CHIP named first University Research Center

By Beth Krause

More than 100 centers exist at UConn, and at least half are devoted to academic research.

To help the University determine which of its major research centers merit special status and substantial, strategic re-investment of its funds, a committee convened by Provost Peter J. Nicholls last year established clear criteria for receiving the designation of University Research Center.

On Sept. 25, the Board of Trustees named the Center for Health, Intervention and Prevention (CHIP) UConn’s first University Research Center.

The criteria for a center’s selection as a University Research Center include:

• the involvement of at least three tenured or tenure-track faculty members with independent external funding;
• an interdisciplinary focus, represented by the presence of faculty members from at least two schools or colleges; and
• total annual research expenditures from external grant funding in excess of $1 million, with research expenditures subject to indirect costs.

Additionally, a University Research Center must include an academic component and increase the breadth of scholarly productivity, rather than focus exclusively on providing services to researchers.

According to the report by the Major Centers and Institutes Review Committee, a University Research Center must contribute to the essential research mission of the University “in a measure that exceeds what individual faculty members can achieve in the absence of the center. University Research Centers catalyze the development of interdisciplinary scholarship beyond the normal domain of any single dean or department head.”

A proposal to create such a center must be brought before the University’s Research Advisory Council for input and submitted to the vice provost for research and graduate education, who grants University Research Center status to major research centers in consultation with the provost, pending final approval by the Board of Trustees.

“It’s like stocks,” says Gregory Anderson, vice provost for research and graduate education. “Why do people invest in stocks? The University strategically re-invests in a select group of major research centers with dem-

Okafor makes $250,000 gift to support program for inner city kids

Emeka Okafor, the 2003-04 National Player of the Year for the NCAA champion University of Connecticut basketball team, announced Sept. 27 that he will contribute $250,000 to the Neag School of Education to support the Husky Sport Program in Hartford.

The program uses UConn students as mentors in nutrition education and life skills lessons, as well as exposing the children to a variety of sports and physical activities. Operating at three locations in Hartford’s North End – Clark Elementary School, the Kelvin D. Anderson Recreation Center, and the Hartford Cathdolic Worker House; Worker House – Husky Sport offers in-school, after-school, and summer activities.

The program was developed by Jennifer Bruening, an assistant professor in the kinesiology department in the Neag School of Education.

“Every child should have a mentor,” says Okafor. “I am blessed to be able to help the Husky Sport program continue to enrich young people’s lives and make sure the children in this program not only have a mentor but are getting the tools they need to succeed in life. Nutrition and physical activity are the cornerstone of my life, and I feel strongly that young people should not only be educated about healthy living but they should have access to opportunities that help them lead healthy lives.”

University President Michael J. Hogan said, “Emeka Okafor represented UConn at its best throughout his years here, as an outstanding student, a spectacular athlete, and an engaged member and leader of the University community. It is gratifying but not surprising that he would step up to support this program. We’re tremendously proud of Emeka, and proud of the contribution the Neag School of Education is making through the Husky Sport program.”

Clark School Principal Beryl Irene Bailey said Clark students in the program have benefited tremendously and the program has changed lives. She noted that during a visit to UConn last fall, some sixth grade students
Sociologist’s book to become movie

Depicts rescue of Jews by Jews in World War II

BY BETH KRAHE

In the dense forests of Lithuania, filming began this month on a major motion picture based on a book by Nechama Tec, professor emerita of sociology at the Stanford campus.

Defiance, the name of the book and the movie, tells the story of the largest armed rescue of Jews by Jews during World War II.

Tec, a noted Holocaust scholar and two-time Pulitzer Prize nominee, sold the movie rights for her fourth book to Academy Award-winning director and producer Edward Zwick, whose credits include Glory, Shakespeare in Love, and Blood Diamond.

Zwick is writing, directing, and producing the movie, which has a $50 million budget. Tec’s son, Roland Tec, an independent film maker, is co-producing the movie with Zwick.

British actor Daniel Craig, the current James Bond 007, portrays Tuvia Bielski, the bold and charismatic leader of the resistance group that came to be known as the Bielski Partisans.

Tec says she researched and wrote Defiance to correct a distortion and offset an omission of history.

According to her, the distortion is the prevailing image of European Jews as victims who went passively to their deaths. The historical omission is the conspicuous silence about Jews who, while themselves threatened with murder, saved the lives of others.

Tec’s research for the book included review of archival materials, direct interviews with members of the Bielski Partisans and other World War II resistance groups, and an interview with Tuvia Bielski in his Brooklyn home in 1987 just two weeks before he died.

Published by Oxford University Press in 1993, Defiance details how a trio of brothers (Asael, Zus and Tuvia Bielski) who vowed to keep themselves and their families from certain death in the Nazi ghettos, swelled into a Belorussian forest community of over 1,200 Jews, with a mission that morphed over time from self-preservation to saving as many lives as possible.

Tuvia distinguished the Bielski Partisans from other World War II resistance groups in several ways, Tec stresses.

As head of the group, Tuvia established an open door policy of accepting all Jews, regardless of sex, age, or health.

As he grew increasingly confident about his group’s prospects for survival, Tuvia then concentrated on saving the lives of others, Tec says. “He often said, ‘It is more important to save one old Jew than to kill 10 Germans.’”

She says the Bielski unit illustrates the positive power of cooperative efforts.

“Cooperation did not guarantee life. Many people who bonded with others in their struggle for survival still died. But those who survived, they could not have survived in isolation.”

Tec says the self-educated Tuvia typified the unlikely yet charismatic leaders that arise in times of social upheaval.

“He filled the room with himself; he had so much charisma even right before his death,” Tec recalls from her sole meeting with him.

Defiance won two literary awards, including the International Ann Frank Prize in 1994.

