Smiley Celebrates 25th Anniversary

THE EMOJICON — THAT CULTURAL PHENOMENON THAT LETS US KNOW WHEN PEOPLE ARE JOKING IN EMAIL — TURNS 25 THIS MONTH. hard to believe it all started with a simple thread on a Carnegie Mellon online bulletin board. The story goes that someone joked about a contaminated Weak Mall elevator, someone else took it seriously and confusion ensued. How to avoid miscues? Mark jokes with a “&” in the subject line, one writer suggested. No, one was insisted, “&” is definitely the funniest character on the keyboard. Finally, Scott Fahlman, research professor of computer science, posted a momentous suggestion. “I propose the following character sequence for joke markers: :-). Read it sideways,” he added helpfully. And so, at 11:44 a.m., Sept. 19, 1982, the emojicon, or “smiley,” was invented. Rapidly adopted and embellished by other computer buffs, Fahlman’s inspiration continues to save email authors from their own lame jokes. THE SCHOOL OF COMPUTER SCIENCE PLANS A CELEBRATION FOR THE SMILEY ON ITS BIRTHDAY, WEDNESDAY, SEPT. 19.

New Social Site Promotes “Mind Over Chatter”

BYRON SPICE

Not that long ago, signing up for Facebook was one of the first things new students did once they hit campus. By the time this year’s freshmen arrived last month, though, most were already veteran users of Facebook and other social networking sites.

So you ask, why introduce another social networking site at orientation?

Unlike typical sites, this one, called Mindkin, is designed to connect people based on whether they like each other’s thoughts — not their responses to a questionnaire or the photos they post.

“We always want to find new ways for the first-years to get in touch with each other,” explained Amanda Reapsummer, one of the head orientation counselors. “This is different.

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**Artists-Based Robotics Program Gets Off To Flying Start**

Anne Watzman

Some people made edible robots and ate them. Others explored their neighborhoods with sensors registering air quality or noise, while still more worked in teams to build robots that competed against each other. Middle school students, twenty-something computer nerds and 50-year-old artists all mingled together during the summer kickoff of Robot 250, Carnegie Mellon’s arts-based robotics program designed to foster creativity, build a sense of community and increase the technical literacy of the Pittsburgh region.

So just how does Robot 250 achieve such an ambitious goal? By bringing students, families, artists and the general public together to build their own customized robots using cutting-edge technology and educational materials developed at the Robotics Institute. But Robot 250 doesn’t stop there. Another important part of the program is creating robotic art installations for display in public spaces during the Pittsburgh region’s 250th anniversary celebration next year. These installations will help Pittsburgh celebrate its robotic roots.

The visionaries behind Robot 250 are Robotics Institute Associate Professor Iliah Nourbakhsh and Carl DiSalvo, a fellow in the Studio for Creative Inquiry in the College of Fine Arts and an assistant professor at the Georgia Institute of Technology.

“We had been working on educational robotics projects and decided to make art and design a larger part of them,” said Nourbakhsh. “We asked ourselves, ‘What’s the largest public robotics education program we can imagine that focuses on using art and design to get people interested in science and technology?’

“We were looking for a way to make robotics more accessible,”

and reach as many as 75,000 families and school-age children.

Robot 250 is built around three themes: neighborhood and play, environment, and history and heritage. Under the leadership of Project Director Dennis Bateman, more than 150 people are working in teams to design robots that will allow them to explore and learn new things about their neighborhoods. They will then interpret their findings.

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**Greek Inspiration**

Jennifer Kim, a junior in the Bachelor of Science and Arts program, was part of a group of students, faculty and alumni that traveled to Greece this summer as part of the study class “Sparta, Greece: Inquiry and Vision.” Under the guidance of Adjunct Assistant Professor of Art Patricia Maurides, students from the schools of Art, Architecture and Music, and the Bachelor of Humanities and the Arts program toured the country to learn about its history and the cultural inspiration it’s provided through the ages. During the trip, Art Professor Lowry Burgess finished portions of his project, “Seeds of the Infinite Absolute,” which he has been working on for more than 33 years. Kim is shown here in front of the Parthenon.

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**“The arts-based approach differentiates us and picks up on the rich arts tradition at Carnegie Mellon and the city of Pittsburgh.” — Carl DiSalvo**

DiSalvo added. “The arts-based approach differentiates us and picks up on the rich arts tradition at Carnegie Mellon and the city of Pittsburgh. Art also makes technology culturally significant. We can question it and make it in a way that is more human.”

The first phase of the three-year program began in June, runs through February 2008, and is funded with grants from the Heinz Foundation and the Grable Foundation with additional support from Intel Corp. This initial phase features educational workshops and open studios at six sites around Pittsburgh: the Mattress Factory, Carnegie Science Center’s Mission/Discovery at the Hill House; the C-MITES program for gifted children at Carnegie Mellon; and the Homewood-Brushton and Greater Pittsburgh YWCAs. Plans call for Robot 250 to run through 2009 by creating kinetic robotic sculptures. Their tools include Telepresence Robot Kits (TeRKs), which allow almost anyone to build robots using “recipes” developed by Community Robotics, Education and Technology Empowerment (CREATE) Lab researchers. Robot 250 participants will also rely on Gigapan, a robotic platform for capturing very-high-resolution panoramic images from a standard digital camera; and Cany, a sensor that enables people to collect data on various aspects of the environment.

“As Pittsburgh prepares to celebrate its 250th anniversary in 2008, it’s appropriate that the celebrations include our region’s leading role in robotics,” Bateman said. “More than looking back, Robot 250 will highlight the future of Pittsburgh, emphasizing educational and creative opportunities in robotics.”

For more on Robot 250, see www.robot250.org.
That is drafted by university personnel, it will be sent via the Web to the radio tower at WDUQ-FM, Pittsburgh’s National Public Radio affiliate. The tower will then transmit the message over the commercial FM bandwidth to desktop radios in campus locations. “Safety for students, faculty and staff is the number one priority for the university, and Sima’s SMART radio system will give us the ability to notify students in classrooms, dorm rooms and anywhere on campus,” Miller said.

“Reaching different groups with specific messages will allow us to better manage information during emergencies. We need more than one way to get the word out, and this system will add several layers to our current efforts.”

