The Health Center administration outlined its ongoing financial difficulties in a presentation to the Board of Trustees last week, advising members that the Health Center is running a deficit of $10.3 million for the first six months of the fiscal year.

The major driver of the current deficit is John Dempsey Hospital, according to Daniel Upton, the Health Center’s chief financial officer. Another problem is reduced federal grant spending, which reduces the amount of money recovered by the Health Center for costs related to facilities and administration. Expenses also have increased, particularly related to hospital staffing.

The John Dempsey Hospital deficit grew from $5 million in November to $9 million at year’s end, according to Upton. Hospital financial difficulties stem, in part, from lower hospital admissions.

Declining visits to the UConn Medical Group had a negative impact on hospital admissions, since the medical group is the major source of referrals to the hospital. Patient visits and admissions were affected by December’s snowstorms and mid-week holidays. In fact, the Connecticut Hospital Association reports lower admissions generally for the region’s hospitals.

Another factor is the recent change in the

Trustees name three faculty Distinguished Professors

Three faculty members have been named University of Connecticut Board of Trustees Distinguished Professors.

The three – Richard Bass, professor of mathematics, Cheryl Tatano Beck, professor of nursing, and Dipak Dey, professor and head of statistics – were named last week by the trustees because of their “exceptional distinction in scholarship, teaching, and service while at the University of Connecticut.”

Bass, who received the Chancellor’s Research Excellence Award in 2001, has an international reputation for his research in harmonic analysis, partial differential equations, mathematical physics, and mathematical finance.

Beck, the editor of Transactions of the American Mathematics Society, one of the foremost mathematics journals in the world, and his co-authors have also solved a number of long-standing open problems in mathematics.

Distinguished Professors page 3

 physicians, leaders,_chancellors
In a democratic society, should a government be allowed to protect the nation's security even if it means violating the constitutional rights of individuals? How should the government balance national security and individual freedoms?

Top Secret: The Battle for the Pentagon Papers

In a tense meeting with President Richard Nixon, a top secret study document is revealed to the White House. The document, known as the "Pentagon Papers," contains classified information about the government's involvement in the Vietnam War. The government is under pressure to suppress the document to maintain national security, but the release of the papers could lead to public outrage and political consequences.

The Pentagon Papers case is a landmark First Amendment case that highlights the tension between government secrecy and public disclosure. The case is pivotal in the history of freedom of the press and government accountability. It raises questions about the limits of government secrecy and the role of the media in a democratic society.
Center for entrepreneurship celebrates a year of success

BY MICHAEL KIRK

A year ago this month, UConn’s Center for Entrepreneurship and Innovation (CCEI) opened its doors in East Hartford with an event held last week to recognize both milestones was attended by University President Michael J. Hogan, Lt. Gov. Michael Fedele, State Senate President Donald Williams, the commissioner of Connecticut’s Department of Economic and Community Development, Joan McDonald, state legislators; faculty; students; and business owners.

Funded by the legislature as part of the 21st Century Jobs bill that was passed in 2006, the center is a partnership between UConn’s Schools of Business and Law. It was created to facilitate “the development of transformational technology businesses in Connecticut” and enhance the state’s economic climate by assisting new and existing companies in solving complex business and legal problems.

“After just one year, the Center is already providing the state’s economy with talented, knowledgeable, and skilled entrepreneurs,” said Hogan. “Creating the Center has been a true partnership among the University, the legislature and state government, and Connecticut businesses. For all of us, this is a good example of how we can proceed on a number of initiatives in the future that will require our cooperation and dedication.”

The Center comprises many programs, including the business school’s Innovation Accelerator, Venture Consulting Initiative, Student Entrepreneurial Organization, and Family Business Program.

Under the Innovation Accelerator program, teams of students and faculty work with entrepreneurial ventures with the goal of moving the businesses closer to the market by doing market analysis and working out strategic road maps and business models. The Venture Consulting Initiative provides experiential learning opportunities for students to serve as consultants with client firms. The Student Entrepreneurial Organization organizes conferences, panel discussions, and networking events to facilitate sharing new knowledge and best practices in entrepreneurship between students and inventors. And the Family Business Program deals with family-owned businesses in Connecticut, and key issues facing the development and operation of family-owned companies.