Tec’s most recent book, Resilience and Courage: Women, Men, and the Holocaust (Yale University Press 2003), was nominated for the Pulitzer Prize and the National Book Award. An earlier book, In the Lion’s Den: The Life of Oswald Ruytiers (Oxford University Press 1990), was also nominated for the Pulitzer Prize and received the Christopher Award.

The film Defiance has a 2008 release date.

Longtime Residential Life employee dies

Jeanette Landeck, a longtime UConn employee, died Sept. 18. She was 45.

Landeck, who lived in Storrs, was a secretary in the Department of Residential Life.

She came to the University as part of a six-week work study program during her senior year at Rockville High School, and began her career in the financial aid office, before moving to residential life.

She was a secretary in residential life’s rental properties unit for several years before moving to North Complex. Many will remember her for assisting with overnight lodging in Lakeside Apartments, or for her work with families living in the Northwood and Mansfield Apartments.

Landeck’s position in North Complex started during the summer of 1999 and brought her in close contact with thousands of students.

John Armstrong, complex manager with residential life, describes Landeck as “extremely hard working and dedicated to the University and our goals and missions.”

He says he enjoyed her sense of humor. “Through her stories, she made people laugh and put them in a good mood.”

Logan Trimble, associate director of residential life, says Landeck was “always helpful, always full of energy, and always willing to assist students and staff. Jeanette's spark will certainly be missed.”

He adds that from the time he started working with her in 1992 until she moved to a complex office in 1999, Landeck handled family housing vacancies and transactions.

“For many years, this would have been a challenge beyond the demands of a busy office,” Trimble says. “But with determination and drive in a hectic, fast-paced environment, Jeanette worked around lease agreements for many of our international residents, scheduled rental start dates for people thousands of miles from UConn, and managed to do it with a smile.

“As a testimony to her good deeds, many times I would come in the office and see a vase of flowers on her desk from an anonymous tenant,” he adds, “or I’d see cards during the holidays from people who had long ago graduated from UConn.”

Friend and colleague Joanne Sullivan says Landeck "was a good person, full of compassion and love. She had energy, loved life, and liked to have a good time. I’m truly going to miss her.”

Landeck is survived by her husband Mark, her mother, a brother, and three sisters.
In his own words: President Hogan discusses his new job

On Sept. 17, Michael J. Hogan became UConn’s 14th president. After just over a week on the job, he spoke about his early impressions and his aspirations for the University with Advance editor Elizabeth Omara-Ortuno.

Q You’ve had a busy first week. Have there been any surprises?
A I spent a lot of time reading up on the University. Nothing has been surprising, except to find out that maybe the University is just as good if not better than it said it was.

Q Have you had time to formulate any major goals for the institution yet?
A Only in the broadest sense, and I don’t think what I have in mind is in any way surprising. What I want to do for the University, where I think it needs to go, is exactly what I’m hearing from people here about what needs to be done.

The University has a tremendous student population, and we need to keep it properly managed. Our retention rate is terrific, and our graduation rates are high. We need to sustain that, and continue moving forward. And then in the future, we need to strengthen our research profile and also build more really top-notch graduate programs. Building a big presence at the graduate level and building our sponsored research and other forms of research are exactly what a university needs to sustain its high position and move up from 24 into the top 20.

Q What do you envisage as goals for the upcoming private fundraising campaign?
A Provost Nicholls is finishing up work on the Academic Plan, a strategic plan for the academic side of the University. It’s my resolution that we will do everything we can in a new capital campaign to mobilize our fund raising around those academic goals. We will establish fund-raising priorities for the Health Center too that are consistent with its academic and clinical priorities. I’m sure we’ll be fund raising for endowed chairs, named professorships, research start-up funds, need-based and merit-based scholarships, new buildings and facilities.

Q What ongoing opportunities will there be for faculty, staff, and students to interact with you?
A I was just speaking briefly with the UCPEA group, and I attended a nice lunch hosted by members of the AUP. I had a wonderful time with honors students on a field trip. You give me the opportunity, and I’ll find a way to be there. I can’t do everything, but I’ll get my share and then some done.

Q You’ve spoken a lot about faculty and students. What message do you have for the staff who keep the University running?
A I hope they take the same pride in the University that I do in the University. I hope they take the same spirit of service and of negotiation, of having clear goals in mind, and of studying diplomatic history and learning from what other people are doing more successfully.

Q Will we be aware of your Irish heritage?
A Yes. The reason it’s important to me is that I want my Irish heritage to be a part of all ethnic groups that make up this nation. I want to feel a sense of pride in it and a sense of belonging. I want people to feel part of a larger family and to be proud of it.

Q What are the stakes for the rest of the University? What are the special issues this poses?
A I see the Health Center as an advantage to the University overall, in particular the College of Medicine and the College of Dental Medicine and the basic science programs that are located there. They’re the source of a lot of the sponsored research money that comes into the University. So if they’re not doing well, the University will not be doing well in that area. The clinical activities also are critical to innovation on the educational side. The health and well-being of the medical school and the dental school are very important to me and to the future of the University.

Q What can we learn from your experience at two major public universities in the Midwest?
A I’m a big fan of benchmarking. I think we have to look at best practices wherever they occur, and try to learn from what other people are doing more successfully.

Big public universities these days are all facing the same problems — an aging population of faculty, a very different kind of undergraduate student, the challenges of new technology, and more vigorous oversight by state and federal government. They’re also facing very serious resource problems and a demand that public universities continue, no matter how strong they become as graduate and research centers, to pay attention to what was historically their core mission – the undergraduate population. That includes access, doing whatever is possible to make sure qualified students have access to a university education.

In the past 15 years, we’re living increasingly in an era of not abundance but of scarcity. Public universities, including UConn, are facing the challenge of making strategic decisions about what to do with resources that are increasingly in short supply. I think the future really belongs to the public universities that can make these kinds of strategic investment decisions, because we’ll never have the resources to do all the wonderful things we could do.