Dave Hochendoner, chief technical officer for Sima Products, said redundancy is important. “The SMART system gives the university the ability to warn students in multiple ways, so that when phone, Internet or power fails, they are still up and running,” Hochendoner said. “Our receivers are backed-up by battery and we provide multiple ways to generate warnings.”

Carnegie Mellon design students, Associate Design Professor Eric Anderson and Assistant Human Computer Interaction Professor John Zimmerman will collaborate with SIMA on product development during the fall and spring semesters. This semester, students in Anderson’s Product Design Studio will conduct research, and design and present product proposals that address several physical forms, human factors and preliminary production considerations.

Next semester, Zimmerman and Anderson will lead a small team of students in an independent study group that will also present proposals based on what it learns about how the user interacts with the product.

The project is funded by a $200,000 grant from the Technology Collaborative, a local economic development organization.

When Caffeine Isn’t Enough

Sometimes Starbucks just isn’t a substitute for sleep and the University Libraries know it. The MetroNaps Energy Pod near the Maggie Murph Cafe (demonstrated here by University Libraries Communications Specialist Cindy Carroll) is one of several new additions to Hunt Library that students, faculty and staff will notice this fall. The Energy Pod, where members of the campus community can catch a few Z’s, comes from Tepper School alumus Arshad Chowdhury (TPR ’03), co-founder of MetroNaps, headquartered in the Empire State Building. Also new are three group study rooms in Hunt and two in the Engineering and Science Library. Comfortable, movable furnishings, whiteboards, electrical outlets, good ventilation and soundproofing were top priorities for the study rooms. Meanwhile, the Transformation 2007 project to relabel and reshelve collections from the Dewey Decimal system to the Library of Congress Subject Classification system continues. The LCC is the standard arrangement in most academic libraries in the U.S.
University on the Hunt for Scottie Dog's Graphic Identity

Bruce Gerson

Last spring, students, alumni and a campus-wide mascot committee finally made it official by selecting the Scottish terrier as Carnegie Mellon’s mascot. Game over? Not quite.

While everyone knows what a Scottie Dog looks like, a graphic identity for the Carnegie Mellon pup is now under development. To help create an appropriate and consistent visual representation, the Mascot Identity Task Force, co-chaired by Dean of Student Affairs Jennifer Church and Director of Athletics Susan Bassett, has partnered with SME Branding, a firm with 17 years of experience creating mascot identities for many professional sports teams and leagues, colleges and universities.

SME’s long list of clients include Boston College, BYU, Dartmouth, the Detroit Pistons, the Florida Panthers, Georgetown, MIT, the University of Florida, Penn, Penn State, the University of Texas, the NBA, the NHL and the NCAA.

Over the next several weeks, SME will be on campus meeting with student and alumni focus groups and the mascot committee to help guide their efforts. They hope to have a preview of the mascot graphic to share with the university community at homecoming.

“We hired SME Branding to help us create a strong mascot visual to provide a powerful representation of Carnegie Mellon’s mascot, the Scottie Dog,” said Sophie Nassif, director of university initiatives for Carnegie Mellon’s Marketing Communications.

Nassif said a mascot costume, merchandise, community events, photo opportunities, interactive Web and video elements, and much more will come later.

In a student survey last February, nearly 78 percent of the 2,370 respondents were in favor of selecting the Scottie Dog as the official university mascot. In an alumni poll, 25 percent of the 400 respondents identified the Scottie Dog as the school mascot.

Nassif said the Scottie Dog has similar characteristics to that of the university. “It’s bold, confident, dignified, tenacious and powerful,” she said.

Mindkin Uses Thoughts, Not Looks, To Connect People

Continued from page one

from the networking sites they’ve previously used. With Mindkin, you’re not so much choosing to be friends with someone as you are identifying with their ideas.

In fact, the only way people connect through Mindkin, the brainstorm of four Carnegie Mellon graduate students, is by sharing their thoughts and identifying musings from other users that they like or dislike. The site’s central feature is “Thought Stream,” a screen that scrolls ideas submitted by users. The ideas don’t include the author’s name, but users can identify the ones they like or dislike. If a user likes enough ideas from the same author, that author’s identity is eventually revealed so direct contact can be made.

Ulas Bardak, a grad student in the Language Technologies Institute (LTI), said he and the other students began working on Mindkin two years ago because sites such as Facebook and MySpace seemed superficial. Those sites include questionnaires about interests and attitudes, but no guarantee that answers are honest or consistent. Perhaps more important than questionnaires are the photos that people post of themselves or their friends.

“What it boils down to is ‘Looking for people who look nice,’” Bardak said of conventional sites. This focus on appearance has led to practices like posting photos of fake friends who look cool and presumably make the user more hip by association. That didn’t make sense to Bardak and the others — grad students Betty Cheng and Vasco Calais Pedro of the LTI and Jahanzeb Sherwani of the Computer Science Department. “We were looking for something to cut through all of that,” Bardak said.

Mindkin uses some gaming theory to keep the site manageable. A system of credits forces users to be selective in identifying ideas they like or dislike, which makes it impossible for someone to simply “like” all of the ideas scrolling through Thought Stream.

Of course, two people might like each other’s ideas and still fail to spark as friends. But Cheng said evaluating ideas without being prejudiced by who they belong to could make social networking much more, well, social. “You want people to meet new people on the site, not stay in their own little groups,” she added. Authors with thought-provoking ideas may have some advantages on the site, but extroverts and introverts can both do well.

Though Mindkin got a weeklong public demonstration during the Employment Opportunities Conference this past February, orientation offered the first chance to subject it to sustained use by a large group. Without a large number of people sharing ideas at any one time, Thought Stream simply isn’t very compelling.

In addition to the regular Web site, www.mindkin.com, a special orientation site was also created: http://cmu.mindkin.com. “We welcome older students — sophomores, juniors and seniors — to join the site and give the incoming first-years some advice, tips and secrets about campus life,” Cheng said.

The group has received a provisional patent on the concept and is looking for ways to commercialize it. A stand-alone site, such as Facebook and MySpace, is just one possibility. Adapting it for use on mobile phones, for instance, might make it a useful tool at scientific conferences or other large gatherings where people are trying to make contact with strangers.