The business school has also expanded the entrepreneurship curriculum it offers at the undergraduate, MBA, and doctoral levels. The Center for Entrepreneurship and Innovation benefits the state in two major ways: first, it helps new and existing companies in critical technology-based industries to grow and contribute to the state’s economy; secondly, since students are an important component, it helps provide skilled, well-prepared graduates in these areas, says Richard Dino, associate professor of management and executive director of the Center.

Noting that nearly 150 students from across the University and from a range of degree programs – including not only business and law, but also engineering and liberal arts and sciences – took part in the Center during its first year, Dino says, “We bring together exceptional University resources in a dedicated efforts to help the entrepreneurial community succeed. With innovative thinking and teamwork, one never knows what may trigger new products and business success. It’s a great formula for success.”

As part of this center, the law school’s newly created Intellectual Property and Entrepreneurship Law Clinic is staffed by law students. Under the guidance of supervising attorneys, they provide pro bono legal advice to start-up and expanding businesses, both to protect their intellectual property and, more generally, to navigate the legal hoops required to establish a business and move it forward. The services the clinic provides include patent searches, patent filings and trademark applications, drafting non-disclosure agreements, and forming corporations and Limited Liability Companies.

Through the Clinic, law students are now offered both a basic clinical course and an advanced fieldwork course in intellectual property law. “These clinical courses provide a complement to an already wide array of intellectual property courses and to the School’s Intellectual Property Certificate Program,” says Dino. “Since it opened, more than 130 companies from a wide range of industries have been aided by the Center, with an additional 45 scheduled for the spring. The clients include companies from the software, biotech, energy, and engineering industries.”

Stamford Campus student center named for Devin Gaines

BY KAREN A. GRAVA

The Board of Trustees has authorized naming the Stamford Campus Student Involvement and Activities Center in honor of Devin Gaines, a 2007 graduate who died in a swimming accident just two months before his graduation. Gaines, who graduated from UConn just two months before his death, had achieved an extraordinary feat. He had earned 276 credits in five years, enough to earn five degrees – in computer science, cognitive science, theatre studies, linguistics/psychology, and an individualized major in cinema, culture, and cognition. He accomplished this while maintain-

ing a 3.2 grade point average. Raised in Stamford, Gaines studied at both the Storrs and the Stamford campuses. He had planned to continue his education by pursuing a master’s degree in educational communications technology at New York University. Provost Peter J. Nicholls told the trustees, “The naming of the Stamford Campus Student Involvement and Activities Center is proposed in recognition of Mr. Gaines’ unprecedented academic achievements, joy of learning, and engagement in student activities and community involvement.”

Nursing School plans to offer new doctoral program in nursing practice

BY KAREN A. GRAVA

The University of Connecticut plans to offer a new doctoral program in nursing practice – the only program in Connecticut and just the second in New England – beginning in the fall of 2009. The program is designed to serve nurse practitioners, clinical nurse specialists, midwives, nurse anesthetists, and administrators who prefer an alternative pathway to advanced practice nursing.

“We are well versed in issues facing advanced practice educators in the United States,” says Bavier. The school plans to hire two additional associate professors this spring to staff the program. Ten students per year are expected to enroll in the program. The School of Nursing also offers a traditional Ph.D. program in nursing.

The program is being developed in direct response to the national need for doctoral-prepared leaders in practice,” says Anne Bavier, dean of the School of Nursing. “The program will emphasize the scientific basis of knowledge, evidence-based practice, and development of leadership expertise within advanced practice nursing.”

The only other nursing practice doctoral degree in New England is offered at the University of Massachusetts. The UConn program, recently approved by the Board of Trustees, awaits approval from the state Board of Governors of Higher Education. Once it is approved, students will be admitted. The program will be headed by Regina Cusson, a professor of nursing who is also a registered nurse and advanced practice registered nurse. Cusson previously coordinated the neonatal nurse practitioner faculty special interest group of the National Association of Neonatal Nurses.

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Barker suggests techniques for engaging students in large classes

BY SHERRY FISHER

Be well organized, give students a comprehensive syllabus, and encourage them to get to know you. Those are some of the key suggestions Keith Barker provided UConn faculty during a recent talk on “Engaging Students in Large Classes.” Barker, associate vice provost and director of the Institute for Teaching and Learning, offered his advice Jan. 18, during a day-long program sponsored by the Institute and held in the Center for Undergraduate Education.