Q Do you think there’s a tension between emphasizing quality and keeping the University accessible?
A There could be, but doesn’t have to be, any more than it’s impossible to reconcile access or excellence with diversity. In fact, what we really know to be true is that diversity is part of what it takes to be an excellent university. We are living in a world that’s increasingly diverse, and we’re not going to be doing a good job educating our students unless we educate them about diversity. Even on the research side, increasingly we’re discovering that diversity, for example in the patient population, is absolutely essential to advance the frontier of medical science. On the access side, if we’re doing our job raising funds for scholarships, setting aside a certain portion of tuition revenue for needs-based scholarships, using our regional campuses appropriately, you’ll find that it’s absolutely possible to continue the path toward excellence and at the same time fulfill our access mission. After all, you don’t have to be a wealthy kid to be smart. We want to continue to provide access to higher education in America, because that’s the democratic impulse that inspired public education in this country.

Q What do you think are the University’s most important strengths?
A I want to be an academic president. I want people to feel that the University is a great place to do research and to teach. We need to be a great public research university as well as a public teaching university.

I want to be an academic president. I want people to feel that the University is a great place to do research and to teach. We need to be a great public research university as well as a public teaching university. We have to look at best practices wherever we can, and try to learn from what other people are doing more successfully.

Q What ongoing opportunities will there be for faculty, staff, and students to interact with you?
A I want to be known as a university president who’s relaxed, doesn’t stand on formality, and is accessible. I want to be a visible presence on the campus.

Q What are the University’s key priorities for the next five years?
A We need to make sure the regional campuses are integrated into the overall mission of the University, that there’s one true University identity, and that we try to think of all these regional campuses as just different portals to the University and begin to use them very strategically in our long-range planning.

Q What ongoing opportunities will there be for faculty, staff, and students to interact with you?
A I will find a way to be there. I can’t do everything, but I’ll get my share and then some done.

Q You’ve spoken a lot about faculty and students. What message do you have for the staff who keep the University running?
A I hope they take the same pride in the University that I do in the University. I hope they take the same spirit of service and of negotiation, of having clear goals in mind, and of studying diplomatic history and learning from what other people are doing more successfully.

Q Will we be aware of your Irish heritage?
A Yes. The reason it’s important to me is that I want my Irish heritage to be a part of all ethnic groups that make up this nation. I want to feel a sense of pride in it and a sense of belonging. I want people to feel part of a larger family and to be proud of it.
Integrating service with classwork boosts learning, speaker says

BY ELIZABETH ODA-IASHI

An approach that integrates community service with academic coursework – promotes learning, fosters civic engagement, and accommodates different learning styles, according to John Saltmarsh, known as service learning, it is rapidly gaining currency at institutions of higher education nationwide. Saltmarsh, director of the New England Resource Center for Higher Education at the University of Southern Maine, made his remarks during a one-day forum on Sept. 21. The event marked the launch of the University's new Office of Service Learning at the Greater Hartford campus.

Service learning has three components, Saltmarsh said: academic knowledge, relevant and meaningful service to the community, and purposeful understanding of how communities work.

"It is going on around the country, at institutions like UConn," he said. "Ten to 15 years ago, service learning was on the margins of higher education. Now it's right at the core of the work that we do." He noted that the Carnegie Foundation has a new elective classification known as Community Engagement. To date, only 62 institutions meet the full classification, he said. These include Michigan State among public, four-year, land-grant colleges, and research institutions such as the University of Pennsylvania. Saltmarsh said service learning helps improve both teaching and learning, and is consistent with current educational research that shows students learn best through engagement and active participation.

In addition, it accommodates changing student demographics. Service learning takes account of students' varied learning styles and different life experiences, he said, noting that more than 80 percent of first-year students already have some form of community service experience.

Saltmarsh said the key components of service learning are placement; making connections between course content and what is happening in the community; reflection, and community voice. If students remove trash from a streambed, for example, they are providing service as volunteers but it's not service learning, he said. Service learning would occur if students in an environmental science course analyzed what they found in the field in a lab, shared the results with the community, formulated recommendations, and then reflected on the experience in order to connect the service activity with the academic course content.

Students are assessed on the learning that takes place, not the service they perform. Saltmarsh said community partners have a role to play in identifying relevant public problems and assessing students' contributions.

"We're no longer talking about taking expert knowledge and applying it in the community," he said. "Instead we're taking both the knowledge of the academy and the knowledge of the community to create new knowledge.

Some critics hold that service learning is not rigorous, Saltmarsh said, but "we're saying this is actually more rigorous than the way we traditionally teach." Also speaking during the forum, Lynee Goodstein, associate vice provost and director of the Honors Program, said there has been a surge of commitment and interest in service learning as urban universities, including UConn's Greater Hartford campus, have become increasingly responsive to the surrounding community.

She said service learning focuses on the relationship between students and communities.

"The concept of instilling citizenship in our students is very important," she said. "We want to help them become educated and informed citizens." Goodstein said service learning goes back a long way at UConn, but the various initiatives have not previously been coordinated. A report prepared by the Provost's Service Learning Committee in 2005 recommended greater centralization and institutional support for service learning. The committee included members of the Service Learning Council, a longstanding ad hoc faculty group.

David Williams, director of the Greater Hartford Campus, said the new Office of Service Learning will help coordinate the University's efforts. Working together with the Office of Community Outreach and the Institute for Teaching and Learning, it will offer support for course design and for scholarship, and will help build partnerships with the community.

Tom Deans, associate professor of English and director of the University's Writing Center, teaches a service learning writing course that integrates class work with community service projects lasting up to six weeks.

"The challenges in developing such a course are many, he said during the forum. Working in the community doesn't always fit well with the typical academic class schedule, for example. And ensuring a satisfactory learning experience for students must be balanced by the responsibility to make the experience worthwhile for the community partners. But the benefits make it worth-while, Deans said.

"Students are so used to writing for me as the teacher, that even when I say, 'Let's imagine you're writing to a local newspaper,' it rings hollow," he said. "There's something about really having an audience out there.