The School of Computer Sciences’ Olympus Project, an initiative to foster the growth of computing innovation in Western Pennsylvania, has adopted Mindkin as one of its projects and will feature the social networking site at its next “Show and Tell” for venture capitalists on Sept. 25 in the Collaborative Innovation Center.

“There are multiple paths we can take with this thing; we just don’t know which one,” said Bardak, who added that input from orientation users can help determine that direction. “We want our users to tell us what they want.”
This past May, the university’s Board of Trustees appointed Jared L. Cohon to a third, five-year term as president. The Piper sat down with Cohon over the summer to learn more about what it’s like to be president, the achievements he’s most proud of, his plans for the next five years and even a little bit about what makes him tick.

Why did you decide to stick around for another five years?

You mean, “What were you thinking?” (Laughs) I guess the answer is that there’s more to be done and more that I think I can do effectively. By saying that, I have in mind, in particular, further movement along the path laid out by our strategic plan. And fundraising.

It’s the latter that is especially important to me in this third term. In 10 years, as you can imagine, you build up a lot of relationships with donors and prospects. I want to continue to build on those relationships and benefit the university through increased fundraising. I think that’s extremely important for the future of Carnegie Mellon.

What do you consider your biggest professional accomplishment in the last 10 years?

I feel good about our progress on all of our priorities in the strategic plan — undergraduate education, interdisciplinary research, diversity, internationalization of the university, and our contributions to the local economy and community. I think we’ve done a lot on all five of those things, and we’ve moved in a positive direction.

And I’ll add a sixth one — the university’s finances, in particular fund-raising. We’ve made tremendous strides in building up a strong Advancement group, a fundraising infrastructure, and in raising the sights of our alumni and donors.

Are there any priorities in the plan that you think we’ve done better on than others?

We’ve seen real progress in all of them. Probably the one that most people on campus would think of as us the most dramatic change is how global we’ve become in a short period of time. That’s accurate. But I think we’ve seen significant progress on all of the priorities. We are certainly a very diverse campus, more so than we were 10 years ago. Our undergraduate programs are stronger and more diverse, and providing a broader experience for students than they did 10 years ago. In interdisciplinary research, we’ve made tremendous strides in building up our strength in biomedical research especially, but also in our other priority areas of information technology, environment, and humanities and fine arts. And certainly, Pittsburgh is doing better. We see real vitality in the technology business sector, and Carnegie Mellon and Pitt working together had a great deal to do with that.

What kind of legacy do you hope to leave at Carnegie Mellon?

I joked when I first became president that what I wanted on my epitaph was “And he did not start a law school or a medical school.” That would define success. (Laughs again.)

In general terms, I hope that there will be a feeling that the university continued to advance on its upward trajectory in a way that stayed true to its core values. And if anything, the Cohon years saw a reinforcement of those core values and an appreciation for how they distinguish Carnegie Mellon from other universities and position Carnegie Mellon for success in the 21st century.

What I’m talking about is problem-solving, interdisciplinary collaboration, hard work, innovation — those are our core values. And everything we’ve done in the last 10 years and will do in the next five really flows from those characteristics.

Professionally, your proudest accomplishment is achieving so much in the strategic priorities. Is that what you feel best about personally? I take pride in the fact that I came to know Carnegie Mellon quickly and well enough to lead it in a way that I think is true to, and respectful of the way Carnegie Mellon does things. And I greatly respect the way Carnegie Mellon does things.

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What’s your goal for the next five years?

After a review of the strategic plan, I want to continue progress on that plan. … I’m especially keen on establishing Carnegie Mellon’s global presence. We throw around the term, “the global university,” and I’d like to define what that means for Carnegie Mellon, and to be it. I think we’re on our way to that. That also means, though, Carnegie Mellon Pittsburgh really embracing fully the notion of being a global university and working through all that it means. And I don’t think we’re there yet.

Every other one of the priorities has more to be done. And then, fundraising. Obviously we are at a crucial time in the capital campaign, coming into the end of the so-called quiet phase and into the public phase. It’s already the largest campaign in the university’s history, and when we become public it will be by far the largest. This again is extremely important for the future of the university. I don’t mean just the money that we need to raise, which is so important to us, but also creating the fundraising infrastructure and further developing the Carnegie Mellon community as one that gives back to the university.

What’s the best thing about being president of Carnegie Mellon?

Carnegie Mellon itself. It is truly a special university, with a unique culture and just the most wonderful people — students, staff, faculty, alumni … everyone involved. Because it’s a special place, it attracts special people, people who are committed to the work. “My heart is in the work” is more than just a slogan, I think. Hard workers. Intellectually honest people. A group of people who are willing to experiment and make change on a timescale that is not typical at other universities. A devotion to collaboration and teamwork, which really sets us apart from other universities. All of that makes it a pleasure to be president at Carnegie Mellon.

What do you think is the next big thing for Carnegie Mellon? No one knows. That’s another one of the magical things about Carnegie Mellon. The way Carnegie Mellon has operated consistently for the last 40 years has been to create a strategy that positions us to take advantage of opportunities as they arise. Given that that’s the way the world works, I can’t really say what the next big thing is. It’s likely to fall within the priorities I mentioned. … But who knows? Come back tomorrow to find out. That’s the fun of being here.

Carnegie Mellon has always seemed like a family. How do you hope to keep that family together in light of the university’s globalization?

That’s a good question and I don’t have a good answer. We are a close-knit community … I hear that all the time from people who have been here a long time.

CONTINUED ON PAGE TWELVE
The Minneapolis bridge that collapsed earlier this summer had passed inspections, but the design was classified as “structurally deficient,” a term used by the Federal Highway Administration to identify a bridge that needs to be repaired or eventually replaced but is not in danger of imminent failure. Minnesota officials were warned of the classification as early as 1990. So why didn’t inspectors notice any problems, especially in light of a 2005 federal requirement that all states adopt new quality-assurance processes for testing?

The problem rests in the fact that most of that inspection is still done visually, but inspectors at times can’t see everywhere they need to see. That’s especially true of bridges built before the 1967 collapse of the Silver Bridge over the Ohio River — an event that spurred the creation of the National Bridge Inspection Standards and the National Bridge Inventory, according to James H. Garret Jr., an infrastructure expert at Carnegie Mellon and head of the university’s Civil and Environmental Engineering Department.