The event, the first University-wide winter teaching institute, drew about 70 faculty from Storrs, the regional campuses, and the Health Center. Sessions were also offered on integrating technology in the classroom, online teaching, testing and grading, helping students handle test anxiety, and teaching every student.

A clip of Barker from decades ago, complete with Beatles’ music, drew chuckles from the audience.

“Virtually to start off really well, particularly in large classes,” he said. “It always amuses students when you show early pictures of yourself. It’s one of the ways I start to get involved with the class, irrespective of size.”

Small talk builds the relationship between professors and students, he said. “Greet students and make them feel it’s an individual experience. Chat with people in the aisles. If they see you doing that, they’ll be more inclined to talk to you.”

Barker said organization is key when teaching a large class. “Don’t plan to ad lib. You have to be prepared for alternatives. There is much more preparation and organization when dealing with a large class.”

The course syllabus should be comprehensive and well defined, Barker said. “More should be there rather than less. I believe in writing a narrative syllabus.”

Students need to be told what is expected in the class, he said. “Guide them on exam techniques. Explain test and exam formats and how to interpret multiple choice questions. We want to help them succeed.”

Also, tell students what is important for them to know. “Suggest that they take really good notes,” he said. “Tell them to reflect about what went on during that hour of class after they leave, and to write down some notes.”

He said students in large classes generally need more motivating than students in smaller ones. “You have to personalize, have a variety of activities, and deal effectively with the increased diversity of students and where they are in terms of learning,” he told the audience.

There will be more disruptions when teaching a large class, Barker noted. “Students will arrive late and leave early,” he said. “Some will sleep in class; others might be reading the newspaper or talking on a cell phone. Tell them to check the syllabus for rules of conduct.”

Use humor, Barker said. “If the class is particularly long, add a bit of humor every 20 minutes. It gets students’ attention, and helps them to return to concentrating.”

He advised the audience to “watch your mannerisms and speech patterns. Avoid ‘um’s’ – just leave a gap if you can’t collect your thoughts,” he said. “Videotaping yourself might be useful. You get a lot of information.”

Barker urged faculty to communicate with students, noting that e-mails are a good way to send reminders about important dates and events. He also encouraged them to tell their students to get to know their instructor, by visiting him or her during office hours and sending e-mails with good questions.

Explain to students that you will not be able to get to know all of their names, but you will try, he said. “Tell them what you want to be called, and how to contact you. Invite them to come to your office during office hours. Ask for names on all points of contact with students.”

Barker said he makes a list of everything he needs before going to class. “If I’m using PowerPoint, the first frame gives me a list of all the things I need for the class,” he said. “Have alternatives listed too, in case you finish early.”

New DVD helps doctoral students in job search

BY RICHARD VEILLEUX

It may sound surprising, says Larry Druckenbrod, assistant director of the Department of Career Services, but students who are closing in on their doctoral degree sometimes need as much help as undergraduates when it comes to finding a job. They’re often working so hard on their research that they may not have given it much thought,” Druckenbrod says.

Hoping to make the job search easier for graduate students, Druckenbrod led a team that has produced a well-received new DVD, “Ph.D. and the Job Search.” The DVD consists of a roughly 45-minute video workshop that features UConn professors and an industry official explaining key aspects of the curriculum vitae, the job search process, and the interview.

“I found it very helpful,” says Jessica Chau, an environmental engineering student with about a year left in her studies. “It gives perspectives on hiring Ph.D.’s in both academic and industry settings. The presenters give very specific tips on how to prepare for interviews, such as rehearsing answers to typical questions and memorizing a 30-second summary of your dissertation. I would recommend the DVD for all Ph.D. students.”

Druckenbrod is working hard to get the video into the hands of doctoral students. He and Michael Illuzzi, a video design technician in the Institute for Teaching and Learning who shot and edited the disc, made 300 copies of the DVD.

They have distributed about 130 so far, giving them to doctoral students who attend Career Services’ in-person workshops, and delivering a couple of dozen to deans and department heads.