Deans limits class size to 20 and generally has about five projects in play, with a small group of students working on each. Specific projects have included drafting a presentation on a lead remediation project; preparing a research report on hunger and homelessness for the Public Interest Research Group; writing profiles of residents at a homeless shelter to be used in grant writing; and composing advocacy letters for Bread for the World.

Before embarking on their projects, Deans' students read essays on the dynamics of outsiders coming in to help. Their own written assignments include reflecting on their experience in the community, and analyzing the different types of writing skills required for class essays and practical pieces.

Deans said students come to realize that writing for the community comes with constraints, and this gives them a greater appreciation for how much academic writing affords them space to express their own ideas. He said the different contexts for writing have an impact on students' motivation.

"Students persist through more drafts in their community project – seven or eight, as opposed to one or two for a typical essay," he said. "In their community project, they don’t feel they have permission to do a bad job – it’s got to be publishable, it can’t be C or B quality. They’re writing for an audience they’ve come to care about."

Environmental engineer studies how antibiotics affect water, soil

BY MAN COOPER

To keep them healthy, farm animals such as cattle, pigs, and even farmed fish are usually fed agricultural antibiotics. These are then excreted in the animal’s feces and, after time, are washed into streams and rivers.

The addition of antibiotics to waterways can be a problem, as the U.S. Geological Survey found three years ago when it studied fish in tributaries of the Potomac River. Scientists discovered a “high incidence” of male smallmouth bass carrying eggs in their testes. Analysis of the water showed measurable levels of antibiotics, animal feed, and other substances, and so-called “endocrine disruptors” – pharmaceutical or natural compounds that alter the ordinary functioning of hormones in living things.

Research conducted by Allison MacKay, an associate professor of civil and environmental engineering, aims to help scientists better understand how antibiotics and other organic compounds enter the nation’s waterways, disperse, and change over time. “Antibiotics are designed to be biologically active even at low levels,” MacKay says, “so their impacts and environmental interactions can be much subtler and complex than many contaminants.”

MacKay, along with Dharri Vasdevan, associate professor of chemistry at Bowdoin College, is using a research project supported by the U.S. Department of Agriculture and the National Science Foundation. It seeks to unveil the fate of biological contaminants in soil and water: how – and how far – they travel, how they change over time, how they are degraded, and so forth.

According to MacKay, sunlight, temperature, flow rate, bacteria and other microorganisms, soil types, and mineral composition all may affect how these antibiotics are degraded. Specific antibiotics tend to remain active longer in soil than in water, for a variety of reasons. “In water,” she notes, “if these compounds remain close to the surface, they may be broken down by sunlight. Antibiotics may also be degraded by bacteria more quickly in water than in soil.”

So far, MacKay and Vasdevan are focusing their research to determine how different soil compositions may affect the movement and active life of antibiotics such as tetracycline. So far, the research has been conducted in the lab, where different soil types have been tested and characterized chemically. The team’s studies have focused on soils containing high levels of iron oxide or clay. MacKay has found that soil containing greater amounts of clay – in contrast with porous, sandy types – tends to bind the antibiotics, thus hampering their movement through the soil and into groundwater, rivers, and streams.

Once the team finishes characterizing and testing soils, it will develop a mathematical model that replicates the movement and fate of the antibiotics in various types of polluted soils of different composition. They ultimately hope to expand the scope of the model to accurately reflect the movement of not only the antibiotics but a wide array of antibiotics.

“Ten to 15 years ago, service learning was on the margins of higher education. Now it’s right at the core of the work that we do.”

John Saltmarsh
Director, New England Resource Center for Higher Education

In the future, it aims to help scientists better understand how antibiotics and other organic compounds enter the nation’s waterways, disperse, and change over time. "Antibiotics are designed to be biologically active even at low levels," MacKay says, "so their impacts and environmental interactions can be much subtler and complex than many contaminants."
Library Universities play major role in consortium’s mass digitization project

The University will be part of a consortium scanning millions of pages of books that will be freely available on the Web.

The Open Content Alliance is an alternative plan to Google’s book digitization initiative through which millions of books will be scanned and made searchable on the Internet exclusively through Google’s proprietary search engine. At the Google site, users won’t be able to print materials easily or read more than small portions of copyrighted works online, but will have to go to libraries and booksellers for the full text.

The Open Content Alliance is a field trip planned by Anderson Center and the Rainbow Center, which serves children in Hartford, “but it also benefits the UConn students,” said Anderson. “The UConn students have gone above and beyond. They also provide life skills and lessons in nutrition and physical fitness, “she said. “We are very comfortable investing in a center like CHIP, with its dramatic, upward research grant trajectory,” he adds. Anderson also notes CHIP’s extensive interdisciplinary network of affiliated researchers and its culture of successfully fostering scholarly productivity among junior faculty members, graduate students, and undergraduates.

University Research Center has to receive funding from the University, a process of selection and support that includes an extensive interdisciplinary network of affiliated researchers and its culture of successfully fostering scholarly productivity among junior faculty members, graduate students, and undergraduates. Since fiscal year 2002, when CHIP first received University support through a different mechanism, the center’s annual external grant funding has increased by 537 percent, from $1.4 million to $7.8 million. A total of $43.5 million in grants were awarded to CHIP researchers during that interval, with $10 million in indirect costs returned to the University. CHIP began in the psychology department with an initial focus on HIV/AIDS prevention research. It is now an independent research center, with some 100 affiliated researchers from almost every school and college at UConn. It has broadened its focus to include other behavioral health issues, such as cancer prevention, obesity, and alcohol and drug abuse.

In fiscal year 2007, CHIP’s external grants funded 31 graduate students in more than 40 research projects. In the past five years, nine of the center’s graduate students have received National Research Service Awards, prestigious graduate fellowships from the National Institutes of Health.

“We provide our graduate students with opportunities I didn’t have until I was 10 to 15 years into my career,” says Jeffrey Fisher, professor of psychology and the founding director of CHIP.

