most folks know that the pleasures and pains of creating FOCUS are passing this fall to a new editor, the tabloid's third. Because I was the first — and thus in some sense the enterprise's "founding" editor — Lynn Berard has asked me to write a bit of a history of FOCUS.

I have tried out this exercise two or three times before, most notably perhaps in my May 1994 "valedictory" — when I passed the baton to Jim Davidson (who in turn did the paper till this past spring).

It is inevitable that I will repeat some of what I said in 1994 here.

To begin at the beginning . . .

FOCUS was started in 1971-72 by the Faculty Senate, as a publication that "would allow conversation among faculty, and between faculty and other members of the campus community, [in order to] contribute to the creation of a 'real' campus community." Senate discussions at the time drew a sharp distinction between this new paper and the "Faculty Bulletin" that was then being published by the administration. Nonetheless, in its first year, FOCUS was prepared by CMU's PR department (amidst much complaint from faculty about the dearth of faculty contributions).

In spring 1972 I wrote a piece for FOCUS that compared CMU's tenure proceedings to Swift's "Modest Proposal." Shortly thereafter the Senate asked me if I would be editor for the next year. They felt that only a faculty editor could really make the paper work.

When I said yes, I naively thought that

other faculty would be interested in taking over in a year or two, that the editorship might be a rotating thing. I was very naive, I must admit.

What was clear to me from the start, however, is that as a tenured faculty member I had a certain right to freedom of speech. As editor I could extend that right to faculty and staff who wanted to speak their minds — or who just wanted to write.

On a campus that preaches entrepreneurship, editing FOCUS was an entrepreneurial effort. President Cyert — whose term began the same year that I started as editor — was sometimes annoyed with things I did with FOCUS, but he respected the paper's independence.

FOCUS of course changed in various ways in the 20-plus years I was editor. For some 15 years I did a 2500-word interview in each issue with a different faculty or staff member, moving the subjects around the campus, from college to college. This seemed a way to show the university's diversity, to body-out the Senate's mandate of creating "conversation among faculty, and between faculty and other members of the campus community." I think the interviews were a good feature, but in the mid 1980s (after some 120 of them) I phased them down.

The late '70s and early '80s were probably the paper's optimal era. I want to remember by name some of the people who wrote often in FOCUS. In those years, Jack Sandberg (psychology) and Jim Rosenberg (drama) — in his regular column, "Assays of Bias" — were doing funny, satiric pieces on the state of education at CMU. Micki Nugent, an of-

fice manager in PR, started the "Not For Staff Only" column — a strongly written, researched effort to create an independent political voice for the staff. Gene Levy (his-

for a time with an impassioned defense of the Palestinian cause in Jim Rosenberg's old column space. Minority rights, feminism, the gay movement showed up often in FOCUS

pages. In a prize-winning piece, later republished nationally, Kristin Kovacic wrote about her father, the fired CMU electrician. In the early '90s, Tom Kelly started writing "Shop Talk," which quickly became FOCUS's most-read feature — reporting on how the university looks to one of its union craftspeople.

It's true: FOCUS reflected my political interests during

my time as editor. But it also recorded the changing scene on campus during the '70s, '80s and early '90s. It has allowed some conversation between faculty, staff and administration. Carnegie Mellon is a good environment for a small newspaper — active, diverse, controversial. And FOCUS has stayed rather independent — restricted mostly by what its audience finds engaging and useful. The paper continues to invite commentary and dissent from all points of view. Please send copy or contact the editors — Lynn Berard and Brian Connelly — with story ideas.

— DD

P.S. I retired from CMU in 1999 and am busy with a bunch of projects. I can best be reached at demarest@andrew.cmu.edu.

"Carnegie Mellon is a good environment for a small newspaper — active, diverse, controversial. And FOCUS has stayed rather independent — restricted mostly by what its audience finds engaging and useful."

tory), Joe Artman (EE), Steve Au (CivE), and others, developed a column for the faculty senate chair. Sue Rosenberg (a secretary in English) wrote a movie review called "In the Dark."

Meanwhile I worked head-to-head each semester with a small set of undergraduate journalism students to create pieces on faculty research and campus events.

The tone of FOCUS probably changed some after the mid 1980s, becoming more explicitly political. The Reagan era politicized campuses. The SEI came to CMU (hard on the heels of the announcement of Star Wars), along with the general promotion and celebration of computerism. FOCUS tried to cover the occasional debates and protests: the changing nature of research, the role of the DoD, the messages waved by picketers. Meanwhile Brian Johnston (drama) raised hackles

Your are invited to join the University Libraries as we celebrate the life and contributions of Paul Christiano

Please join us on Wednesday, October 22, at any of three intimate ceremonies to unveil plaques in Paul's honor courtesy of the Roy A. Hunt Foundation.

3 p.m. at Mellon Institute Library

4th floor, Mellon Institute

3:45 p.m. at Hunt Library, 1st floor

4:30 p.m. at Engineering & Science Library

4th floor, Wean Hall

Reception to follow

**Gloriana St. Clair
Dean of University Libraries**

**No RSVP is necessary.
If you have questions, please call
412-268-2447.**



Photos: Lynn Berard



Banana U.

Gardener Roy Beebe is particularly proud of the banana trees that he maintains in front of Hamerschlag and Wean halls. Beebe explains that he cuts the trees back before winter and covers them with straw. The steam coming through the grates from the tunnels underneath the lawn keeps the new shoots warm and alive through the Pittsburgh winter.

Chuck Thorpe, dean of the new Qatar campus

continued from page one

interesting places and yet still be taking Carnegie Mellon computer science courses from CMU faculty and staying on track to graduate, I think that is going to be great!

FOCUS: So students can travel back and forth regardless of where their home base is?

THORPE: That's not the primary driver for the program but I think it will be an important aspect of it. It is important for the Qatar students to come over here and find out some of the other opportunities in Pittsburgh, and important for students here to go over there. I am actually anxious for some of the Pittsburgh students to go over there because they can take the local students aside and say "Look, if your professor asks you to do this it may not be reasonable, but if he asks you to do this get used to it, this is CMU, we work hard. Here's the things you can't complain about, here's the things you can complain about."

FOCUS: Faculty in Fine Arts and H&SS have asked me if there will be opportunities for faculty in areas other than CS and GSIA.

THORPE: Sure, it will be a full bachelor's degree program in CS and business, and since those programs require English, History and Science courses there will be lots of opportunities for people to take a turn teaching over there. The dominant number of faculty we'll need teaching over there will be from CS and GSIA, but also from other disciplines.

FOCUS: Has it been fleshed out yet as to how one would apply to be a part of this program?

THORPE: This is a question for faculty and staff. Rolling out how we want to do that really hinges on when the contract is signed so that we know there are jobs to offer. In the meantime I've gone around in the School of Computer Science and talked to the different groups and told them what is happening partly just for information but also to gauge how much interest there is. At the first fall GSIA faculty meeting they rolled out this program and presented it to GSIA. So in those two core areas we have already talked to faculty and have gotten a fair amount of interest.

FOCUS: What about women and Jewish faculty?