Druckenbrod also has sent a copy to the National Association of Colleges and Employers, the national organization for career services professionals. The DVD is being previewed and he hopes the Association will give him the green light to market the DVD to other universities. That would allow him to help graduate students elsewhere too, and to recoup some of the $6,000 or so the project cost to make.

After a brief orientation, the workshop opens with a segment on CV’s that includes tips on length, what to include, what to highlight, and the difference between a CV and a resume, each of which requires different material and points of emphasis.

Featured in the various sections are Ernesto Callegari, director of Pfizer Global Research and Development; Rachel O’Neill, associate professor of molecular and cell biology; Richard Schwab, dean of the Neag School of Education; and Gregory Semenza, associate professor of Physiology. They discuss what they look for when reviewing a CV, conducting a job search, or interviewing a candidate.

For Bo Dai, a Ph.D. student in animal sciences, several comments stood out. Semenza’s point, for example, that besides seeing how you conduct yourself during a seminar or during formal questioning, members of the department you’re seeking to join are also wondering whether they can socialize with you and what kind of colleague you’ll be.

“I also was interested in their comments about how to prepare a resume,” Dai says. “I didn’t realize I should list my mentorships, for instance. It’s very useful.”

The DVD is a handy reference for students. “We wanted something that used the current technology, that we could hand out and the students could refer back to when they had a question,” says Druckenbrod.

Druckenbrod will speak about the DVD at the National Career Development Association conference in Washington, D.C., in July. He hopes to create a similar DVD for liberal arts students, hoping employers will send them to the screen to discuss what they can do with a liberal arts degree. “It would fill a need,” he says, “for the students to have business majors and engineers moving on, who are saying ‘What about me? What about my degree?’ The employers can answer that.”
Researchers becomes spokesperson on night shifts and cancer

By Chris DiFrancesco

Richard Stevens, a cancer epidemiologist at the UConn Health Center, has been theorizing about a link between artificial light and breast cancer since the mid-1980s. Now, it seems, the scientific community may finally be ready to listen.

“Having this classification by the IARC, it’s not an oddity, it’s mainstream,” says Dr. Richard Stevens, a cancer epidemiologist at the Health Center, about the possible link between artificial light and cancer.

“IARC published in the Lancet Oncology,” says Parekh. Reciprocal treaties are really important to understand terms. "But there's potentially much more to it biologically than that," he says. “If we become sure that it is shift work, that it's the lighting conditions on contemporary political philosopher Hannah Arrendt, who is the focus of her new book, Hannah Arendt and the Challenge of Modernity. A Phenomenology of Human Rights.

Arendt was a German Jew who fled from Germany to France in the 1930s. After Germany invaded France, she was sent to a French internment camp there, but managed to leave and come to the U.S. “She wrote a lot about what it means to be deprived of human rights and what it means to have human rights,” Parekh says. “Arendt was very critical of people who said, ‘We all have natural in-born human rights.’ For her, saying that wasn't enough for people who are denied their rights.

“Theoretically, in the 18th and 19th centuries, human rights were understood as something that existed by virtue of us being human beings,” Parekh says, “so it was less important to put human rights into law, to construct political bodies so that people were protected. But the Holocaust taught us that certain groups of people are, in fact, very vulnerable. Arendt said it is important to belong to a political society that could protect your rights. She is very critical of the discourse of human rights, but with the aim of reforming it and making it better. She didn’t want complacency.”

Arendt was one of many contributors to the work that led to the IARC’s declaration on shift work, which has to do with the disruption of the body’s circadian rhythm and therefore the production of hormones that affect breast cancer risk.

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“But there's potentially much more to it biologically than that,” he says. “If we become sure that it is shift work, that it’s the lighting that’s changing these hormones, then we need to figure out the actual mechanism. What kind of light, what time of day, what’s doing? Once we figure that out, then we might be able to implement effective intervention.”

Communicating research

Although he was not named among the nine co-authors of the Lancet Oncology article, Stevens ended up being a chief spokesperson for this far-reaching story.

In October, after talking to a Washington Post reporter about the end of Daylight Savings Time, Stevens thought the conversation about the impact of longer nights was missing something.