Research University

In the initial stages of the project, the UConn Libraries will focus on the history of New England, especially Connecticut. Staff will begin scanning materials later this fall. The materials will be available via the archive about a month after they are scanned.

A group of 40 cultural, technological, nonprofit, and governmental organizations from around the world that is creating an archive of multilingual digitized text and multimedia content to make unique materials freely searchable on the Web, as part of a collaborative

The Open Content Alliance is an alternative plan to Google’s book digitization initiative through which millions of books will be scanned and made searchable on the Internet exclusively through Google’s proprietary search engine. At the Google site, users won’t be able to print materials easily or read more than small portions of copyrighted works online, but will have to go to libraries and booksellers for the full text.

The Open Content Alliance is a field trip planned by Anderson Center and the Rainbow Center, which serves children in Hartford, “but it also benefits the UConn students,” said Anderson. “The UConn students have gone above and beyond. They also provide life skills and lessons in nutrition and physical fitness, “she said. “We are very comfortable investing in a center like CHIP, with its dramatic, upward research grant trajectory,” he adds. Anderson also notes CHIP’s extensive interdisciplinary network of affiliated researchers and its culture of successfully fostering scholarly productivity among junior faculty members, graduate students, and undergraduates. Since fiscal year 2002, when CHIP first received University support through a different mechanism, the center’s annual external grant funding has increased by 537 percent, from $1.4 million to $7.8 million. A total of $43.5 million in grants were awarded to CHIP researchers during that interval, with $10 million in indirect costs returned to the University. CHIP began in the psychology department with an initial focus on HIV/AIDS prevention research. It is now an independent research center, with some 100 affiliated researchers from almost every school and college at UConn. It has broadened its focus to include other behavioral health issues, such as cancer prevention, obesity, and alcohol and drug abuse.

In fiscal year 2007, CHIP’s external grants funded 31 graduate students in more than 40 research projects. In the past five years, nine of the center’s graduate students have received National Research Service Awards, prestigious graduate fellowships from the National Institutes of Health.

“We provide our graduate students with opportunities I didn’t have until I was 10 to 15 years into my career,” says Jeffrey Fisher, professor of psychology and the founding director of CHIP.

Research University

In the initial stages of the project, the UConn Libraries will focus on the history of New England, especially Connecticut. Staff will begin scanning materials later this fall. The materials will be available via the archive about a month after they are scanned.

A group of 40 cultural, technological, nonprofit, and governmental organizations from around the world that is creating an archive of multilingual digitized text and multimedia content to make unique materials freely searchable on the Web, as part of a collaborative

The Open Content Alliance is an alternative plan to Google’s book digitization initiative through which millions of books will be scanned and made searchable on the Internet exclusively through Google’s proprietary search engine. At the Google site, users won’t be able to print materials easily or read more than small portions of copyrighted works online, but will have to go to libraries and booksellers for the full text.

The Open Content Alliance is a field trip planned by Anderson Center and the Rainbow Center, which serves children in Hartford, “but it also benefits the UConn students,” said Anderson. “The UConn students have gone above and beyond. They also provide life skills and lessons in nutrition and physical fitness, “she said. “We are very comfortable investing in a center like CHIP, with its dramatic, upward research grant trajectory,” he adds. Anderson also notes CHIP’s extensive interdisciplinary network of affiliated researchers and its culture of successfully fostering scholarly productivity among junior faculty members, graduate students, and undergraduates. Since fiscal year 2002, when CHIP first received University support through a different mechanism, the center’s annual external grant funding has increased by 537 percent, from $1.4 million to $7.8 million. A total of $43.5 million in grants were awarded to CHIP researchers during that interval, with $10 million in indirect costs returned to the University. CHIP began in the psychology department with an initial focus on HIV/AIDS prevention research. It is now an independent research center, with some 100 affiliated researchers from almost every school and college at UConn. It has broadened its focus to include other behavioral health issues, such as cancer prevention, obesity, and alcohol and drug abuse.

In fiscal year 2007, CHIP’s external grants funded 31 graduate students in more than 40 research projects. In the past five years, nine of the center’s graduate students have received National Research Service Awards, prestigious graduate fellowships from the National Institutes of Health.

“We provide our graduate students with opportunities I didn’t have until I was 10 to 15 years into my career,” says Jeffrey Fisher, professor of psychology and the founding director of CHIP.

Research University

In the initial stages of the project, the UConn Libraries will focus on the history of New England, especially Connecticut. Staff will begin scanning materials later this fall. The materials will be available via the archive about a month after they are scanned.

A group of 40 cultural, technological, nonprofit, and governmental organizations from around the world that is creating an archive of multilingual digitized text and multimedia content to make unique materials freely searchable on the Web, as part of a collaborative

The Open Content Alliance is an alternative plan to Google’s book digitization initiative through which millions of books will be scanned and made searchable on the Internet exclusively through Google’s proprietary search engine. At the Google site, users won’t be able to print materials easily or read more than small portions of copyrighted works online, but will have to go to libraries and booksellers for the full text.

The Open Content Alliance is a field trip planned by Anderson Center and the Rainbow Center, which serves children in Hartford, “but it also benefits the UConn students,” said Anderson. “The UConn students have gone above and beyond. They also provide life skills and lessons in nutrition and physical fitness, “she said. “We are very comfortable investing in a center like CHIP, with its dramatic, upward research grant trajectory,” he adds. Anderson also notes CHIP’s extensive interdisciplinary network of affiliated researchers and its culture of successfully fostering scholarly productivity among junior faculty members, graduate students, and undergraduates. Since fiscal year 2002, when CHIP first received University support through a different mechanism, the center’s annual external grant funding has increased by 537 percent, from $1.4 million to $7.8 million. A total of $43.5 million in grants were awarded to CHIP researchers during that interval, with $10 million in indirect costs returned to the University. CHIP began in the psychology department with an initial focus on HIV/AIDS prevention research. It is now an independent research center, with some 100 affiliated researchers from almost every school and college at UConn. It has broadened its focus to include other behavioral health issues, such as cancer prevention, obesity, and alcohol and drug abuse.