THORPE: We've had discussions on that level in a number of ways and it is clear that Qatar is a much more open society than some of the other countries on the Gulf. Qatar has long had an Israeli trade representative living in Doha working on trade and has been much more open to those kinds of things. The Qatari government has declared freedom of religion and has allowed each of the major religious groups to purchase land to build a house of worship, I'm not sure that the building permits are out yet but they are on record as encouraging. Women in Qatar are treated better than women in many of the surrounding regions. Our sister school will be the Qatar University and just within the last month they named a new president of the university who is a woman, Dr. Sheikha Abdulla Al-Misnad. She serves on the Qatari Foundation and she is working with us to set up our university. American women and expatriates have long been able to drive and move around in Qatari society, and for several years now the same has been true for Qatari women. When we were there we saw traditional dress on some of the women but also some with a head scarf only. The classes are coeducational. When we asked about restrictions on women, they said you want to have your shoulders covered as opposed to spaghetti straps, but other than that there aren't restrictions on what women do or how they dress. I am very encouraged by that. One of the driving forces behind this initiative is the Queen and she is very committed to the growth of democracy, education and women's rights.

FOCUS: Describe an ideal faculty member candidate.

THORPE: An ideal faculty member is a CMU faculty member teaching the CMU curriculum. So all that we value here is important. Beyond that we look for flexibility, remembering we are guests in a foreign



In the Iranian Souq in Doha, "a twisty little maze of passages," Thorpe says, "with spices and gold ... and all kinds of cool things." Photo: Chuck Thorpe

country. Flexible means things like the weekend is Friday and Saturday, not Saturday and Sunday. We also will look for faculty who are friendly. The campus can be fairly small and I will look for people who will get along with each other and enjoy spending time with one another.

FOCUS: What struck you during your visit to Qatar?

THORPE: I was struck by how much promise there is in the country. In one sense it was almost disappointing that it wasn't as exotic as I expected but when you look at Doha you see a small version of Toronto, with modern gleaming buildings. They put us up in the Ritz Carlton because it has better Internet connectivity than the Sheraton. The buildings on the campus were built by IM Pei and Frank Gehry. There are people from all over the world there, including 150,000 Qatari citizens and 600,000 expatriates, so it very much does have the feeling of wandering through Toronto. There are Indian and Iranian restaurants and a Taco Bell and Starbucks. It's an international city in that sense and has lots of resources sitting on one of the world's largest reservoirs of natural gas, and it's a country that has decided to put those resources to good use, and their future, once the natural gas resources are depleted, probably is in high tech industry and it relies on having an educated populace. This is not a country that is squandering its wealth, it is a country investing in it. Another impression is that it's flat and dry — I am a runner and enjoy the autumn with cooler days and hills and trails, but it looks like there is an awful lot of flat running out there.

FOCUS: How was the food?

THORPE: The food was marvelous and varied. Indira took us to an Indian restaurant where she spoke her native language and we had great service. One of the trustees who is of Iranian descent took us to an Iranian restaurant. Peter Lee, the associate dean for CS, was in the hotel for their Friday morning brunch and they served German pastries and Dutch cheeses with Middle Eastern food (baba ganooj and hummus) and pancakes and waffles, and foods from all over the world. Peter was looking at these strange brightly colored pickles. Two women in full burqas looked at Peter and said, "Are you American? Most American like these. They are pickles; you should take some," and that was Peter's "eye opening moment" — that they may not dress like we do but they are friendly, and approachable and like the expatriates and are happy to be hospitable, to show us a good time and to tell us what to eat.

FOCUS: Tell us why Chuck Thorpe.

THORPE: It's an enormous honor and the tough part is leaving the Robotics Institute where I have been for 24 years and which has really been home to me. I found out about this actually when I was on a trip in China and in the middle of the night in China the phone rang and it was Raj Reddy saying "Chuck are you interested in going to Qatar?" I said, "When?" and he said "Oh, not for a year or so." So I said fine and hung up the phone and went back to sleep. As it turns out it was much sooner. Why did they ask me? You should ask Raj Reddy that question or Mark Kamlet but I can give you a couple of things which I bring to it. One is that I have been at Carnegie Mellon for a

long time and I think that is helpful; if you have been here long enough to have absorbed the culture, to know who the librarian is, know who legal counsel is, and know who the facilities people are, it helps when you are sent over there to be able to pick up the phone and call back here and people recognize who is on the line. It helps to know how CMU works and what the values are. It also helps that I have international experience. As a child my parents moved to Belgium for a year and then to the Congo for 30 years. And while those countries are not anything like Doha, it does say something for flexibility and willingness to live overseas. And interestingly enough family support. When I talked to my family about the move, they said "Cool — can we come visit you over there in Doha?" And that's a big plus.

FOCUS: So will you be moving there, in some sense, permanently?

THORPE: For at least a couple of years. It will take at least that long to get things off and moving and then we will see after that.

FOCUS: Your family will be staying in the Pittsburgh area?

THORPE: When I said my family was excited about the move I meant my extended family — my aunts and uncles, cousins, my parents, my brothers and sisters — my wife and kids will go with me.

FOCUS: That's wonderful. I imagine that there are top-notch schools there.

THORPE: There is an American, British and Indian school. Part of what the Qatari Foundation is doing is bringing in an international style K-12 education right on the same campus where Carnegie Mellon will be so there are lots of educational opportunities there.

FOCUS: As we have been speaking each of us has been pronouncing "Qatar" a different way. Can you help our readers pronounce the name of the country correctly?

THORPE: No. I think you have to be a native Arabic speaker to say it correctly. The real pronunciation is a "CHU" sound. One of the things I would like to do is take some Arabic lessons and learn how to speak

correctly.

FOCUS: Is there anything you would like to say to faculty and staff about the Qatar initiative?

THORPE: For faculty there will opportunities to go to Qatar semi-permanently, for one semester or rotate for a year, or do half-semester mini-courses like the type offered at GSIA. I expect that once the first few faculty have rotated through and come back and tell others what a wonderful opportunity this is, there will be more people who will want to take advantage of this opportunity. For some of the staff positions we need a longer-term commitment. To become the purchasing person over there, you can't do that in a 7-week mini. So it will require a long term. We will need administrative support staff, some will be hired locally but we need to bring staff from here.

FOCUS: So once the negotiations have been completed and it is a go, the university campus will learn about opportunities open to them?

THORPE: We've already begun working with Barbara Smith drafting position descriptions and policies for relocation, housing rental, car allowance, trips back to Pittsburgh; all of the things that go along with setting up an overseas posting.

FOCUS: A lot of thought seems to have gone into the infrastructure already even though we have not signed on the dotted line yet.

THORPE: That's right — a lot of thought has gone into it already. In fact there are a series of trips going on right now. Next week Bill Elliott will be traveling there with Mike Murphy. In October, Jared Cohon and Mark Kamlet will be back for the dedication ceremony of Education City. And we will continue to have trips like that going back and forth.

