CASE recommends new hospital, partnership

By Kristina Goodnough

The Connecticut Academy of Science and Engineering (CASE) issued its report to the state legislature March 18 on the Health Center's clinical facility needs.

To support excellence in academic medicine, CASE suggested that a new hospital be constructed on the Health Center's campus. It could be built and operated by the University alone, or in partnership with one or more regional hospitals. CASE recommended the latter as its preferred option.

The report was prepared at the direction of the General Assembly, in response to UConn's proposal to replace the aging John Dempsey Hospital with a new, 352-bed hospital. The CASE report concluded that John Dempsey Hospital is outdated and too small, and the cost to revitalize the current facility cannot accommodate private inpatient rooms, which is the current standard of care, without reducing the total bed count and increasing inefficiencies.

Reacting to the release of the study, University President Michael J. Hogan said, "The report supports our ongoing efforts to engage the area hospitals in conversations to define common ground and shared interests. We are greatly advantaged by having Drs. Rowe and Burrow, with their vast knowledge and experience in medical education, research, and clinical care, participate directly in these discussions."

"We envision our next steps as an effort to formalize the discussions that have happened to date," he added. "Area hospitals will have the opportunity to come forward and suggest ways in which a new, state-of-the-art hospital can be constructed and financed on our Farmington campus.

"The report makes me feel like I have an army behind me," he added. According to the report, formalizing and strengthening relationships with clinical care partners, coupled with construction of new clinical facilities on the Health Center campus, "provides the Health Center with the clinical facilities on the Health Center campus, coupled with construction of new clinical facilities on the Health Center campus,..."

Hogan to sign environmental pledge March 25

By Richard Veilleux

University President Michael J. Hogan on Tuesday, March 25, will officially sign the American College and University Presidents' Climate Commitment (PCC), a document that commits the Storrs campus to achieving carbon neutrality by 2050.

Joining Hogan will be Gina McCarthy, Commissioner of the Department of Environmental Protection.

The signing ceremony will be held at 3 p.m. in the North Reading Room of the Wilbur Cross Building. It is open to the public. Refreshments will be served.

"Public universities have a unique opportunity to take leadership in efforts to reduce our society's ecological footprint," Hogan says. "UConn already has a proven track record in environmental sustainability, owing to the energies and expertise of our dedicated faculty, staff, and students. Signing the PCC and agreeing to do our part in curbing carbon emissions formalizes our ongoing commitment to playing a leadership role in environmental stewardship."

UConn discharged approximately 110,000 tons of greenhouse gases in 2006, about 20,000 tons less than in previous years, before the new co-generation plant opened. The plant, which collects waste heat created by a series of turbines and turns it into steam that is then used for central heating and cooling, is 80 percent efficient.

"By signing the PCC, UConn unites with dozens of our peers and pledges to develop specific action plans, including academic and operational goals, toward a more environmentally sustainable campus," says Richard Miller, director of environmental policy. "This commitment reinforces UConn's position as an environmental leader in researching, demonstrating, and employing technological and behavioral solutions to climate change – the most urgent global environmental challenge of our time."

The pledge commits signatories to:

• Within one year, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, and commuting), and updating the inventory every other year;

• Within two months of signing the document, creating institutional structures to guide the development and implementation of the plan;

• Within one year, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, and commuting), and updating the inventory every other year;

• Initiate development of a comprehensive plan to achieve climate neutrality as soon as possible;

• Within two months of signing the document, creating institutional structures to guide the development and implementation of the plan;

• Within one year, complete a comprehensive inventory of all greenhouse gas emissions (including emissions from electricity, heating, and commuting), and updating the inventory every other year.
Speaker to discuss archives, democracy

Professor Allen Weinstein, the ninth Archivist of the United States, will deliver the RBS Greenwisch Capital Lecture, “Reflections on Archives and Democracy” on April 2. The talk will take place in the Konover Auditorium at the Thomas J. Dodd Research Center, beginning at 4 p.m.


From 1985 to 2003, he served as president of The Center for Democracy, a non-profit foundation based in Washington, D.C., that he created in 1985 to promote and strengthen the democratic process.

His international awards include the United Nations Peace Medal (1986), the Council of Europe’s Silver Medal (twice, in 1990 and 1996), and awards from the presidents of Nicaragua and Romania for assistance in their countries’ democratization processes. His other awards and fellowships have included two Senior Fulbright Lectureships, an American Council of Learned Societies Fellowship, the Commonwealth Fund Lectureship at the University of London, and a Woodrow Wilson International Center for Scholars Fellowship.