In the days following the Minneapolis bridge collapse, Garret told Associated Press national science reporter Seth Borenstein that researchers in the Center for Sensed Critical Infrastructure Research (CenSCIR), which he co-directs, are investigating high-tech monitoring systems for bridges and other types of infrastructure systems that can be installed when new bridges are constructed.

Garrett and Jose M.F. Moura, co-director of this new research center, said that the center performs enabling research aimed at delivering cost-effective, sensor-based monitoring systems for a broad range of critical infrastructure applications. It brings together a multidisciplinary team of experts committed to creating new, fast, reliable monitoring systems to collect and process data about myriad complex network systems critical to both the nation’s security and daily commerce.

What CenSCIR researchers envision for critical infrastructure systems is similar to the human nervous system, where various senses feed valuable data to be processed for instant use or future reference.

“Want our infrastructure systems to sense aches and pains due to attacks or deterioration, and proactively (or reactively) cause some form of response in a more timely manner than we currently see,” Garret said.

As a flurry of national and regional news agencies tried to piece together what happened to the eight-lane Minnesota bridge Aug. 1, Carnegie Mellon civil engineers helped the media put the disaster into perspective. Here’s just a sampling of what some of them had to say.

- Steven J. Ferves, a guest researcher at the Commerce Department’s National Institute of Standards and Technology and a professor emeritus of Civil and Environmental Engineering, told the New York Times that “a crack is very difficult to observe visually.”

- Irving J. Oppenheim, a professor of Civil and Environmental Engineering was interviewed by the Pittsburgh Post-Gazette about spans known as “deck truss” bridges, the same design as the one that collapsed in Minneapolis.

- David A. Dzombak, a professor in Civil and Environmental Engineering and an associate dean in the College of Engineering, co-authored an op-ed piece in the Aug. 12 edition of the Pittsburgh Post-Gazette about the need for state officials to invest in “new methods of construction, maintenance and monitoring” of our critical infrastructure.

**Ask Andrew**

Dear Andrew,

I noticed lots of folks buried behind pillows, computers and boxes a few weekends ago and started to wonder about the Class of 2011. How many students are there? Where did they come from? What do you know about them?

Those new faces you mention belong to the 870 men and 566 women who represent the best and brightest high school students from around the globe. If my math is right, that makes for 1,436 first-year students who should by now be getting a feel for their new Carnegie Mellon home.

Where do they come from? All over. Members of the Class of 2011 hail from 25 countries and 47 states, including the District of Columbia, with Arkansas, Mississippi, Wyoming and South Dakota missing from the distribution. Forty-eight percent of the students are from the Middle Atlantic states and 16 percent are from Pennsylvania. Ten percent hail from New England, 10 percent from the South, 9 percent from the West, 6 percent from the Midwest and 3 percent from the Southwest.

What we know about them is basically demographic. After all, we’ll spend the next four years learning about what really makes them tick. But for now, know that the average high-school GPA for first-year students was 3.63, and their average SAT scores are 660 in critical reading, 720 in math and 660 in writing. Roughly 5 percent of the students are African American, 4.9 percent are Hispanic American and 24.3 percent are Asian American.

The students have come from all over the world, too. Thirteen percent of the Class of 2011 are international students. They represent Austria, Brazil, China, Colombia, Costa Rica, France, Greece, Hong Kong, India, Indonesia, Jordan, Korea, Oman, Malaysia, Mexico, Norway, New Zealand, the Philippines, Singapore, Taiwan, Thailand, Turkey, United Arab Emirates, the United Kingdom and Venezuela.

That being said, next time you see a new face — buried behind pillows and boxes or not — say hello and take the time to welcome them to campus.
Listen Up: Podcasts May Improve Student Performance

Jonathan Potts

Want to create a podcast for that new course you’re teaching? First, you need to decide what goals you want your students to achieve — and whether an iPod will really help them do it.

So says Ashley Deal, an academic technology researcher in the Office of Technology for Education and the Eberly Center for Teaching Excellence. Deal wrote a paper in which she reviewed several studies of podcasting use in higher education. The results show that podcasts have no intrinsic educational value, but can be used thoughtfully to improve student performance.

“Whether a technology is successful or not depends on how it is implemented,” Deal said.

A podcast is an audio or video recording published to the Web and distributed through an RSS (real simple syndication) feed. Users who subscribe to the feed will have a podcast downloaded to their computer each time one is published. They can view or listen to the file on their computer, or transfer it to an MP3 player like an iPod — hence the term podcasting.

“… the fact that most students access lectures at home or on their computers indicates that even in this age of multitasking ‘millenials,’ students are aware of the concentration and focus required for productive studying and learning.” — Ashley Deal

To Deal’s surprise, the surveyed studies showed that most students listened to podcasts on their computers, rather than on the go with their iPods. “People are excited about the possibility of anywhere, anywhere education, but the fact that most students access lectures at home or on their computers indicates that even in this age of multitasking ‘millenials,’ students are aware of the concentration and focus required for productive studying and learning,” Deal said.

Deal’s investigation into educational podcasting — which did not include any studies conducted at Carnegie Mellon — found three basic uses for podcasting: creating audio or video archives of classroom lectures, assigning students projects that required them to create podcasts, and developing supplemental course materials.

Neither the case studies of lecture-podcasting nor those of student-generated podcasts directly measured whether student performance or learning outcomes improved. But studies of podcasting that supplemented classroom instruction showed more substantial results.

In one such study, a medical professor wanted to improve his students’ ability to identify heart murmurs, so he recorded the sounds of murmurs, with commentary, onto CDs. Students who listened to the CDs recognized murmurs with 85 percent accuracy, compared to 30 percent for those who only had access to traditional instruction. Later, Barrett made the recordings available as podcasts.

Barrett succeeded, Deal said, because he focused on a clear educational objective and devised a learning activity to meet that objective. He then used technology to facilitate the learning activity, rather than placing technology at the center of the instructional design process.

“If your starting point is with the technology, you run the risk of arriving at forced solutions,” Deal said. “Or, ‘When you have a hammer, everything looks like a nail.’”