Let me toss in a couple of other things. In June we had the opportunity to meet with some Cornell and Qatari students. These were wonderful experiences — very interactive. When Peter Lee asked questions he had lots of hands raised, lots of students eager to run up to the whiteboard and start diagramming solutions to problems. The Cornell students come from Qatar but also from that entire region. We talked with students from Nigeria, Iran, a student of Indian extraction who was living in Saudi Arabia, a Lebanese student who had gone to high school in Chicago, a Palestinian, a Bulgarian — a broad group of students who are engaging, interesting and a lot of fun to talk to. It is going to be fun to teach there. We also spent some time walking around looking at places to live. You can choose to live in a gated compound with indoor and outdoor swimming pools, indoor ones for when it is too hot to be outdoors; houses surrounded by other houses; a high rise apartment building across from the shopping center with an indoor ice skating rink. You have the option of mixing with people from all over the world or to keep your privacy and live a more American life. It has all the right feelings for me. It has the feel of doing something potentially big for the world. I talked with Ilker Baybars before I went on the trip. I asked him if this was a good idea. He said that while growing up in Turkey he was probably on the path to becoming an anti-American left-wing demonstrator kind of radical student, but then he went to the American University and met some Americans and realized they were not such strange people after all and it changed his life. Now I'm not saying that we are going to change the world by doing this but we can change a small part of the world and influence a small number of people who can grow up to be influential leaders. So it has some of those big vibes, which are good. It has the vibes of interesting students and the vibes of an interesting place to go and live. It's also really an excellent place for Carnegie Mellon to go to see what it is like to set up a university branch campus elsewhere and so if we eventually do want to set up branch campuses in other parts of the world we can do so.



Qatar



Marija Ilic: Shedding some light on the blackout

After 15 years of being a senior research scientist at MIT, Marija Ilic was drawn to Carnegie Mellon in September 2002 by the link between engineering and public policy in her field of work: electric power construction. This semester, she is teaching "Challenges and Opportunities in Technology," a new class. The two objectives of the course are to review the modeling of complex systems and to assess how to accommodate emerging Information Technologies (IT).

Ilic has become the first female faculty member to obtain tenure at Carnegie Mellon in a field dominated by men. She also has three children and a husband who teaches at MIT in Boston, so Ilic travels to Carnegie Mellon on a weekly basis. Somehow she still finds time to hike and jog, hobbies she enjoys, but not as much as her years playing basketball in her native Siberia.

She recently gave an ECE seminar entitled *Improving Electric Power System Reliability: Understanding Causes of Blackouts and the Role of IT in Preventing Them*. The seminar addressed investing in IT to overcome similar energy problems and prevent blackouts in the future as the demand for energy increases. She suggested an Internet-like grid in which users will be able to adjust to changing conditions and allow consumers to communicate their short and long-term demand for power. The electronic grid would also define responsibilities and performance of users and monitor and control power exchanges between all utilities and regions.

The blackout on August 14 affected more than 60 million people in the United States and Canada. Thankfully we were able to recover in just a few days, but we may have forgotten the blackout too quickly. If we don't take this opportunity to improve the current system, another blackout could be turning the lights off in Pittsburgh. The FOCUS interviewer is Kristen Romonovich.

FOCUS: What caused the blackout?

ILIC: I think they are still searching for the post-mortem analysis, but there have been indications that one power plant failed in an unpredictable way, which created a shortage. The plant then asked for more power to be delivered on the same wire so that created an overload of the wire. And then the protective devices started disconnecting the lines creating an even worse situation.

Some other people were thinking that maybe a transmission line created the first problem because the line touched a tree, shorted it, and the protection device disconnected it. When you short a line, that line conducts a lot of power right away and the protection disconnects it. And since the customers are still consuming the same amount of power, and the power plants are still producing the same amount of power, it has to go somewhere. It goes to other lines and overloads those also.

And so it's a mix of things. I think it's fair to say that we still don't know what triggered it, but we know the basic mechanism of it.

FOCUS: Could the high temperature have affected the line?

ILIC: Yeah, you know, you have a high temperature, it can overheat the line and cause an overload. If your transmission line is carrying more power than what it's designed for, it can sag and possibly touch a tree.

FOCUS: How much was the economy affected by the blackout?

ILIC: I think that someone mentioned the cost to our economy being unproductive was \$30 billion, but that's a very rough estimate. However, there is a difference between that cost and the value to the end users. For some end users, this cost them a lot. Let's say if you're a computer facility and you lose power, it might cost you much more than some other facility.

The idea is to move forward in the future from cost-based to value-based. In other words, we need to get information that is very value based under provisions which we

don't have now such as at what rate people will pay for uninterrupted service and for what length of time. Then there will be more of a link between the real effect of the system, because consumers aren't buying electricity for the sake of electricity. They're buying it to do something, and it has different values to different end users. This sort of information is needed in order to systematically cut supply to people during a shortage.

FOCUS: Why have we not heard more about the blackout since its occurrence?

ILIC: There are different institutions that view themselves as being responsible for making the system reliable like the US Department of Energy, Federal Energy Regulatory Commission, and North American Reliability Council. These are the places that are worried about the reliability of the system. The US Department of Energy is pursuing a post-mortem analysis of what happened, and there will be a report shortly.

I think the whole situation has stirred a lot of soul-searching in terms of what can be done and what can't be done. Different people are advocating different short-term and long-term solutions. We should view this as an opportunity to rethink where the whole sector stands and how much could be done at what cost and at what value to the customers.

There has hardly been any mention of the customer as to how much the customer wants and is willing to pay for uninterruptible service. Without knowing what's acceptable to the customer I think we can over design the system or under design because we don't know what is needed. What are the customers' expectations? It has been a long-standing problem for a while

FOCUS: Do consumers need to reduce their electricity use?

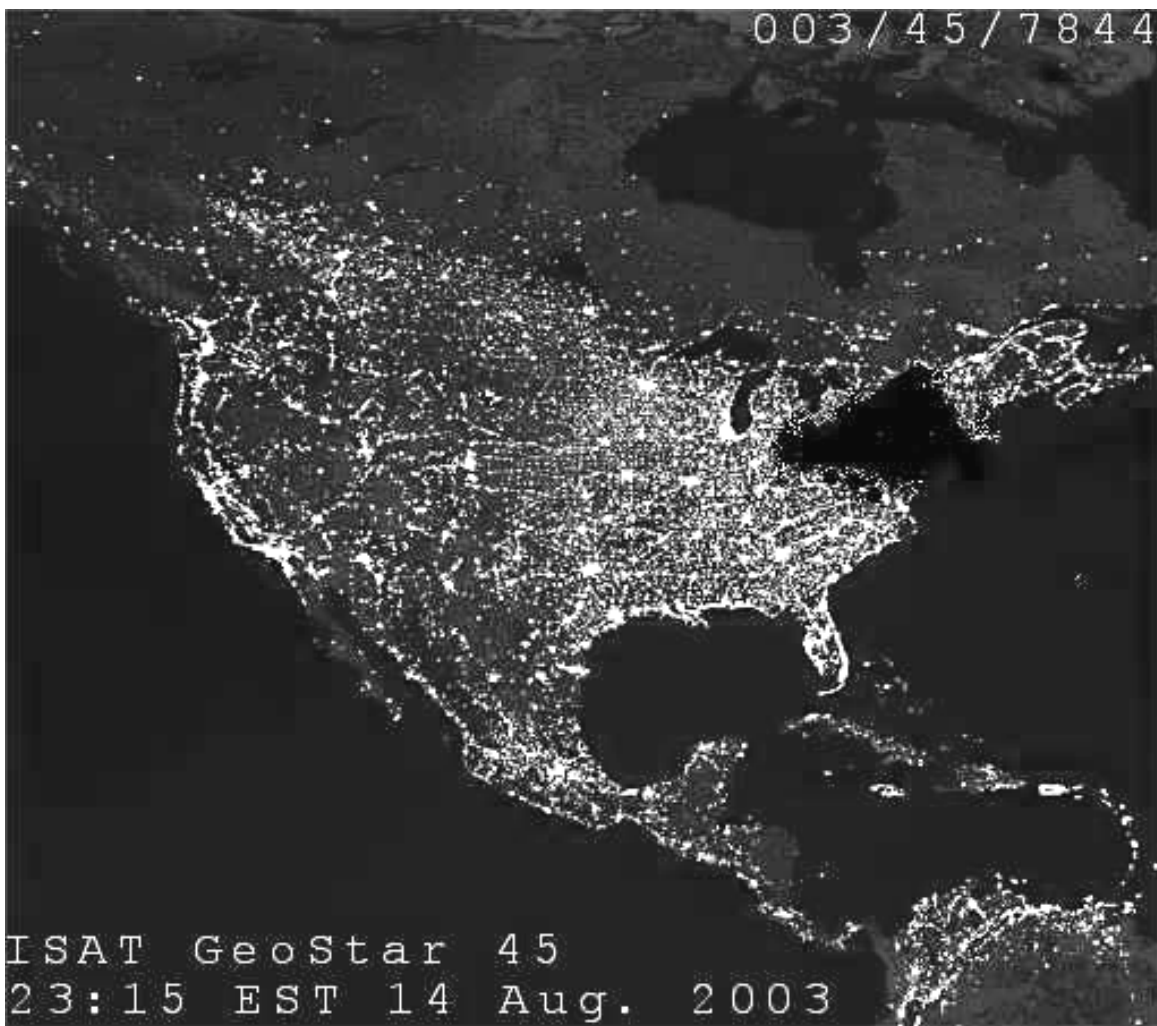
ILIC: I think it's a sort of a two-mode issue. Under normal conditions, where there is a lot of supply and everything is in order, they can use as much as they need at the price that they pay through the market.