After consulting with the head of the IARC Carcinogen Identification and Evaluation Group, Stevens told the reporter about the upcoming study on shift work. Its mention in the Washington Post story drew the interest of the Associated Press in London, which ran a story just before the Dec. 1 publication date for the Lancet Oncology article. The story was picked up by hundreds of media outlets, from Connecticut to Russia. Stevens appeared live on CBS and Fox News, and had a chance to talk about the science.

“We're covering cutting edge topics – stem cell research, species, genetic testing, and ethics. We're also going to examine other cultures, religious traditions, and feminist critiques of biotechnology in the West.”

Philosopher studies theory and foundations of human rights

By Sherry Fisher

When Serena Parekh was an undergraduate at McGill University, she hoped to have a career working in Third World countries. “I wanted to go into international development,” says Parekh, now an assistant professor of philosophy at UConn, with a joint appointment at the University’s Human Rights Institute.

She and Anne Hiskes, associate professor of philosophy at UConn, developed a new course which they will teach this spring: Bioethics and Human Rights. Parekh says. “We're covering cutting edge topics – stem cell research, species, genetic testing, and ethics. We're also going to examine other cultures, religious traditions, and feminist critiques of biotechnology in the West.”

“Usually when bioethics and philosophy are taught, you’ll discuss abortion, euthanasia, medical treatment, and so forth,” Parekh says. “We're covering cutting edge topics – stem cell research, the idea of perfecting the human species, genetic testing, and ethics. We're also going to examine other cultures, religious traditions, and feminist critiques of biotechnology in the West.”

Serena Parekh, assistant professor of philosophy, in her office.

Says Dr. Lawrence Raizs, director of the UConn Center for Osteoporosis, “If you have a chance to explain your work and have it recognized by laypersons, you should do so, under any circumstances, with any size audience. You should promote your work by realistic statements and in understandable terms.”

Adds Stevens, “When a reporter calls, it's no nuisance but an opportunity.”
### GRANTS

The following grants were received through the Office for Sponsored Programs in October 2007. The list represents only new proposals awarded, and excludes continuations. The list is supplied to the OSP each month by the OSP.

<table>
<thead>
<tr>
<th>Prin. Investigator</th>
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### All Children Considered Newsletter

Morris, T. | Plant Science | U.S. Dept. of Agriculture/Conn. Dept. of Agriculture/Univ. of Vermont | $155,242 | 10/07-9/09 |

### Regional Coordinator of Northeast U.S. Dept. of Agriculture SARE Professional Development Program

Olderman, N. | CSS – Academic Partnership & Special Programs | Dept. of Homeland Security | $1,33,200 | 10/07-9/10 |

### Connecticut Homeland Security Leadership Development Lab

Pattipati, K. | Electrical & Computer Engineering | Toyota Technical Center | $255,502 | 9/07-6/08 |

### Intelligent Diagnostics and Vehicle Health Management


### The Effect of Statins on Skeletal Muscle Function

Shelton, D. | Nursing Instruction & Research | Natl’l Institutes of Health/Natl. Inst. of Mental Health/Univ. of Conn. Health Center | $53,065 | 5/07-10/08 |

### Mental Health Research Infrastructure in Corrections

Shelton, D. | Nursing Instruction & Research | Natl’l Institutes of Health/Natl. Inst. of Mental Health/Univ. of Conn. Health Center | $26,828 | 5/07-10/08 |

### Conn. Correctional Health Research Program

Valiquette, E. | Dept. of Extension | J.C. Penney AfterSchool | $37,500 | 8/07-6/08 |

### Danbury Afterschool

Wagner, D. | Ecology & Evolutionary Biology | Conn. Dept. of Agriculture | $9,000 | 10/07-6/08 |

### Classification and Biomass Estimation of Aquatic Invertebrates in Coastal Wintering Black Duck Habitat

Whitlock, R. | Marine Sciences | Northeast Utilities | $18,462 | 9/07-10/08 |

### NUSCO 1385 Cable Replacement Project – Conn. Water Continuation of Pre-Construction Monitoring

Yang, X. | Center for Regenerative Biology | Conn. Dept. of Public Health | $200,000 | 10/06-9/08 |

### Generation of Insulin Producing Cells from Human Embryonic Stem Cells

Yang, X. | Center for Regenerative Biology | Natl. Institutes of Health/Envgen Biotechnologies Inc. | $60,800 | 10/07-9/08 |

### Derivation of Germline Competent Rabbit Embryonic Stem Cell Lines (Phase I)

Yang, X. | Center for Regenerative Biology | U.S. Dept. of Agriculture/Agricultural Research Service | $54,260 | 5/07-4/08 |

### Improving Cloning Efficiency

Leaun Pinette, a junior majoring in early childhood development and education, swims at the Student Recreational Facility.
Monday, January 28, to Monday, February 4

Academic

Monday, 1/28 – Last day to file petitions for course credit by examination.