Upcoming Events

University Lecture Series
Bill Perkins of the Hariz School
“It’s Time To Act: The Reality of Climate Change” 4:30 p.m., Monday, Sept. 17
Adamson Wing, Baker Hall 136A

University Lecture Series
Randy Pausch, professor of human-computer interaction and co-founder of the Entertainment Technology Center, will kickoff a new series called “Journeys.”
“Really Achieving Your Childhood Dreams” 4:30 p.m., Tuesday, Sept. 18
McConomy Auditorium, University Center (UC)

Center for the Arts in Society
Research Forum
College of Fine Arts Dean I-Hsiy Robinson will discuss “Reading Art, Reading Irigary,” an influential work in philosophy, gender, linguistics and psychoanalysis by feminist theorist Luce Irigaray.
4:30 p.m., Tuesday, Sept. 18
Hunt Library — Fine and Rare Book Room, 4th Floor

Screening
“In the Shadow of the Moon,” a feature documentary about the Apollo space program. Produced by Academy Award-winning filmmaker Ron Howard and THX/Paramount.
7:30 p.m., Wednesday, Sept. 19
McConomy Auditorium, UC

Solar House Open House
Check out Carnegie Mellon’s entry in the October Solar Decathlon.
11 a.m., Thursday, Sept. 20
Construction Junction, N. Lexington Ave., Point Breeze

University Lecture Series
Distinguished Professor of Anthropology
David Harvey, Graduate Center at CUNY
“Geographies of Globalization” Co-sponsored by the English Department and the Literary & Cultural Studies program 4:30 p.m., Thursday, Sept. 20
Adamson Wing, Baker Hall 136A

Andy Awards Ceremony
Carnegie Mellon will present its annual Andy Awards to individuals and/or teams whose outstanding dedication and performance have had a significant impact on the university.
Noon, Friday, Sept. 21
McConomy Auditorium, UC

Soccer
Men vs. Mt. Union, Noon
Women vs. Dension, 2:30 p.m.
Saturday, Sept. 22
Geising Stadium

University Lecture Series
“Journeys,” Psychology Professor Roberta Karoly
“Waiting for Life to Happen” 4:30 p.m., Monday, Sept. 24
Adamson Wing, Baker Hall 136A

Project Olympus Show and Tell
Computer Science Professor Lenore Blum will give an overview of Project Olympus, an initiative designed to foster the growth of ideas and talent in the region. 3:30-5 p.m., Tuesday, Sept. 25
Collaborative Innovation Center; 1st floor lecture hall

School of Art Lecture Series
Jennifer and Kevin McCoy, Brooklyn-based artists who create projects about our thoughts, experiences and memories are structured through genre and repetition.
5 p.m., Tuesday, Sept. 25
Kiesge Recital Hall, College of Fine Arts (CFA)

Carnegie Mellon Wind Ensemble
8 p.m., Wednesday, Sept. 26
Carnegie Music Hall, 4400 Forbes Ave.
$5/$4, Carnegie Mellon students free with ID

University Lecture Series
Jonathan Sadowski, Johns Hopkins University
“Calculating Engines: Minds, Bodies, Sex and Sex Machines on the Eve of the Enlightenment” Co-sponsored by the Humanities Center 4:30 p.m., Thursday, Sept. 27
Adamson Wing, Baker Hall 136A

School of Art Lecture Series
The 2007 Robert Looper Distinguished Lecture in Creative Inquiry
Denis Halmy’s poetic and political oeuvre is realized in a diverse and often unconventional range of media.
5 p.m., Friday, Sept. 28
McConomy Auditorium, UC

Rachel Carson Legacy Conference
“Sustaining the Web of Life in Modern Society” Kayakote speaker is Pulitzer Prize winner E.O. Wilson, professor emeritus, Harvard University.
3:30–5 p.m., Saturday, Sept. 29
Connors Room, McConomy Auditorium, Rangos Hall, UC
Further information: www.rachelcarsonhomestead.org

Carnegie Mellon Contemporary Ensemble
5 p.m., Saturday, Sept. 29
Kiesge Recital Hall, CFA

University Lecture Series
Kerri Davis, director of the Center for Environmental Oncology at the University of Pittsburgh Cancer Institute, and professor of epidemiology at Pitt’s Graduate School of Public Health.
“Secret History of the War on Cancer” 7:30 p.m., Tuesday, Oct. 2
McConomy Auditorium, UC

School of Art Lecture Series
Martin Kersels, a Los Angeles-based artist who works with sculpture, video and sound.
5 p.m., Tuesday, Oct. 2
Kiesge Theater, CFA

Carnegie Mellon Philharmonic with Conductor Walter Morales
8 p.m., Wednesday, Oct. 3
Carnegie Music Hall, 4400 Forbes Ave.
$5/$4, Carnegie Mellon students free with ID

Carnegie Mellon Wind Ensemble
8 p.m., Wednesday, Oct. 3
Carnegie Music Hall, 4400 Forbes Ave.
$5/$4, Carnegie Mellon students free with ID

Guitar Solo and Ensemble
8 p.m., Wednesday, Oct. 3
Alumni Concert Hall, CFA

University Lecture Series
Ashish Arora, professor of economics at the Heinz School
“From Underdogs to Tigers: The Growth of the Software Industry in Emerging Economies” 4:30 p.m., Thursday, Oct. 4
Adamson Wing, Baker Hall 136A

Women’s Volleyball
Carnegie Mellon Invitational 6 p.m., Friday, Oct. 5, 10 a.m., Saturday, Oct. 6
Robo Gymnasium and UC

Drama Production
“The Three Sisters” Oct. 5–13
Chosky Theater, Purnell Center
For tickets/show times call 412-268-2407

University Lecture Series
“Journeys,” Raj Reddy, Herbert A. Simon University Professor of Computer Science and Robotics
“Technology and Society” 4:30 p.m., Monday, Oct. 8
Adamson Wing, Baker Hall 136A

School of Art Lecture Series
Nina Kothandaraman, whose work exists in a wide variety of media, including photography, sculpture, video and sound.
5 p.m., Tuesday, Oct. 9
Kiesge Theater, CFA

Carnegie Mellon Philharmonic with Conductor Walter Morales
8 p.m., Wednesday, Oct. 10
Carnegie Music Hall, 4400 Forbes Ave.
$5/$4, Carnegie Mellon students free with ID

Football
The Tartans vs. Case Western Reserve
Noon, Saturday, Oct. 13
Geising Stadium

Homecoming
Festivities include class reunions, college receptions, intriguing presentations, performances and campus tours, the Alumni Awards dinner and the pageantry of college football.
Thursday–Sunday, Oct. 25–28
For more events, visit http://alumni.cmu.edu/homecoming/index.html
Research To Go

Data Truck Brings the Lab to the Experiment

By Jonathan Potts

At Carnegie Mellon, social science research rolls on six wheels and makes wide right turns.