However, I think we're very inefficient in that we don't use available resources under normal conditions so that we have reserves in case something fails. Those reserves can be reduced and the system can be made more efficient if the customers were willing to interact just under abnormal conditions. And not interact completely. They can keep their operation, measurement techniques and communication techniques that could make these very automated.

Let's say the frequency of voltage begins to fall locally. They adjust a little bit and use a little less. So the line between normal and emergency conditions is not just a black and white line; it gradually changes. And if the customer sees everybody adjusting in a very small way, we will not even have an emergency even though a large piece of equipment went out.

FOCUS: Do you think deregulation played a role in the blackout?

ILIC: No, I don't think so. I think what the system really needs is a more systematic use of existing resources and some efficiencies could be improved by making the system respond more flexibly. That really doesn't have to do that much with deregulation. There is a portion which is related to deregulation. Right now we only have short-



The area of the Aug. 14 blackout stretched from New York to the Midwest and up to Canada.



Marija Ilic

term markets, and we don't have long-term markets for investment. Because of that uncertainty, the producers, transmission lines builders, and so forth are not doing anything to improve the system. So that is an indirect effect of deregulation: the incentive for where your capital investments are needed and by whom are not provided. So if deregulation is going to go forward, we need long-term markets for reliable provision.

FOCUS: Hasn't deregulation allowed utilities to stretch their transmission lines too far?

ILIC: Originally you had utilities being obliged to serve their own customers under normal conditions in which all the pieces of equipment are under operation. These utilities were interconnected with a wire, but those wires were there to share the cost of supplying customers under emergency conditions. The idea of interconnection was that New England for example did not have to keep as much reserves as the largest power plant. So if that power plant failed, then they could get more electricity from the neighboring area.

What is different under deregulation is those wires that existed between utilities for helping each other under emergencies began to be used for economic reasons. For example, if the power in Pennsylvania were less expensive than in New York, then you would use the wire to sell power from Pennsylvania to New York under normal conditions. So if something fails, then there is not enough capacity.

FOCUS: So if New York knew about the blackout and reduced their electricity use, it probably wouldn't have spread as quickly?

ILIC: Right. Even more important, if New England had helped out with reserves, there might not have been this problem. New England had air conditioners blasting and New York didn't have traffic lights. Under open access there is supposed to be free trading of resources. This points into a sort of technical offset, that right now the electricity markets value energy, but they don't value reliability. Then we don't have a mechanism by which one portion of the grid will say I need so much and I'm willing to trade as long as my reliability is main-

tained. But we don't have these clearing mechanisms for reliability or management on a larger scale. So if we had that, I think we could operate more efficiently, and customer usage actually plays a role in that.

FOCUS: How has the blackout affected work done at Carnegie Mellon?

ILIC: I think there are a lot of people who work in these areas who can take a step back now and are thinking how their work relates to what happened and how it can be used to improve the overall situation. Views are usually very biased. I will talk about IT. Some other colleagues here at Carnegie Mellon will talk about the need to put backup generators in very critical locations such as traffic lights, hospitals and so forth. There are other people who are primarily suppliers of transmission equipment who want to build a lot because that would boost their business. And so we don't really have a very systematic way of thinking and comparing different approaches. I think we need to stop and think these through before we move forward.

I think academia plays a very significant role in that because most of us are very independent thinkers, and we don't represent anybody. It's unlikely that one person by him/herself will make a difference. There has to be a group of thinkers who are very familiar with the system, with its language and technological solutions, talking and assessing what can be done and what cannot be done. Then we need to make several proposals on how to move forward. We really don't see that right now, and maybe some of us are beginning to take some initiative to create these groups, to take more of a systematic assessment of what can and cannot be done and at what cost. So among those of us at Carnegie Mellon, several of us are talking, and trying to even among ourselves understand, to see whether or not we are all saying the same thing or not.

FOCUS: Have you written any books in relation to the blackout?

ILIC: I have a very relevant book actually, *Dynamics and Control of Large Electric Power Systems* (IEEE Press, 2000), by John Zaborszky, my former EPP advisor and myself. This book talks about how the system operates today, gives its models, gives its control strategies under normal and emergency conditions and at the later stages, it also begins to describe the change in industry organization from regulated to market based and how it may challenge the operation. So it's very timely in that sense.

Faculty title changes: What's in a new name?

continued from page one

long debate: Are the titles of research scientist and lecturer fully reflective of the roles of the individuals they identify?

After much concern among faculty in Mellon College of Science between Dec. 2001 and March 2002, the MCS Faculty Organization sent a memo to MCS Dean Richard McCullough recommending a change in research-track titles. The conclusion that "the titles of Research Assistant Professor, Research Associate Professor, and Research Professor are often adopted in universities with large block grants with government funding" was based on data compiled in 2000 by Meg Stanko, Executive Officer of Faculty Senate, on research faculty titles at universities comparable to CMU. Stanko found that six of the eight universities consistently use the word "professor" in their titles for researchers; at Princeton and MIT, however, researchers are solely considered staff and not faculty.

Prompted by MCS, Faculty Senate created the Ad Hoc Committee on Faculty Titles during summer 2002 with members Sylvie Rockmore, Jackie Cohen, Toby Davis, Yanxi Liu, Karen Schnakenberg, Mark Bier, Barbara Anderson and Raj Rajkumar as chair. Throughout the following year, the committee conducted a series of interviews and surveys to explore faculty attitudes regarding the research- and lecturer-track titles. Their recommendation for change was sent to the president in April 2003.

"We came to the recommendation on the basis that looking at the data we felt that there was surprising support for change and for fairness," said Schnakenberg. "And we did feel that there was some misunderstanding about what the roles were, and the recommendation was a valid one. There was significant support for it. We had a sort of educational mission. If the issue were allowed to die, it would be a long time before it surfaced, so we felt we had strong enough support to move forward with it and to use the process as a way to bring the issues forward, bring it to a forum, bring it to a vote, and to see what happened."