In fiscal year 2007, CHIP’s external grants funded 31 graduate students in more than 40 research projects. In the past five years, nine of the center’s graduate students have received National Research Service Awards, prestigious graduate fellowships from the National Institutes of Health.

“We provide our graduate students with opportunities I didn’t have until I was 10 to 15 years into my career,” says Jeffrey Fisher, professor of psychology and the founding director of CHIP.

Research University
The following grants were received through the Office for Sponsored Programs (OSP) in June 2007. The list represents only new proposals awarded, and excludes continuations. The list is supplied to the Advance each month by OSP. Additional grants received in June will be published in a future issue.

<table>
<thead>
<tr>
<th>Department</th>
<th>Prin. Investigator</th>
<th>Sponsor</th>
<th>Amount</th>
<th>Award Period</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Psychiatry</strong></td>
<td>Petry, N.</td>
<td>National Institute on Drug Abuse</td>
<td>$445,599</td>
<td>6/05-5/08</td>
</tr>
<tr>
<td><strong>Vouchers vs. Prizes: Contingency Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Neuroscience</strong></td>
<td>Pfeiffer, S.</td>
<td>National Institute of Neurological Disorders &amp; Stroke</td>
<td>$427,746</td>
<td>7/06-2/08</td>
</tr>
<tr>
<td><strong>Proteomic Mapping of Myosin and Its Mitochondrial Subdomains</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Neurology</strong></td>
<td>McCullough, L.</td>
<td>National Institute of Neurological Disorders &amp; Stroke</td>
<td>$533,343</td>
<td>3/06-2/08</td>
</tr>
<tr>
<td><strong>Energy Dysregulation: The Role of AMPK in Stroke</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Calhoun Cardiology</strong></td>
<td>Dodge-Kafka, K.</td>
<td>National Heart, Lung, &amp; Blood Institute</td>
<td>$550,881</td>
<td>6/06-5/08</td>
</tr>
<tr>
<td><strong>Mechanism of Myocardial Angiogenesis Inotropic/Knockout Animals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Genetics &amp; Developmental Biology</strong></td>
<td></td>
<td></td>
<td>$506,768</td>
<td>5/07-4/08</td>
</tr>
<tr>
<td><strong>Center on Aging</strong></td>
<td>Kuchel, G.</td>
<td>National Institute on Aging</td>
<td>$593,400</td>
<td>4/07-3/08</td>
</tr>
<tr>
<td><strong>Oral Rehabilitation, Reichenberger, E., Biomaterials, &amp; Skeletal Development</strong></td>
<td></td>
<td></td>
<td>$131,331</td>
<td>4/07-3/08</td>
</tr>
<tr>
<td><strong>Molecular, Microbial, &amp; Structural Biology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mechanisms of Killing &amp; Resistance to Wet Heat of Spores of Bacillus</strong></td>
<td></td>
<td></td>
<td>$55,662</td>
<td>7/07-10/07</td>
</tr>
<tr>
<td><strong>Music</strong></td>
<td>Wu, G.</td>
<td>National Institute of Osteopathic Medicine</td>
<td>$259,000</td>
<td>5/07-4/08</td>
</tr>
<tr>
<td><strong>Novel Model of HIV Infection of Humanized Liver in Immunocompetent Rats</strong></td>
<td></td>
<td></td>
<td>$520,000</td>
<td>12/07-1/08</td>
</tr>
<tr>
<td><strong>Neuroscience</strong></td>
<td>Bernstein, L.</td>
<td>National Institute on Aging</td>
<td>$314,500</td>
<td>6/07-5/08</td>
</tr>
<tr>
<td><strong>Comparisons of Binaural Processing at Low &amp; High Frequencies</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Psychiatry</strong></td>
<td>Petry, N.</td>
<td>National Institute on Drug Abuse</td>
<td>$584,626</td>
<td>6/07-5/08</td>
</tr>
<tr>
<td><strong>Brief Therapies for Problem Gambling Substance Abusers</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Private Grants</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surgery</strong></td>
<td>Kurtzman, S.</td>
<td>University of Pittsburgh</td>
<td>$300</td>
<td>6/05-5/08</td>
</tr>
<tr>
<td><strong>NSABP Breast Cancer Prevention Trial</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NSABP Breast and Bowel Cancer Treatment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Surgery</strong></td>
<td>Albertson, P.</td>
<td>CRTC Research Foundation</td>
<td>$1,320</td>
<td>9/01-5/13</td>
</tr>
<tr>
<td><strong>Selenium &amp; Vitamin E Chemoprevention Trial</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Calhoun Cardiology</strong></td>
<td>Liang, B.</td>
<td>UConn Foundation</td>
<td>$50,617</td>
<td>2/03-1/09</td>
</tr>
<tr>
<td><strong>Jim &amp; Pat Calhoun Cardiology Research Fund</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Genetics &amp; Developmental Biology</strong></td>
<td></td>
<td></td>
<td>$250,000</td>
<td>1/07-2/08</td>
</tr>
<tr>
<td><strong>Developmental Biology Feasibility of Shh Profiling as a Diagnostic Indicator for Breast Cancer</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Center for Vascular</strong></td>
<td>Fong, G.-H.</td>
<td>March of Dimes</td>
<td>$315,284</td>
<td>6/07-5/10</td>
</tr>
<tr>
<td><strong>Biotechnology</strong></td>
<td>PhD2 As A Potential Therapeutic Target For Treating Retinopathy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Genetics &amp; Developmental Biology</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subclassification of Breast Cancer by Shh Profiling</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Family Medicine</strong></td>
<td>Fifield, J.</td>
<td>Village for Families &amp; Children Inc.</td>
<td>$310,202</td>
<td>3/07-9/07</td>
</tr>
<tr>
<td><strong>Evaluation of the Village for Families &amp; Children Inc. OAP grant</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Genetics &amp; Developmental Biology</strong></td>
<td></td>
<td></td>
<td>$11,710</td>
<td>6/07-5/10</td>
</tr>
<tr>
<td><strong>Role of FGF2 Signaling Prior to and During Gastrointestinal</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Monday, October 1, 2010, to Tuesday, October 19