Monday, 2/4 – Last day to add/drop courses without additional signatures.

Libraries

Homer Babbidge Library. Hours: Monday-Thursday, 8 a.m.-2 p.m.; Friday, 8 a.m.-10 p.m.; Saturday, 10 a.m.-2 p.m.; Sunday, 10 a.m.-10 p.m.

Dodd Center. Reading Room hours: Monday, 10 a.m.-7 p.m.; Tuesday-Thursday, 8:30 a.m.-4 p.m.; Saturday, noon-4 p.m.; Sunday, closed.

Research Center hours: Monday-Friday, 8 a.m.-3 p.m.; closed weekends.

Pharmacy Library. Monday-Thursday, 8:30 a.m.-10 p.m.; Friday, 8:30 a.m.-10 p.m.; Saturday, 10 a.m.-2 p.m.; Sunday, 1-9 p.m.

Health Center Library. Hours: Monday-Thursday, 7 a.m.-11 p.m.; Friday, 7 a.m.-7 p.m.; Saturday, 9 a.m.-5 p.m.; Sunday, noon-10 p.m.

Law Library. Monday-Thursday, 8 a.m.-11 p.m.; Friday, 8 a.m.-4 p.m.; Saturday, 9 a.m.-5 p.m.; Sunday, 1-9 p.m.

Avon Point Campus Library. Hours: Monday-Thursday, 8 a.m.-10 p.m.; Friday, 8:30 a.m.-10 p.m.; closed weekends.

Greater Hartford Campus Library. Hours: Monday-Thursday, 9 a.m.-9 p.m.; Friday, 10 a.m.-5 p.m.; Saturday, 10 a.m.-2 p.m.; Sunday, closed.

Stamford Campus Library. Hours: Monday-Thursday, 8 a.m.-9 p.m.; Friday, 9 a.m.-3:30 p.m.; Saturday, 11 a.m.-4 p.m.; Sunday, closed.

Torrington Campus Library. Hours: Monday-Thursday, 9:30 a.m.-6:30 p.m.; Friday-Sunday, closed.

Waterbury Campus Library. Hours: Monday-Thursday, 8 a.m.-7 p.m.; Friday, 8 a.m.-4 p.m.; Saturday, 10 a.m.-2 p.m.; Sunday, closed.

University ITS Help Desk Hours: Call 860-486-4357. Monday-Friday, 8 a.m.-8 p.m.

Ph.D. Defenses


Lectures & Seminars


Tuesday, 1/29 – Faculty Trio. Theodore Arm, violín; Kanghee Lee, cello; Neal Lanebare, piano, perform trios by Beethoven, Rachmaninov, and Brahms. $28-$30 regular, $7 UConn students. 7:30 p.m., Jorgensen Center for the Performing Arts. For tickets and information, call 860-486-4226. Concert talk by Bruce Bettleling at 6:45 p.m.

Friday, 2/1 – Don Vappie & The Creole Jazz Serenaders. Don Vappie's Creole Jazz Serenaders reach back to the French Creole "hot jazz," revitalizing classic compositions. $28-$30 regular, $7 UConn students. 8 p.m., Jorgensen Center for the Performing Arts. For tickets and information, call 860-486-4226.

Sports

Monday, 1/28 – Men's Basketball vs. Fairfield University. 7 p.m., Jorgensen Center. Hartford.

Tuesday, 1/29 – Women's Basketball vs. South Florida. 7 p.m., XL Center, Hartford.

Friday, 2/1 – Women's Ice Hockey vs. Northeastern. 7 p.m., Freitas Ice Forum.

Saturday, 2/2 – Men's Basketball vs. Pittsburgh. 1 p.m., XL Center, Hartford.

Saturday, 2/2 – Men's and Women's Swimming and Diving vs. Georgetown and U.S. Merchant Marine Academy. 1 p.m., Wolff-Zuckin Natatorium.