In Oct. 2002, Schnakenberg expanded on Stanko's work by benchmarking how lecturer titles are used at the schools CMU normally compares itself to, examining the faculty handbooks at Northwestern, MIT, University of Pennsylvania, Stanford, University of Chicago, Cornell, Duke, Columbia, Rice, Brown, Johns Hopkins, Emory, Berkeley, Notre Dame, University of Virginia and Vanderbilt. She concluded that of the 16 schools compared, none has a three-tier lecturer track analogous to CMU's; at eight of the schools, lecturers have staff or

visiting status, while at MIT and Berkeley, senior lecturers are equivalent to full professors.

"The closest equivalent to Carnegie Mellon's lecturer track is Stanford's non-tenure track faculty positions whose titles include teaching, research and performance terms as modifiers: Assistant Professor (Research), Associate Professor (Teaching)."

On Oct. 29, 2002, a questionnaire was sent via email to all faculty that Faculty Senate had identified as tenure-, research- and lecturer-track. Faculty had only one week to complete the survey, which could be done one of two ways: either by replying to the email, or by entering in responses anonymously on a website. Respondents were asked to provide their title and their departmental affiliation, and to rank a set of title alternatives in order of preference. Of the 803 faculty who received the email, 319 responded (40 percent).

Jackie Cohen's analysis of the survey results, along with the results from the benchmark study and the responses from the deans and department heads, was presented in a report to the Faculty Senate in Nov. 2002. The results of the survey were divided into responses regarding research-track and lecturer-track titles.

Of the 78 percent of research-track faculty who responded, 91 percent favored a change in their titles. Additionally, 79 percent of lecturer-track faculty and 69 percent of tenure-track faculty favored a change in the research-track titles. Overall, 77 percent of respondents favored change in titles for researchers.

On the other hand, only 57 percent of all respondents favored change in titles for lecturers, which included 95 percent of lecturers, 65 percent of research scientists and 40 percent of tenure-track faculty.

The strongest support for each title came from the colleges with the greatest percentage of those faculty. Eighty-five percent of the SCS respondents and 78 percent of the CIT respondents favored change regarding research-track titles, presumably because 39 percent of SCS faculty members and 14 percent of CIT faculty members are research-track. GSIA, of which only 1 percent is research-track faculty, had the lowest support for change of those titles with 60 percent.

CFA, in which 25 percent of faculty members are lecturer-track, had the second-highest support for change of lecturer titles with 71 percent. H&SS, of which 16 percent of faculty are lecturer-track, had a 76 percent favor for change. CIT and MCS both had the lowest percentage of favor for change in lecturer titles at 51 percent, though 16 percent of MCS faculty are lecturer-track in

contrast with only 4 percent of CIT faculty.

"We fully expected that people that were lecturer or research scientist faculty would have greater support [for change of their own titles]," said Cohen.

An overwhelming number of people responded anonymously via the website instead of emailing it back to Faculty Senate. Only 14 percent emailed their responses.

"Many of the email votes were strongly opposed," said Cohen. "Their only preferred choice was keeping it the way it was, and nothing else was acceptable."

The Ad Hoc Committee also sent an email questionnaire to the deans and department heads across the seven colleges regarding the title of research scientist. All 28 department heads and five of the deans responded to questions asking for input on difficulty in hiring, retention and securing outside funding. There was a considerable variance of opinion, though the departments that employ many of those faculty consistently supported change.

Randall Bryant indicated a need for change in one department in the School of Computer Science that employs 24 research scientists: "I have been told many times by our research faculty that they would really like to have the word 'professor' in their title. They perceive this as an important part of being able to gain recognition from colleagues at other institutions where the title 'research scientist' conveys something closer to our 'project scientist.' I think we should take the lead of Stanford and allow the title 'Professor (Research)' or something like that. I have not heard of any of our lecturer track faculty expressing discontent with their titles." The Computer Science department employs 12 lecturer-track faculty.

Granger Morgan of Engineering and Public Policy, John Miller of Social and Decision Sciences, Chuck Thorpe of Robotics, Jaime Carbonell of the Language Technologies Institute and Dan Siewiorek of the Human Computer Interaction Institute, indicated problems with recruiting and external perceptions of research-track titles. Morgan, Miller and Thorpe also indicated funding challenges, along with Elizabeth Jones of Biological Sciences. Pradeep Khosla of Electrical and Computer Engineering (which employs eight research scientists) simply stated that "research scientist" has affected the department negatively.

Dick Tucker of Modern Languages (which employs 14 lecturers) indicated problems in external perceptions of lecturer-track titles, including that of their Advisory Board, as well as a problem with a grant on which the department head had to be added as co-principal investigator to secure funding. Randy Weinberg of information systems

noted that "lecturer" is not generally recognized as a faculty title, and that the department does not use the title externally if it can be avoided.

On the other hand, Elizabeth Bradley, head of the School of Drama, which employs 13 lecturers, described lecturers as "practicing professionals happy for income with no objections to titles."

Ultimately, the Ad Hoc Committee's recommendation to Faculty Senate for lecturer-track titles was Professor (Teaching) and for research-track titles was Professor (Research), though the latter does not reflect the results of the faculty survey.

Jackie Cohen said, "It was the combination of the circumstances at other universities, the difficulties of recruiting faculty when you're competing against tenure-track offers ... It was the whole range of issues that we looked at, not just the survey. It was clearly an important element that we do this [the survey] in order to test the waters of the faculty."

The report containing these data and conclusions, drafted primarily by the Ad Hoc Committee member Mark Bier and chair Raj Rajkumar, was sent in January to the Faculty Senate Executive Committee and then forwarded to the Faculty Affairs Council for further review. The Faculty Senate meeting minutes for February 2003 stated that the Executive Committee and the Faculty Affairs Council rejected the Ad Hoc Committee's recommendation "as it did not find sufficient consensus to support it across the board."

Later in that meeting, Peggy Knapp, Senate Faculty Chair entertained the motion to move the discussion of faculty titles to the March meeting "since there continued to be much interest on campus concerning a change it [the motion] was moved and seconded, and discussion followed regarding the need for a full-fledged and well-informed dialogue on this issue." Members of FAC and the Ad Hoc Committee were invited to speak "so that all aspects of this issue may be brought out into the open," and the motion passed unanimously.

The open-mic at the March meeting was the defining moment and showed just how hot this issue is, which at last compelled Faculty Senate to send recommendations to the president for a change in university policy.

What exactly happened at that meeting and how are people reacting now? Watch out for *Part Two* in next month's issue of FOCUS to find out.

WHITNEY HESS

10th Annual Staff Council Food Drive

Staff Council is gearing up for its 10th Annual Food Drive, scheduled for Nov. 3-14, 2003.

Over the past nine years, the annual drive has collected 35,879 lbs. of non-perishables for the Greater Pittsburgh Community Food Bank. All members of the campus community who have participated over the years should be proud of our collective support of those in need.

The Greater Pittsburgh Community Food Bank, located in Duquesne, distributes food to approximately 350 agencies, including food pantries, soup kitchens and shelters. Most of these agencies are located in Allegheny County, although 11 other counties in southwestern Pennsylvania also receive donations.