**CALENDAR**

**Events for the week**

**Monday, October 4**

- Advancement Seminar. Gen Re Auditorium, Stamford Campus. 6:30 p.m., Room P121, Corporate Social Responsibility, by Faculty Colloquium.
- Optical Physics Seminar.
- Monday, 10/1 – Psychology. Committee Meeting.
- Tuesday, 10/2 – Geoscience Seminar. "Newfoundland: From Odd Bones to Genome Projects," by Igor Ovtchinnikov. 3-5 p.m., Room 233, Beach Building.
- Tuesday, 10/2 – Neuroscience Seminar. 9 a.m., Room 103, Academic Research Building, Health Center.
- Tuesday, 10/2 – American Experience Lecture. "All About the 'Fisherman's Express': The Development of Saltwater Recreational Fishing on Long Island," by Elizabeth Millsburg. Columbia University: 7 p.m., Room 103, Marine Sciences Building, Avery Point Campus.
- Tuesday, 10/2 – Sackler Lecture in Human Rights. "Repairing Our Human Rights Reputation," by Harold Koh, Yale Law School. 7:30 p.m., Amon G. Carter Building.

**Tuesday, October 5**

- Thursday, 10/7 – Women’s Soccer vs. Pittsburgh.
- Saturday, 10/9 – Men’s Soccer vs. Rutgers.

**Wednesday, October 6**

- Performing Arts. Thursday, 10/4 through Saturday, 10/6 – The Aronians. Connecticut Repertory Theatre production of Mary Astor’s classic 1920s film. Performances will be held at 8 p.m. on Thursday, Friday, and Saturday. Admission: $25-$30. For tickets, call the Box Office at 860-873-4466.

**Friday, October 8**


**Monday, October 11**

- Classes.
- Departmental CONVERT TO PDF

**Events for the week**

**Monday, October 11**


**Tuesday, October 12**


**Wednesday, October 13**

- Thursday, 10/14 – Sackler Lecture. "Labor of love to help their families and communities survive. Room 310, Student Union.

**Thursday, October 15**


**Friday, October 16**

- Friday, 10/16 – Performing Arts. "A Life in Two Genders," by Aida Turtiainen. 11:30 a.m., Room 344, CLAS Building. The University of Waterloo, Canada.

**Monday, October 18**

- Monday, 10/18 – Alexey von Schlippe Gallery. I-Park, by Pamela Zagransky, and works by other American and Bulgarian artists. Gallery on the second floor of the Branford House, Avery Point Campus. Open Wednesday through Sunday, noon-5 p.m. $3 admission for non-members.
- Tuesday, 10/19 – Optical Physics Seminar. "From Polarimetric Liquid Solid or Fluid: Examining the Experimental and Theoretical Foundation of Polymer Rheology," by ShiQing Wang, University of Akron. 11 a.m., Room MR20, Gant Science Complex.
- Friday, 10/19 – Physics Colloquium.
Group discussions help care-givers cope with challenging cases

BY KRISTINA GOODNOUGH

Once a month, a diverse group of care-givers at John Dempsey Hospital gather to share their feelings about difficult or troubling situations with patients. The gatherings are designed not to solve problems or to talk about quality improvement, but to give the care-givers an opportunity to share their feelings and gain some perspective on particularly challenging cases.

The conversations, open to doctors, nurses, social workers, and other staff, are called Schwartz Rounds, after Kenneth Schwartz, who established the Schwartz Center at Massachusetts General Hospital to strengthen the relationship between patients and care-givers.

Topics discussed during Schwartz Rounds can include how to tell a patient that it may be time to stop treatment; caring for a colleague; cultural and religious beliefs that may interfere with the ability to communicate; medical mistakes; children dealing with the death of a parent; and dealing with spiritual crises with patients. Currently, Schwartz Center Rounds take place at more than 120 hospitals in 26 states. "I heard about the Schwartz Rounds from a physician in another hospital," says Audrey Chapman, the Joseph M. Healey Jr. Chair in Medical Humanities and Bioethics, who initiated the process to bring Schwartz Rounds to the Health Center. As part of the application process, Chapman traveled to Mass General in Boston to observe Schwartz Rounds. She was accompanied by Dr. Joseph Civetta, co-chairman of a Pain and Palliative Care Group at the Health Center; Nancy Baccaro, nurse practitioner in palliative care and pain in the Neag Cancer Center; and Patricia Verde, director of social work. They were so impressed by what they saw that they moved quickly to introduce them at the Health Center.

"We want to talk about the things we think about when we're driving home after a particularly hard day or after a particularly difficult discussion with a patient's family," says Civetta, leader of the Schwartz Rounds planning committee. "The goal of Schwartz Rounds is to help care-givers feel better, and to learn from colleagues in an informal setting how to handle situations better. First and foremost, you realize you are not alone. You lessen barriers to effective communication, and you may learn language that will help you handle difficult situations in the future." During the rounds, a patient’s case is presented briefly by the attending physician. Other members of the care-giving team provide additional aspects of the case. Discussion then begins. "Members of a multidisciplinary team caring for a patient each have their own mission," says Elizabeth Taylor-HuEy, director of community education for the psychiatry department and facilitator for the Schwartz Rounds. "Sometimes there are conflicts among team members about appropriate steps or about the patient's needs. "This is an opportunity to discuss social and emotional aspects of patient care with members of different disciplines," she says.