Saturday, 2/2 – Women's Basketball vs. Providence. 7 p.m., Gampel Pavilion.

Friday, 2/1 – ‘The Wizard of Oz. Adults $15; children $7. 7 p.m., Jorgensen Center for the Performing Arts. For tickets and information, call 860-486-4226.

Parenting Articles

Thursday, 1/31 – Faculty Trio. Theodore Arm, violín, Kanghee Lee, cello; Neal Lanebare, piano, perform trios by Beethoven, Rachmaninov, and Brahms. $28-$30 regular, $7 UConn students. 7:30 p.m., Jorgensen Center for the Performing Arts. For tickets and information, call 860-486-4226.


Music

Monday, 1/28 – ‘The Human Voice. Adult $26; child $6. 7:30 p.m., Jorgensen Center for the Performing Arts. For tickets and information, call 860-486-4226.


Science

Wednesday, 1/30 – ‘The Human Predilection for Travel.” By Denniss Nash. 3 p.m., Connecticut State Museum of Natural History. Free admission.

Calendar

Monday, January 28, to Monday, February 4


Thursday, 1/31 – Latin American Studies Lecture. “Geographies of Super-Vulnerability” by Carol Friday, 2/1 – Consortium for Universities for the Advancement of Hydrologic Science Cyber Seminar. “Hydrological Science is Key to Understanding the Arsenic Crisis on the Ganges Delta,” by Charles Harvey, MIT. 3:30 p.m., Room 306, Cawl Building.


Thursday, 1/31 – Latin American Studies Lecture. “Geographies of Super-Vulnerability” by Carol Friday, 2/1 – Consortium for Universities for the Advancement of Hydrologic Science Cyber Seminar. “Hydrological Science is Key to Understanding the Arsenic Crisis on the Ganges Delta,” by Charles Harvey, MIT. 3:30 p.m., Room 306, Cawl Building.


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Chudy helps internationals comply with rules, feel at home

By Sherry Fisher

Colorful tinfoil cans and objects d’art from around the world pack the shelves and line the walls in Robert Chudy’s office. There’s even an international collection of Coke cans – some full, some empty.

“Students bring things when they come back after the holidays,” Chudy says. “They like to add to the collection. It makes them feel at home when they see an object from their own country.”

Chudy, who has been at UConn for 23 years, advises, counsels, and interprets immigration rules and regulations and labor department policies for some 1,700 international students and scholars at Storrs and the regional campuses.

He is currently interim director of the Department of International Services and Programs.

“My job is to make sure that the international student or scholar understands the immigration rules and regulations, and to make sure they feel welcomed to the United States,” he says. “The International Center is a place where internationals should feel free to discuss any problems they’re having.”

He often gives workshops and presentations to faculty and staff about rules and regulations, which differ depending on an individual’s immigration classification.

Chudy says his job is gratifying. “I have probably the most rewarding job in the world,” he says. “You come into an office, and we are here to help you. And that’s the reward: to see that we helped someone solve a problem – either legal or personal – and maybe avoid a catastrophe.”

Chudy was one of two people at UConn to receive the 2007 Lifetime Achievement Award in International Affairs from the Office of the Vice Provost for Multicultural & International Affairs. He also received a lifetime achievement award from Region XI (New England) NAFSA, an association of international educators that promotes international education and provides professional development opportunities.

As a member of NAFSA’s government regulatory affairs advisory committee he works with other advisors in New England on the interpretation of immigration rules and regulations, often through presentations.

But Chudy’s presentations are not what one would expect, given the topic – which might be seen as dry. He creates full-fledged skits, using characters from history and film, complete with costumes and music.

For example, in one skit, “The Story of Don Quijote: A Candle in the Wind,” Don Quijote’s quest for the “Impossible Dream” is to get a green card.

“It’s a classic example of what happens when brilliant international visitors lose details and cast their fate to the winds,” says Chudy.

In another program, he uses Dante’s Inferno to examine the “crime” that internationals either knowingly or unknowingly commit: misrepresentation on a visa application.

Darth Vader and Princess Leia from Star Wars have also appeared in his programs. These characters did not have the appropriate visas to enter the United States, he says.