The Food Bank depends on drives like ours to serve 120,000 individuals monthly. Sixty four percent of those receiving assistance are adults, and 36 percent are children. In the Pittsburgh-area alone, one in four children are hungry or at risk of being hungry. The Food Drive's most successful year was in 1999, when the campus community contributed a total of 8,165 pounds of food, including 300 pounds from The Children's School and 1,500 pounds from MBA

students at GSIA.

In honor of the 10th year, the Food Drive Committee is encouraging everyone to help make this the most successful drive ever by donating 10 non-perishable items.



This year's drive cannot be a success without the generosity of the entire campus community. Your help is needed to make this year our best and brightest – bringing assistance to the needy in our community during a season when we are all thankful for our own well being.

Donation boxes and barrels will be located throughout campus buildings. In addition, the annual One Day/One Can event will be held Wednesday, November 5, in conjunction with the Human Resources Benefits Fair. Individuals donating a non-perishable item will be entered in a raffle. Please participate!

Visit www.pittsburghfoodbank.org/ to learn more about the Greater Pittsburgh Community Food Bank. Also, if you are interested in helping with this year's drive, please contact Gloria Dadowski at dadowski@andrew.cmu.edu, Tara Klim at tmk@andrew.cmu.edu or Carole Panno at cp1g@andrew.cmu.edu.

JASON BUGG

Not sure what to donate? Here are the most needed items:

- Peanut Butter
- Canned Tuna, Ham, Chicken or Salmon
- Canned Stew
- Canned Chili
- Canned Soup
- Canned Vegetables
- Pasta
- Rice
- Cereal
- Canned or Powdered Milk
- Diapers
- Feminine Hygiene Items
- Toothpaste
- Shampoo
- Soap
- Cleaning Supplies
- Toilet Paper
- Laundry Detergent
- Dish Detergent

From the Faculty Senate Chair's desk

We are about to begin an historic year in Carnegie Mellon's institutional life. Last spring the Senate heard from Provost Mark Kamlet that we had been approached by the Qatar Foundation to establish undergraduate programs in computer science and business on the campus — Education City — being built in Doha. The faculty in general and the Senate in particular were invited to offer advice and opinions concerning this venture, but not to vote on whether or not to undertake it. In the meantime the political situation has changed from the possibility of war in Iraq to the aftermath of that war. And in the meantime the trustees of the university voted by an overwhelming margin to go ahead, to plan a curriculum and a presence to begin in the fall term 2004.

There are, of course, arguments on both sides of the question of whether or not to establish the new campus: this is a big step for us, since it is the first time an undergraduate degree will be issued as Carnegie Mellon's absent matriculation here in Pittsburgh. Many of you will want to attend the Senate meetings and weigh in on this matter in the coming issues of FOCUS. But my purpose in writing the faculty now is not to argue the case. I assume we are going to Qatar, and the faculty will have a good deal to say about how committedly, how intelligently, and how efficiently we will take up this challenge. The degree is being offered in our name, and we ought to be very concerned about its shape and integrity.

This venture is important in itself, but it also provides us an opportunity to consider some overarching ideas about undergraduate education on *this* campus. We have agreed with the Qatar Foundation to require the same type and quality of university work toward these two majors in Qatar we require

in Pittsburgh, so we ought to give some serious attention to what a degree from us entails. How broadly educated outside their specialties do we require our students to be? How seriously do we take our announced adherence to "seeing the big picture," "considering alternative viewpoints," "having respect for a broad range of knowledges, rather than simply know-how in a domain of specific problems? A big step like the one we are about to take seems a good time to talk about this matter. The formal requirements in most colleges do not seem to be an impediment to our addressing these big questions, but the "culture" of this campus may be. How do we look to ourselves and to our students?

Important as "culture" is, the word is so amorphous that it's hard to explain, much less intervene in, so I will work from some specific comments made by students last year. Many of you will remember that Brad Grantz (at that time editor-in-chief of the *Tartan*) wrote to suggest that so few students seek "in-depth scholarly review" at our university that we'd be wiser to "focus on what it does best and outsource its humanities to Pitt, Duquesne, and other local schools." He learned about such focus, he says, as a business major. Many of us in my neck of the woods were angered or dismayed by Grantz's column, but I'd like to treat his suggestion as a "Modest Proposal" on the Swiftian model. I think Grantz wanted to draw attention to a certain ethos among at least some students here that they are being trained in certain marketable skills ("corporate skills for hire" was his phrase), and not *required* to see into the natural or human world in the manner of university education. Grantz is miffed about this and I read his "outsourcing" comment as provocative of

discussion rather than as a suggestion for action.

I'm none the less discouraged that a clever guy like Grantz didn't prevent his own disillusionment about the university by trying out a wider array of academic courses. His conclusion about "skills only" training excludes the study of natural science as much as humanities, although he doesn't take his argument in that direction. An engineering student interviewed for the *Tartan* the same semester was, I think, not being cagey when he said to the reporter "Just because I don't read, doesn't mean I can't be part of society. I have my own experiences and form my own opinions." Then I really got scared. Here's a person voting, raising children, driving a vehicle, etc. who thinks his own experience is information enough to serve as an adequate guide to the conduct of his personal and citizenly life. And a graduate of this university!

We are now ranked high among the important universities in this country, and with that regard comes the responsibility for undergraduate education commensurate with that ranking — not that we ought to seek to become like the institutions with which we compete for students, but that we have to treat their expectations for academic excellence outside the majors very seriously. The place to begin is surely the "general education" program. (We have to find a better name for non-major studies — the last thing we want to imply is that such a program is diffuse, non-rigorous, or merely ornamental.) A committee headed by Kristina Straub is currently looking into both what the various colleges do now and what they think we ought to be doing. The University Education Council, chaired by Indira Nair, is a standing committee of the Faculty Senate

where issues like this are discussed regularly. I hope we can have a general discussion around the campus — faculty, students, administration — that will come back to these committees and in due course to the Faculty Senate as a whole. The discussion itself should have some effect on the "cultural climate" I began by representing through the *Tartan*. It may be that many or even most of our students do respect and participate in a broad range of academic studies, but theirs is not the voice we usually hear. We need to hear it, and soon.

In case you're thinking that since this school long ago agreed to the Carnegie Plan, we don't need to think more about breadth in education, consider the fact that the US has had an even longer commitment to the Constitution, but has to continually update its thinking to account for new situations. In our case these new matters include the changing make-up of our student body, the coming to prominence of new fields of knowledge and expertise, and the new slant emerging world conditions imposes on the study of the natural and human sciences.

In Qatar our planning will be constrained in many ways — a much smaller Carnegie Mellon faculty will be there at any one time, and we will probably share the teaching of some courses with the other universities in Education City. Any decisions we make about requirements will therefore be driven by, among other considerations, what we can agree on as distinctive about our undergraduate degree. Before we define a "general education" for Doha, we should look into its most basic components in Pittsburgh.

PEGGY KNAPP

Faculty on leave: A who's who of who's away

Jane Bernstein, H&SS, academic year. She will be writing a book about the transition of her mentally retarded daughter from her home to the outside world. She has also been awarded a Fulbright Fellowship to spend spring as a visiting writer at Bar Ilan University in Tel Aviv, Israel.

Lowry Burgess, CFA, fall. He will be promoting his "Toronto Manifesto on the Right to Historical Memory" at the UN and at UNESCO in Paris. He will also prepare a major exhibition of his artwork in London.