This summer, the university’s Center for Behavioral Decision Research (CBDR) unveiled the Data Truck, a 36-foot mobile social science laboratory that allows university researchers to take their projects to go. The vehicle allows them to gather experiment participants more quickly and conduct research with groups of people — like senior citizens — who can’t easily come to campus.

The truck’s trailer is outfitted with a waiting area and eight workstations, where research participants can answer surveys, work on computers or test new products.

Tamar Krishnamurti, a Ph.D. student in the Department of Social and Decision Sciences, has used the Data Truck for her research into sexual decision-making. She parked the truck near Flagstaff Hill in Schenley Park, where she recruited people attending movies in the park to complete surveys about sexually transmitted diseases.

At least 60 people have participated in Krishnamurti’s research this way. She said the Data Truck has drawn a more diverse group of participants than she could have recruited to campus for experiments.

“If I were running it on campus, it would take maybe two or three weeks of lab time (to get that many participants). That I could do it in a number of hours was amazing,” Krishnamurti said.

The Data Truck was developed by George Loewenstein, the Herbert A. Simon Professor of Economics and Psychology and a member of the CBDR. The center — jointly operated by the College of Humanities and Social Sciences, the Tepper School of Business and the Heinz School — studies human decision-making in a variety of contexts, including consumer spending, drug addiction and the legal system.

In addition to helping researchers recruit a diverse subject pool, the truck can be used to study events as they unfold — for example, the effect of exhaustion on marathon runners crossing the finish line or how alcohol impacts the judgment of tailgating Steelers fans at Heinz Field.

The Data Truck will also be available to Carnegie Mellon’s Quality of Life Technologies Initiative, a joint venture with the University of Pittsburgh that is supported by the National Science Foundation. Researchers plan to use the Data Truck to study how people learn to use new technologies. This kind of work has important applications for developing devices that will help senior citizens and people with disabilities lead more independent lives.

Researchers could take the truck to a church or assisted-living facility, and reach not only a broader population than those who normally volunteer for research, but also the very people for whom new technologies are being developed.

“By bringing experiments to the subjects, Carnegie Mellon is at the forefront of data-gathering,” Loewenstein said.

“Highlands Circle” Chronicles University’s Building Blocks

By Susie Cribbs

The University Advancement Division recently published “The Highlands Circle: A Commemorative History of Philanthropy at Carnegie Mellon, 1900–2005,” which highlights the alumni, founders and university friends who have committed $1 million or more to Carnegie Mellon during their lifetimes. Designed by Brady Communications (founded by alumni John Brady, A’75), it borrows its name from the university’s Highlands Circle Giving Society, which was established in 2005 to recognize that same category of Carnegie Mellon supporters.

More than 100 individuals and 100 organizations were named to the society in 2005, representing roughly $940 million in gifts to Carnegie Mellon since the university was established.

These charter members serve as the subject of “The Highlands Circle” book. Each two-page spread in the 251-page volume features an original portrait of the donor on the left, and a profile of their life, work and contributions to Carnegie Mellon on the right. These aren’t just any portraits, though. Each one was rendered by a Carnegie Mellon student, faculty member or alum — including Andy Warhol, whose famous portrait of Andrew Carnegie fittingly opens the book.

Beginning with Carnegie’s original commitment to begin the school and continuing through some of the university’s most recent benefactors (like the Gates Foundation), the book tells the chronological story of how philanthropy can build a world-class university. And it gives an in-depth look at the people who made it possible.

Though not available at your local bookstore, “The Highlands Circle” was distributed to all members of the society and the Board of Trustees, and University Libraries received a few copies as well. University Advancement also gave each person profiled in the book his or her original portrait.

For more on the Highlands Circle, see www.cmu.edu/giving/societies/highlands-circle.shtml.
Master of Software Engineering programs in Pittsburgh, told the University of Queensland News distance learning, enabling working professionals in remote locations to complete their studies. The curriculum will be offered through joint programs to address the shortage of software engineers in Australia. The launch of the joint Master of Software Engineering program was announced this summer. The curriculum will be offered through joint programs with the University of Queensland, Boeing Australia and Carnegie Mellon have formed a partnership in getting this highly regarded course to Australia.” He predicted that the program would be of great interest to Boeing’s 4,000 Australian employees.

**Telstra Scholarships Offered**

Applicants to the information technology program at Heinz Australia are eligible for scholarships offered annually through a program funded by Telstra, a major telecommunications company. The Telstra Media Communications and Technology Scholarships are valued at $90,000 each.

**ETC Makes Trip to Brisbane**

ETC Australia faculty and students visited the vibrant city of Brisbane this summer. The trip to Brisbane, which is the hub of video game activity in Australia, was led by ETC Australia Director John Buchanan and included visits to companies to discuss job opportunities for students.

**Portugal**

**Human-Computer Interaction Master’s With Madiera**

This fall, Carnegie Mellon and the University of Madeira in Portugal launched a dual master’s degree in human-computer interaction that involves course work on both sides of the Atlantic Ocean. The 16-month program, sponsored by the regional government of Madeira, starts in Pittsburgh with a semester of core courses at the Human-Computer Interaction Institute, followed by 12 months of further course work and a capstone project course at the University of Madeira. Associate Professor of Design Shelby Evenson and Nuno Jardim Nunes, head of the Mathematics and Engineering Sciences Department in Madiera, direct the degree program, which is part of a long-term educational and research collaboration between Carnegie Mellon and Portugal’s Ministry of Science, Technology and Higher Education announced last year.

**Summer Fun in the ‘Burgh for Botball winners**

This July, Carnegie Mellon hosted three high school students from the Al RU’YA Bilingual School in Kuwait who took the top spot at Carnegie Mellon in Qatar’s first international Botball® competition. The students won a trip to Pittsburgh as the grand prize for beating 17 other teams from Qatar, the United Arab Emirates and Kuwait in May.