Weinstein will also be a visiting professor at the University of Vermont for the month of April, where he will give a talk on “From the Archive to the Classroom.”

Hospice care focus of seminar March 26

Hospice care will be the topic of a seminar by D. Brookes Cowan on Wednesday, March 26, from 3:5 p.m. to 5 p.m. in the School of Business building, Room 106.

Her talk, “Hospice Care: Changing the Way We Live and Die,” will be followed by a showing of the documentary, Pioneers of Hospice: Changing the Face of Dying.

The event is sponsored by the Department of Human and Family Studies’ Foote Lecture Fund.

Cowan, a senior lecturer at the University of Vermont, is a medical sociologist specializing in end-of-life care and gerontology. A grief therapist and hospice volunteer since 1978, Cowan is a long-time advocate for high-quality end-of-life care.

As founding chair of the Madison–Dean Initiative, a non-profit organization created to educate the public and the medical profession about care at the end of life, she was instrumental in the making of the documentary, Pioneers of Hospice.

In 2004, Cowan was invited to coordinate the care of Elisabeth Kubler-Ross, author of On Death and Dying, during the last week of her life.

Sustainable campus continued from page 1

While that plan is being developed, the University must also initiate at least two tangible actions to reduce greenhouse gases, several of which have already been implemented at UConn.

These include establishing a policy that new campus construction be built to at least the U.S. Green Building Council’s LEED Silver standard or equivalent, and encouraging the use of and providing access to public transportation for all faculty, staff, students, and visitors.

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Maureen McGuire, Carolyn Pennington

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University President Michael J. Hogan, left foreground, and Dr. Myron Genel, vice president of CASE and professor emeritus of Yale University School of Medicine, discuss the Academy’s recommendations with reporters after the study was presented to the state legislature March 31.
Gift to Torrington campus boosts writers, artists project

BY JOHN SPONKA

A $250,000 gift to the University of Connecticut’s Torrington campus will help establish an endowed fund to support faculty and arts projects. The gift, the largest to date to the Torrington campus, will allow for a room in the M. Adela Eads Classroom Building to be renovated into a dual-purpose teaching and gallery area. It will also sustain the writer and artists project through an endowed fund that supports fellowships and sponsors events.

The first display in the teaching and gallery area will feature the works of Robley E. Whitson, a distinguished writer and artist from Litchfield County who helped coordinate the gift from a couple who prefer to remain anonymous. “This has come as a wonderful honor and an unexpected delight,” Whitson says. “What is most impressive about the writers and artists program is that it allows for the development of the connection between academics and the community at large. It moves beyond academia and has become something unique, wonderful, and valuable, where the University truly meets the public.”

Whitson says the program provides an atmosphere that is conducive to a deeper understanding of the arts, and the gift will support the program through the ongoing renovations. “For a visitor, the dual-purpose room area will be much more experiential than a typical gallery,” he says. “Instead of simply looking at the pictures, patrons can actually study what the art means. There are so many settings where you find the academics, the community, and the arts so integrated.”

The Litchfield County Writers and Artists Project, the primary outreach effort of UConn’s Torrington campus, has attracted such authors as Frank McCourt and Arthur Miller. The presentations, which are open to the public, have drawn audiences from across Connecticut.

Director Davyne Verstandig says that the involvement of the Litchfield County community has played a large role in the program’s success. “I don’t think there’s any other community quite like this one,” she says. “There are dozens of award-winning authors in this area, and it’s fascinating to see that talent come together and engage in dialogue with this community.”

The fact that our project is free and open to the public matters a great deal. At each lecture, one can find a wide range of backgrounds, perspectives, and viewpoints.”

Geraldine Van Doren, an English professor at the campus and a member of the project’s advisory board, says LCWAP has helped put UConn-Torrington on the map. It has also encouraged faculty from various disciplines to come together. She says the gift will further increase the project’s visibility.

“The campus has such an interdisciplinary atmosphere,” says Van Doren. “Torrington is so intimate, which I think gives us a certain freedom to work together. It is different from any campus at any university I’ve seen.”

“The writers and artists project provides a catalyst on campus,” she adds. “And there’s a wonderful value to the community through the writers and filmmakers who have come. The more we invest in it, the more it will give back to the entire University and the state.”