Rick Carley, CIT, academic year. Partial absence to provide technical leadership at IC Mechanics, to develop low-cost, highly integrated microelectromechanical systems on top of standard integrated circuits.

Pierre Collin-Dufresne, GSIA, spring. He will teach a Ph.D. course at the University of California at Berkeley do research with Dwight Jaffee, Richard Stanton and Nancy Wallace involving the securitization of car loans and credit cards.

Gerard Cornuejols, GSIA, academic year. He will pursue research in integer programming and combinatorial optimization at the University of Marseille, France.

James Duesing, CFA, spring. He will work to distribute his animation project title *Tender Bodies* and begin a new animation project.

Christos Faloutsos, SCS, academic year. He will be working with the industrial database group at IBM Almaden.

Edda L. Fields, H&SS, academic year. As a Ford Fellow, she will analyze historical linguistic data from her previous fieldwork and revise her dissertation on the development of coastal dwellers' economic activities in the Rio Nunez region of Guinea-Conakry between 1000 and 1500 CE for publication by an academic press.

Stephen E. Fienberg, H&SS, academic year. He will do statistical research at the Université de Paris IX, Dauphine, and at INSEE, on confidentiality, disclosure limitation, computer security, and their statisti-

cal foundations and on the longitudinal modeling of survey data on disability.

Susan Finger, CIT, spring. She will pursue her research on computer supported collaborative learning at the Center for the Advancement of Engineering Education at the University of Washington.

Kaigham Gabriel, CIT and SCS, academic year. He will continue the working in the commercialization of CMU-developed acoustic MEMS devices.

Wendy Goldman, H&SS, academic year. She has received a grant from the American Council of Learned Societies to pursue research for a book on workers, industry and Stalinist repression in the 1930s.

Ignacio Grossmann, CIT, academic year. He will be studying and investigating logic-based optimization at the University of Cantabria in Spain and at ETH in Zurich, Switzerland.

Alex Hills, CIT, academic year. He will continue his work with Black Storm Networks and Helium Networks on the development of advanced wireless technology.

Barbara Johnstone, H&SS, academic year. She will be conducting a sociolinguistic investigation of the vernacular speech of the Pittsburgh area, doing fieldwork in two Pittsburgh communities to develop a rhetorical theory of awareness for sociolinguistics.

Joseph B. Kadane, H&SS, spring semester. He will be discussing Bayesian and computational methods at the Pontifical Catholic University in Santiago, Chile, helping the university to develop a mentoring seminar and assisting in generating cross-disciplinary research.

Jon Klancher, H&SS, academic year. He will be a visiting chaired professor at Brown University in Providence, Rhode Island.

Robert Klatzky, H&SS, academic year. She will collaborate in research on perception in virtual environments featuring touch and large-display vision at the Max Planck Institute for Biological Cybernetics in

Tübingen, Germany.

Philip Koopman, CIT, academic year. He will write a textbook on advanced embedded systems, with an emphasis on system and software engineering for distributed embedded real time control systems.

Gregory Lehane, CFA, fall. He will study music performance and theory and begin research for a book on directing opera.

Miguel Llinás, MCS, academic year. He will help incorporate NMR protein structural analysis protocols developed at CMU to the CCPN data model in the Department of Biochemistry at the University of Cambridge (UK); he will also collaborate in the development of statistical Bayesian methods aimed at the derivation of protein structural models from sparse NMR data at the Unité de Bio-Informatique Structurale at the Institute Pasteur in Paris.

Jane McCafferty, H&SS, spring. She will be working on her third novel.

Gary Patterson, MCS, fall. He will be conducting research at the Chemical Heritage Foundation on the history of polymer science and writing a book entitled "Paradigms in Polymer Science."

Jon Peha, CIT, academic year. He will serve as chief technical officer of Cyphermint, developing new technology to protect privacy and security for financial transactions over the Internet.

Agoston Pisztor, MCS, spring. He will conduct research on random fields and mathematical aspects of statistical mechanics at the Università di Roma II and the Université de Paris IX, Orsay.

Kathryn Roeder, H&SS, academic year. She will develop and apply statistical methods to data generated by the HapMap project, that seeks to discover haplotype blocks, ancestral segments of chromosomes that have been inherited as a unit with little change.

A. D. Rollett, CIT, fall. He will work with on grain boundary properties and microstructural evolution at the Institute of Physi-

cal Metallurgy and Metal Physics, RWTH in Aachen, Germany.

Scott A. Sandage, H&SS, fall. He will be working on his second book, a study of mixed-race identities entitled *Half-Breed Creek: A Tall Tale of Race in America*.

Mahadev Satyanarayanan, SCS, partial leave, academic year. He will continue to serve as director of the Intel Research Pittsburgh laboratory.

Melvin Stephens, Heinz School, academic year. He will be visiting the National Bureau of Economic Research in Cambridge, MA, where he is currently a Faculty Research Fellow in Labor Studies.

Etsuko Takahashi, H&SS, academic year. She will be in a visiting position at Wesleyan University.

Frenkel ter Hofstede, GSIA, academic year. He will further develop his research in marketing at the McCombs School of Business at the University of Texas at Austin.

Helen Thomas, Heinz School, academic year. She will lead research and development efforts at Chutney Technologies, a software company that she co-founded.

Mary Weidner, CFA, academic year. She will be working on a series of paintings, multiple panel narratives and mixed media installations for a solo exhibit entitled "Memory, Conjecture and Yearning."

Arthur Westerberg, CIT, academic year. He will be working at Sandia National Laboratories on improving their ASCEND modeling environment.

Itir Zraesmen, GSIA, academic year. She will continue work on projects related to service operations and supply chain management at the Department of Decision and Information Technologies in the Robert H. Smith School of Business at the University of Maryland.

Talking 'bout a dance, dance, revolution

Forget ballroom dancing or salsa lessons — the new modern way to shake your grove comes in the local arcade. Dance Dance Revolution (DDR) is an interactive video game whose popularity started in Asia and quickly made its way to the United States. In most arcades and a lot of malls including Carnegie Mellon's own Scotland Yard, the bulky machines stand where people can learn dance moves, sweat their last meal away and shake their booty.

The concept of the game is simple. There is a platform (where you stand) with four arrows: up, down, left, right. On the screen, the same arrows sit stationary at the top of the screen. When the game starts, more of the same arrows start to scroll up the screen and when they overlap the stationary arrows, the player is to stomp on the corresponding arrow on the platform. The arrows will direct you to dances that range from beginner to advanced. The performance can use just the footing, but it can also go into stunts ranging from knee dips to doing handplants.

The popularity of this new game is shown by the massive amount of websites written just for fans of DDR, telling tips on how to freestyle, hydration tips and even how to buy your own personal DDR machine.

Will this obsession take Carnegie Mellon's population over? There's a good possibility. The DDR machine in Scotland Yard (in the basement of the university center) is already occupied most of the time. Frequent participants can be found sweating and pounding almost every day.

ELSIE LAMPL



Photo: Dimitri Babichenko

The Food and Wine Collective presents: The Cultural Corner

(Note: the Food and Wine Collective is a non-ideological, free association of some people who like food and wine and related things. The membership is flexible, somewhat of a moveable feast you might say. At the core of the moveable feast, for the present, are Cletus Anderson (Drama), Alan Kennedy (English) and Martin Prekop (CFA Dean).)