Baccaro says, "Care-giving is difficult today because of mandates from our organizations, business constraints, technology changes, and even our success in helping people live much longer. Care-givers who focus on the needs of patients and families also need to be able to de-brief or empathize with each other. Sometimes, family members don't have the same expectations about care and treatment as patients do. For example, a patient may want to end treatment, while family members may not be ready to accept that decision. Sometimes, a patient's children have to be involved in care decisions because they are the only relatives, but if the children are not 18 or older, care-givers may be uncomfortable discussing treatment with them. "Care-givers can feel like they are caught in the middle," says Baccaro.

Adds Taylor-HuEy, "Difficult or emotional cases can trigger strong feelings among care-givers. Schwartz Rounds are designed to give them a safe place to discuss those feelings."

Fullbright Scholar back from the U.K. with ideas for treating dementia

BY CHRI S DIFRAN CESCO

The answer to improving dementia care in the United States may be to establish a greater support system for primary care physicians, according to Richard Fortinsky.

Fortinsky, from the UConn Center on Aging, bases his recommendations on a visit to the United Kingdom earlier this year as a Fulbright Scholar, where he studied how the British health care system deals with dementia.

Fortinsky spent most of five months overseas at the University of Bradford's Division of Dementia Studies. During his stay, he also vis- ited Buckingham Palace and met Queen Elizabeth and Prince Philip. "When Prince Philip, who is in his mid-80s and looks hale and hearty, heard that I do research on aging and health, he told me, 'We should talk sometime,'" Fortinsky says.

Fortinsky had discussions with health care and social care practitioners about how they diagnose and manage dementia, the irreversible memory loss and health decline that often occurs as a result of Alzheimer's disease and strokes.

In the U.K., as in the United States, aging of the population over the next several decades is expected to lead to a sharp increase in the number of people with dementia.

Fortinsky, who holds the Physicians Health Services Endowed Chair in Geriatrics and Gerontology at the Health Center, found that, like their American counterparts practicing primary care, general practitioners in the U.K. often have less clinical experience with dementia than they do with many other health problems. Yet providing primary care physicians with the extra training they need is probably unrealistic, he says, both in the U.K. and in this country. A dementia diagnosis is challenging for the patient's family. "What's really important and often neglected is that, as patients' dementia symptoms progress, families assume greater decision-making responsibilities and hands-on care responsibilities," Fortinsky says.

Family members must learn how to manage the symptoms of dementia, and how to take care of the affairs of those with dementia, including everyday tasks like preparing meals and personal care. "Because of all this added responsibility, many gerontologi- cal studies have shown that family caregivers are at risk for a range of emotional and physical health problems," says Fortinsky. "Primary care physicians need help to provide the best care not only to the patient but also to the family caregivers." The National Health Service in the U.K. recognizes dementia as a mental illness, and British law recognizes the stresses, strains, and burdens faced by the families of dementia patients.

"We want to talk about the things we think about when we're driving home after a particularly hard day or after a particularly difficult discussion with a patient's family," says Civetta, leader of the Schwartz Rounds planning committee. "The goal of Schwartz Rounds is to help care-givers feel better, and to learn from colleagues in an informal setting how to handle situations better. First and foremost, you realize you are not alone. You lessen barriers to effective communication, and you may learn language that will help you handle difficult situations in the future." During the rounds, a patient’s case is presented briefly by the attending physician. Other members of the care-giving team provide additional aspects of the case. Discussion then begins. "Members of a multidisciplinary team caring for a patient each have their own mission," says Elizabeth Taylor-HuEy, director of community education for the psychiatry department and facilitator for the Schwartz Rounds. "Sometimes there are conflicts among team members about appropriate steps or about the patient's needs.

"This is an opportunity to discuss social and emotional aspects of patient care with members of different disciplines," she says.

Baccaro says, "Care-giving is difficult today because of mandates from our organizations, business constraints, technology changes, and even our success in helping people live much longer. Care-givers who focus on the needs of patients and families also need to be able to de-brief or empathize with each other. Sometimes, family members don't have the same expectations about care and treatment as patients do. For example, a patient may want to end treatment, while family members may not be ready to accept that decision. Sometimes, a patient's children have to be involved in care decisions because they are the only relatives, but if the children are not 18 or older, care-givers may be uncomfortable discussing treatment with them. "Care-givers can feel like they are caught in the middle," says Baccaro.

Adds Taylor-HuEy, "Difficult or emotional cases can trigger strong feelings among care-givers. Schwartz Rounds are designed to give them a safe place to discuss those feelings."

The National Health Service has what are known as mental health trusts, which provide inpatient and outpatient mental health care in assigned geographic areas. Within these trusts are community mental health teams that include geriatric psychiatrists who can prescribe medications to treat the memory loss problems associated with dementia.

Dementia patients and family caregivers are referred by their general practitioner to these community mental health teams. A community mental health nurse becomes the point person, assessing both patients and caregivers, determining and addressing their needs, and making further referrals, as needed.

The general practitioner maintains the overall medical management of the patient, but the community mental health nurse can help with depressive symptoms or anxiety, provide information about community resources to help manage the patient at home, and make home visits.

Fortinsky believes the approach of the British model could be adapted to U.S. primary care. "The idea would be to train nurses to specialize in dementia care," Fortinsky says. "Their scope of practice could be expanded based on recent experimental studies done in this country, and nurses could work with a group of primary care physicians in a defined geographic area." He is working with a primary care physician network in Connecticut to develop this concept.

The big question, of course, is how to pay for such enhanced dementia care. Fortinsky is exploring existing reimbursement mechanisms within the traditional Medicare program to determine whether and how they might cover some of the associated costs.

"Dementia will affect more and more people and families as time goes by, and primary care physicians will see more of these patients and families in the office every year," Fortinsky says. "We may be able to borrow ideas from other countries, even if their overall health care system is very different. Creativity could really help patients and families dealing with this complex and stressful disease, as well as their primary care physicians."