“You can take something dry – like rules and regulations – make it fun, and have it stick with people,” Chudy says. “The skits reinforce concepts in a new way.”

Chudy says the terrorist attacks of 9/11 altered the way colleges handle international students, faculty, and staff. “SEVIS [the Student Exchange Visitor Information System] really changed things.”

SEVIS was one of the federal government’s most ambitious efforts to boost surveillance of visitors from other countries. Schools must notify the Department of Homeland Security when a foreign student has enrolled, dropped out, faced disciplinary action, or changed a name, address, or field of study.

“Every move an international student makes, such as adding or dropping a course or changing their address, has to be reported to [Homeland Security],” Chudy says. “Any time they go on PeopleSoft, we get the message and have to decipher whether immigration has to handle it, or we can talk to the person. For example, an international undergraduate must take 12 credits every semester. If they go below that, they violate their status and are subject to deportation.”

At orientation, Chudy says, “We tell students that we don’t work in the Department of Homeland Security, the State Department, or the CIA. We want to make their experience in America a good one, but we also have to make sure they understand the rules and regulations.”

That and takes a lot of time, he says. “Every day, there are at least 50 to 100 alerts. One day, at the beginning of a semester, we got more than 1,000 alerts, because people were adding and dropping courses.”

Chudy has a bachelor’s degree in history and a minor in philosophy from the University of Alabama, and a master’s in East Asian Studies from the University of Kansas.

He served in the Peace Corps from 1972 to 1977 in Busan, Korea, where he helped start a linkage/exchange visitor program between the University of Alabama and Busan National University.

“My experience in the Peace Corps really helps in my work,” he says. “When someone comes into my office with a problem, I can say, ‘I know how you feel, I’ve been there.’ I can help people solve their problems.”

These problems run the gamut, he says. “It can be anything from a death in the family, a car accident, to a student wanting to transfer to a warmer place,” he says. “Maybe a student isn’t getting along with his or her academic advisor, or is having dating issues. Anything you can think of is discussed in this office.

“Never know what to expect from day to day,” he adds. “If you like the unexpected, this is the job for you.”

Workshop aims to draw students to dentistry

By Carolyn Pennington

A top priority for the UConn School of Dental Medicine is to attract a highly qualified and diverse group of students, with a special emphasis on recruiting Connecticut residents. That’s why the School has started offering a special workshop called Passport to Dentistry, aimed at attracting undergraduates to the profession.

“The workshop allows students to explore the world of dentistry as a career option,” says Dr. Edward Chudy, interim director of the Department of International Services and Programs.

The program, which was limited to juniors and seniors, gave them an overview of oral health and disease, and highlights some of the current issues affecting the profession. The students also visited dental laboratories, where they were able to experiment with some of the basic “tools of the trade.”

An important part of the program was the help the students received in preparing for the dental school application process and dental admission test (DAT).

Presenter’s discussed letters of recommendation, application timelines, interviewing skills, and study strategies for the DAT.

“I need to start applying to dental school in just three months, so I need to learn the ins and outs of the process,” says Saajid Swarup, a junior at the Storrs campus, who is interested in biomedical engineering and materials science. “I like working with different materials, and most aspects of dentistry are pretty much materials driven.”

Most of the students who attended the workshop are members of the pre-dental society. First organized at UConn four years ago, the society now has nearly 70 active members. The workshop is a way of helping them explore the profession.

One of the major goals of the program is to get as many Connecticut residents as possible to apply to the dental school.

“As a state school, part of our responsibility is to train Connecticut’s best,” says Thibodeau.

“So we’re also going to offer the program to students in the Connecticut State University system, as well as some of the private schools in the area.”

Thibodeau hopes to offer the workshop at least two or three times a year.

Another important objective is to increase the number of minority students applying to dental school.

“The dental profession in general lags far behind in terms of attracting minority students, so we’re hoping these types of programs will help them learn more about dentistry,” Thibodeau says.

Eveline Cordero, a junior at the Storrs campus who is majoring in biological sciences, says she has been interested in dentistry since she lost a front tooth when she was about eight years old. “I had this huge space and was afraid to smile. It made me realize just how important a dentist could be.”

Cordero says the workshop reaffirmed her interest in being a dentist, and offered guidance to help her become one.