The history of FOCUS is marked by many many journalistic achievements. Its pages are literally littered with excellent prose, profound insights and useful pieces of information. There is, regrettably, one area of culture that has been neglected, needlessly we believe, in these pages. Culture itself has, to be sure, been the topic of some of the columns of past issues. Never to our knowledge, though, has there been the kind of regular cultural coverage to be found in most major newspapers. We mean of course, the food and wine columns. Attempting to fill that void, FOCUS has decided to send out, on an irregular basis, columnists to explore the nature of culture in general, and food and wine in particular. We would like at the end of the day to have contributed something to the general culture on campus, so that at the very least when a visitor to campus asks the inevitable question: "Isn't there anyplace around here to get a drink?" we'll all know what to say.

So this is not just a place to look for a recommendation for what wine to buy, or what restaurant to try out, although it hopes to be that as well. No, we have in view a broader task: the attempt to influence the very culture of Carnegie Mellon itself. We all know that our community is subject to infrequent fluxes of dialogue about the 'culture' of our university. We are given every five or ten years to soul-searching exercises about how we should change and grow, and those exercises inevitably turn on the need to change the culture. Those conversations themselves inevitably lead to some kind of resolution that can be summarized as: "Change is good, as long as we don't throw the baby out with the bathwater!" The collective wisdom of this university is perhaps best witnessed in the restraint we have shown in throwing out bathing babies. To our limited knowledge, not a single campus site has been littered with even a single discarded bathing baby. Indeed, few places have even been more than a little dampened by discarded bathwater. Our thoughts on this are simple to summarize: we can't undertake cultural change and development without first giving some thought to the foundations of culture. So, what we like to think of as the 'cultural collective' will attempt to provide some information about just where the hell

you can get a decent drink and a bite to eat.

It seemed clear to your correspondents that the first thing to do would be to get off campus as far as possible to conduct our search—further even than the Panther Hollow Inn, where some members of the faculty community have been known to repair. Since there is nothing on campus, then, nothing like what you might find at cultured universities (not only a nice bar but even a wine cellar in some cases), the idea of traveling to a distance beckoned. To be fair, there is occasionally an opportunity to get a drink on campus, at one or another of the little or big, receptions that punctuate the year (an example of inadequate punctuation). There are, too, the poorly attended 'social hours' several times a semester. All of these events have yet to find out about wine—the one exception being a not u n d r i n k a b l e McGuigan Shiraz that perhaps mistakenly found its way into social hour offerings.

Probably for excellent reasons there is no bar on campus. We invite readers to submit their choice for the excellentest reason that there is no bar on campus, and will reward the winner with a bottle of potable if non-descript and not very cheeky Chardonnay.

What, we suppose readers might ask, are our credentials? Well, we eat and drink, and enjoy doing it. We pay attention. We can write, or at least try to. It was thought by some wags that the perfect combination of talents for a column such as this would be to put somebody with creative, anarchic and all but incoherent vision (an artist), together with somebody else, totally lacking in creativity but gifted with incomprehensible concepts of cultural analysis. On the one hand, the artist could mutter and wave, throwing out scraps of commentary in the manner of the Cumaean Sybil. On the other hand the cultural analyst could take those utterances from the Jewel in Our Crown and turn them into, well into prose perhaps and a critique of late capitalism at the same time. Fortunately for us all, FOCUS in its wisdom has adopted the current strategy. So without further ado, let's all go to Cranberry.

As it slouches towards reform of its prohibitionist protectorate of alcohol, Pennsylvania has been touting the virtues of recent developments. One can now buy booze on a

Sunday. We advocate the practice of staging 'there isn't a thing to eat or drink in the house' dinners on a Sunday. To play this game, somebody has to announce "my goodness, there isn't a thing to eat or drink in the house." This announcement is then followed by a rush to the nearest Sunday liquor store to buy some wine for dinner. This practice might help ensure that the Sunday openings continue. We have also been led to expect that booze will soon be available in some grocery stores, still staffed by State employ-

ees to be sure, somehow enclosed in a hermetically sealed little booze store inside the area selling other things that are clearly good for you, vegetables and such. All to the good, and a trend we hope to see continue. The most recent development is the opening of a new, and supposedly huge specialty booze store in Cranberry. So that's where we went to see if one could find something decent to drink way out there.

The drive to Cranberry was marked by the usual kind of conversation that characterizes academic males out on their own. We all remarked on how badly we missed being on campus, but bravely faced the rigors of a late afternoon trip out of town. Conversation FOCUSed on the merits of various kinds of cars, gossip about our colleagues back on campus (no tapes, no transcripts, nothing available for public scrutiny) and on cooking. We agreed with ourselves that the best cooking magazine is *Cooks Illustrated* and probably the best cookbook is the one they put out called *The Best Recipe*. Having settled that, we stopped briefly in the Krispy Kreme store for sustenance. Not once did anybody say 'Are we there yet?'

You can check out the PA government website and get to their specialty shop page to see what the specialty stores offer. You can search their holdings, which we tried, cross-checking some of the best buys and featured wines from recent issues of *The Wine Spectator* (which you can also consult online). We found maybe two wines out of about 200 from TWS that seemed to be available. There were occasionally other years and other vineyards from the same maker. Our guess is that if we had privately operated wine shops, as is the case in other states, we would have scored much higher,

perhaps as high as 10% hits.

We had called ahead to ask for some special attention and were told that the wine guy in Cranberry, Bob, would be alerted that we would be there at 3:30 with wheelbarrows of credit cards. Bob was nowhere to be found. No apologies, nothing. After a while a pleasant but not well-informed young man came up to us and did his best, and a while later a not so pleasant and not well-informed young woman tried the same. They know little about wines, however, and we were left on our own to explore. The store was surprisingly small and none of us thought it up to the standards of stores closer in town. The Fox Chapel store is at least its equivalent, and the wine guy at the Center Avenue store, Ron, has given us all excellent advice in the past, and has been readily available, although that store is not as well stocked. As to Cranberry, it sadly confirmed what we were sure we knew already: the state stores just won't do, or don't do. We won't bother going back there, and wait even more anxiously for privately run stores.

We bought a couple of things, in spite of our dismay. We got many bottles of the inexpensive French wine, Cuvée de Peòda, which this year goes for \$5.99 and some of last year's is still available at \$5.45. Last year's is at least as good and may be marginally better. Three thumbs up for that one. At the higher end we went for a dessert wine, a Rieussec Grand Cru Classè Sauternes at \$63.19 (our view being that dessert wines are worth the expense and much neglected—three thumbs up, maybe six). We bought whatever they had in Italian reds dated '97 because Martin has never had a bad Italian red dated '97 (in this case an Angelo Negro e Fili Roero '97). We will try out the recommendation of the not-well-informed young people as well: a Willamette Valley Vineyards Pinot Noir at \$17.99 and report. We also went for the state store's current recommendations, a Landmark Demmaris Chardonnay 2000 at \$19.99 and a Guigal Chateau Neuf du Pape at \$29.99 and will report on the results in the near future. We were also tempted by the Lagavulin Malt Scotch (and succumbed to the temptation), probably the best single malt available in town, maybe anywhere.

Since there is little other choice, we'll report on stocks and staff and service at other state stores in upcoming columns and we'll make another journey afield to test the waters, so to speak, in that unexpectedly rich wine State of West Virginia. And next time we'll review a restaurant and report on our trip to buy the best steak in town. And of course, we'll have more cultural analysis and commentary.