Their five days in Pittsburgh included a whirlwind of activities, from tours of the Robotics Institute and the Entertainment Technology Center to a Pirates game, caving, shopping, a city tour and recognition of their achievement by Pittsburgh City Council.

The Botball high school robotics competition is a U.S.-based organization that brings robotics to high schools. Student teams are equipped with a Lego® Mindstorm robot, along with instruction on how to program it to move autonomously through a course.

Carnegie Mellon Qatar introduced Botball to its undergraduate campus in Doha in 2005. Because of the overwhelming success of the Botball competitions, Carnegie Mellon in Qatar plans to encourage high school students from the entire Persian Gulf region to participate in the robotics competition next year. The students are pictured above in Pittsburgh City Council Chambers with Dean Chuck Thorpe (far right) and members of Pittsburgh City Council.

**Australia**

**Heinz Australia Introduces New Programs**

The Heinz School in Australia now offers degree programs in public policy and management and information technology. The programs, which take two years to complete, are a new development, said Executive Director Tim Zak. “The two-year programs have a strong practical component and an internship that gives students experience in the workplace, as well as the skills and knowledge required for a wide range of public policy and management roles,” Zak said. Students will also be able to take advantage of the formal exchange program between Pittsburgh and Adelaide.

**Shortage of Software Engineers Addressed**

The University of Queensland, Boeing Australia and Carnegie Mellon have formed a partnership to address the shortage of software engineers in Australia. The launch of the joint Master of Software Engineering program was announced this summer. The curriculum will be offered through distance learning, enabling working professionals in remote locations to complete their studies.

Carnegie Mellon is providing materials for several courses. David Garlan, director of the Master of Software Engineering programs in Pittsburgh, told the University of Queensland News that the collaboration would complement Carnegie Mellon’s “existing broad base of international collaborations in the area of professional software engineering master’s programs.”

Craig Saddler, president of Boeing Australia, said the company is “delighted to be the catalyst in getting this highly regarded course to Australia.” He predicted that the program would be of great interest to Boeing’s 4,000 Australian employees.

**Online**

Telstra Media Communications and Technology Scholarships are valued at $90,000 each.

**ETC Makes Trip to Brisbane**

ETC Australia faculty and students visited the vibrant city of Brisbane this summer. The trip to Brisbane, which is the hub of video game activity in Australia, was led by ETC Australia Director John Buchanan and included visits to companies to discuss job opportunities for students.
Black holes have always been the black sheep of the galactic family. First predicted by Einstein — even though he thought they were too weird to be real — black holes have puzzled astrophysicists for decades. But today, Carnegie Mellon astrophysicist Tiziana Di Matteo is putting that puzzle together with the help of a super-powered cosmological computer simulation she developed called BHCosmo.

In recent years, experimental observations have revealed that black holes are important regulators of galaxy formation and, ultimately, the fabric of today’s universe, according to Di Matteo. “There appears to be a close connection between the formation and evolution of galaxies and of their central supermassive black holes. However, the nature of this relationship has yet to be understood in detail.”

Enter Di Matteo’s computer simulation, the first to incorporate the physics of black holes into a highly sophisticated model of cosmic evolution. BHCosmo allows Di Matteo to study the interplay of galaxy formation and black hole growth over the past 13 billion years of cosmic history.

Di Matteo’s computer model starts from scratch—a universe full of dark matter and gas. She added equations to place black holes at the center of fledgling galaxies and describe how they swallow gas. With these calculations in place, Di Matteo could sit back and watch what unfolds over millennia and millions of light years.

Di Matteo’s simulation took an enormous amount of computer power, so she called on the Cray XT3 system at the Pittsburgh Supercomputing Center, a joint effort of Carnegie Mellon and...
the University of Pittsburgh together with the Westinghouse Corp. Running the simulation required all 2,000 of the XT3’s processors and about four weeks of run time.

Di Matteo and her collaborators, including Jörg Colberg at Carnegie Mellon, Volker Springel and Debora Sijacki at the Max Planck Institute for Astrophysics, and Lars Hernquist at Harvard, are still sorting through the ten trillion bytes of data the simulation produced. But so far, they’ve seen at least one thing to pique their interest — black hole behavior governs how galaxies grow and mature. Their finding verifies and deepens understanding of the relationships between black holes and the galaxies where they reside.

As galaxies formed in the early universe, they likely contained small black holes at their centers that formed from the gravitational collapse of the first stars. In BHCosmo, the first black holes appear when the universe is a spry 300 million years old. Millions of years pass, and the black holes keep gobbling up gas, which powers a luminous state called a quasar.

“Quasar formation really captures when the fun happens in a galaxy,” Di Matteo said. “You can only use a computer simulation to follow a complex, nonlinear history like this to understand how quasars and other cosmic structures come about.”

As the simulation progresses, the quasar energizes the surrounding gas and blows it all the way out of the galaxy. Without nearby gas, the black hole can’t “eat” to sustain itself and becomes dormant. Because stars are made of gas that cools and fragments, the black hole’s quasar also shuts down star formation when it pushes all the gas out of the galaxy. As the stars age, the galaxy can be described as “red” (what old stars look like) and “dead” (because no new ones are made).

Di Matteo’s simulation allows her to watch the growth and evolution of thousands of black holes and galaxies. Its high resolution lets her zoom in to study the growth of any black hole that catches her eye.

“Using BHcosmo, we can study the detailed growth history of individual black holes, from the moment they are seeded to today, which provides a powerful way to follow the evolution of black holes over cosmic time,” Di Matteo explained.

They can also examine what turns a small black hole into a supermassive one — do two black holes merge, or does one just suck in so much gas that it grows to a billion times the mass of our sun?

It’s not clear what will emerge as the investigation into cosmic history deepens, but one thing is for sure: at least for Di Matteo, black holes are sitting center stage.

Heinz Endowments Funds Remaking Cities Institute

The Heinz Endowments has awarded $300,000 to create a Remaking Cities Institute (RCI) in the School of Architecture that will bring university, industry and community leaders together to make responsible, sustainable changes to Pittsburgh neighborhoods. The RCI will use a multidisciplinary work model to make decisions that bring aspects of land use, zoning, transportation, mixed-use development and neighborhood design together with urban geography, economics and policy. Key partners in the effort are the Heinz School’s Center for Economic Development and the university’s Urban Lab, an outreach program that uses faculty and student expertise to address urban-development issues in the Pittsburgh region. During the next year, the institute will use the grant to create a vision for the former 17th site in Hazelwood and to study its potential for advancing sustainable development in neighboring communities. Luis Rico-Gutierrez, associate dean of the College of Fine Arts, will direct the institute.

“A Behavioral Theory of the Firm” Still Has Impact

More than four decades ago, two academic pioneers at what is now the Tepper School published “A Behavioral Theory of the Firm,” a book that profoundly changed how researchers and managers worldwide understood the decision-making process within organizations. In a forthcoming special issue, the leading management journal Organization Science recounts the enormous impact of this ground-breaking work by the late Richard Cyert, former Carnegie Mellon President, dean of the business school and faculty member; and former Carnegie Mellon faculty member James March, who is now at Stanford University.

Conference Focuses on Computer Science Research for Women

Frances Allen, the first woman to receive the A.M. Turing Award, the nation’s top computer science honor, will be a keynote speaker at a conference focusing on computer science research opportunities for undergraduate women. The first-of-its-kind conference, titled “OurCS” (Opportunities for Undergraduate Research in Computer Science), will be held Oct. 5-7 at Carnegie Mellon. Participants will learn about research by working in teams guided by scientists from academia and industry. They will also be given an opportunity to present talks or posters about their own research. Women graduate students from computer science departments across the country will provide additional insights by sharing their perspectives about life and work in graduate school. In addition to Women@SCS, OurCS is sponsored by Carnegie Mellon and Microsoft Research. Further information: www.cs.cmu.edu/ourcs/

Carnegie Mellon Ranked Among Top National Universities

Carnegie Mellon ranked 22nd overall among national universities in U.S. News & World Report magazine’s 2008 edition of “America’s Best Colleges.” Its survey of the nation’s undergraduate programs in higher education. In addition to its overall rankings, the magazine annually rates undergraduate business and engineering programs and Carnegie Mellon ranked seventh and ninth, respectively.

In specialty business programs, Carnegie Mellon ranked first in management information systems, second in productions/operations management and quantitative analysis, sixth in supply chain management, 10th in finance, 17th in general management and 18th in entrepreneurship. In specialty engineering programs, the university ranked second in computer engineering, 10th in electrical/electronic, environmental and mechanical engineering, 11th in materials/metallurgical engineering, 12th in civil engineering and 14th in chemical engineering. Carnegie Mellon was listed 30th in the “Great Schools, Great Price” category and continued to be noted as a “program to look for” in undergraduate research and creative projects. The university was also recognized for its percentage of international students (13 percent) and its economic diversity, a category based on the percentage of students receiving Pell Grants (12 percent).
Q&A With President Cohon  Continued from page five

They’ll often add that we’re a nicer place, a happier place than we were 10 years ago.

So how do you sustain that when you’ve got far-flung operations, as we do? How do you bring a sense of community to a campus outside of Pittsburgh that’s brand new?

First of all, I think populating it with people from Pittsburgh, at least to start, is important because they bring with them a knowledge of the Carnegie Mellon way and the way this community operates. So that plants the seed of something we have to work at and manage. The key is maintaining connections.

What advice do you have for first-year students to be successful here?

The same advice I and everybody else always give them: take advantage of what’s around you. Be proactive and even aggressive in working the system to your advantage. Go talk to faculty, even if you’re not taking their class, especially if you are — even if you don’t have a problem or a homework question. Just go chat with them. Learn about their research. Get involved. … Carnegie Mellon is a place just filled with intellectual and creative riches that are there for the taking, there for the experiencing. But it’s not a place that grabs you by the collar and says “Do this” or “Do that.” It gives you these opportunities, but it’s up to you to take advantage of them.

You’re a busy guy, but do you have time to do anything outside of work? I like to read. My grandson, Nathan, is actually my first hobby. He’s four and he’s a miracle. My wife and I are the luckiest people in the world. We’ve got Carnegie Mellon in Pittsburgh, and my daughter, son-in-law and grandson two miles away.

So grandson, reading, golf. Just hanging out with my wife.

What’s the last book you read?

The last one I finished was “The Johnstown Flood” by David McCullough. I’m very eclectic. I like fiction and nonfiction, biographies and histories, fantasy. I’m a Tolkien nut.

What would people be surprised to know about you?

I’m just a regular guy; also the fact that I was a rock drummer when I was younger. It’s actually on Wikipedia now. There’s a “Cohen” entry but the only thing of substance other than the fact that I am president of Carnegie Mellon is that I was Clivus Jivus in the New Crusty Nostrils.

Nice name.

There was a folk rock group of the ’60s called the New Christy Minstrels, which was very white bread. So my ultra cool and hip band mates chose this name as a nasty, sort of ’80s sensibilities take-off on what was this banal band: Christy Minstrels, Crusty Nostrils … Get it?

Where do you like to go on vacation?

Our favorite thing is to take road trips. We call it our “Discover America” tour. Anything that doesn’t involve getting on a plane and that does involve barbeque.

We just completed this year’s road trip. We went to Kansas City. … It’s up to me every year to choose the destination, but the destination doesn’t matter that much. It’s really the journey. My wife and I just love spending time together in the car, stopping at places we’ve never heard of and discovering things.

But Kansas City was chosen this time because last year I was reading McCullough’s book on Truman, who was from Independence, Missouri — just outside Kansas City. We did all the Truman stuff there, the Truman Museum and Library, which was terrific. We had our share of beef, which is definitely better in Kansas City, and barbeque.

Have you been to the other big BBQ capitals so you can accurately compare? Yeah. They’re all different. We had a pilgrimage to Memphis and other trips around Tennessee and Kentucky. I would never say one is better.

Last question: What’s your take on the bagpipes? I love them. I find they get me in the gut — in a good way. They can be uplifting. They can be morose. They can be nostalgic, even for a kid from Cleveland. But whatever they are, they evoke emotion in me. I think they’re terrific.