Event to showcase Harlem Renaissance

BY CINDY WESS

Political scientists, historians, artists, and philosophers will revisit the ideas of the post-World War I Harlem Renaissance in a conference at UConn March 27 to March 29. The event, “The Harlem Renaissance Revisited: Politics, Arts, and Letters,” is organized by the Institute for African American Studies.

Poet, playwright, and cultural critic Amiri Baraka, formerly known as LeRoi Jones, will open the conference on March 27 with a talk at 12:30 p.m. at South Campus Ballroom.

Filmmaker Spike Lee, who is producing a documentary on the Harlem Renaissance, will deliver the keynote speech on March 29 at 7 p.m. at the Jorgensen Center for the Performing Arts.

The Harlem Renaissance, which was centered in Harlem after World War I but also spread to other cities, was a period of intense artistic expression by African American writers, artists, and musicians.

Lucy Hurston, niece of author Zora Neale Hurston, will speak on “Zora: Literature and Legacy” in a plenary session at 1 p.m. on March 28 devoted to iconic figures of the Harlem Renaissance.

The session also includes talks by Jeffrey Stewart of George Mason University, biographer of writer and editor Alain Locke; and Ira Dworkin of Gettysburg College on poet Langston Hughes.

Jeffrey Ogbar, associate professor of history and director of the Institute for African American Studies, calls it “a very ambitious, very exciting, very promising conference” that will stimulate discussion among a broad cross-section of artists and scholars.

“It will force us to re-conceptualize the Harlem Renaissance itself,” he says. Subjects such as masculinity, class, “passing” for white, and the political activism of the 1920s will be explored. New Negro movement were often taken up by Harlem Renaissance authors and artists.

In 1921, Shuffle Along, a play with an all-black cast, was the most popular show on Broadway, Ogbar notes. Yet African Americans were not allowed in the audience of the Cotton Club in Harlem, which featured black performers.

“The restrictions of white supremacy were pervasive,” he says, in the North as well as the South. In revisiting the Harlem Renaissance, scholars will discuss whether it should continue to be seen as a unique outpouring of creativity, or whether it represents a continuity of expression that was seen by outsiders as a unique phenomenon, Ogbar says.

During the conference, original editions of books by Harlem Renaissance authors will be displayed at the Dodd Center, and photos from the era will be exhibited at the William Benton Museum of Art.

The 1925 film Body and Soul, starring Paul Robeson and directed by pioneering African American filmmaker Oscar Micheaux, will be shown on Friday at 6:15 p.m. at the Student Union Theatre, followed by a talk by Allison Niafield of Harvard University on African American Cinema and the Harlem Renaissance.

The conference is drawing scholars from around the nation, and graduate students and undergraduates primarily from the New England states.

The College of Liberal Arts and Sciences is a co-sponsor of the three-day event, along with the Neag School of Education, the School of Fine Arts, the Humanities Institute, the African American Cultural Center, the Vice Provost for Multicultural and International Affairs, and the Student Union Board of Governors.

Other co-sponsors are the Jorgensen Center for the Performing Arts and the William Benton Museum.

For the complete conference program and more conference information, go to: www.iias.uconn.edu/hs.html

To hear a podcast by Ogbar about the conference and the Harlem Renaissance, go to: www.clas.uconn.edu/podcasts/uploads/harlemcnn.mp3

For information about Spike Lee’s keynote talk, go to Jorgen@uconn.edu/event_detail.php?eventID=92

Zollie Stevenson Jr. of the U.S. Department of Education, speaks during a March 19 conference on assessment as part of the event on Harlem Renaissance. In the photo is Susan Tucker, an assistant professor in the Neag School.
Engineering dean seeks to attract top faculty, students to School

Mun Choi, dean of engineering, meets with John Bennett, associate dean, left, and Marty Wood, assistant dean.

BY MICHAEL KIRK
Even as a child, Mun Choi liked tinkering with electronics and mechanical gadgets. That early passion has led to a career as an engineer.

“My early enjoyed taking things apart and putting them back together,” says Choi, the new dean of UConn’s School of Engineering. “I really did have a passion for mechanical gadgets. That early passion has led to a career as an engineer.”

Choi is a graduate of the University of Illinois at Urbana-Champaign and received his Ph.D. in mechanical and aerospace engineering from Princeton University in 1992. He served as a National Research Council post-doctoral fellow at the National Institute of Standards and Technology, and as a faculty member in mechanical engineering at the University of Illinois at Chicago, before joining Drexel University in 2000. Choi’s primary research interests are in the areas of energy conversion, experimental diagnostics, and pollutant mitigation. His programs have been funded by various federal agencies, including the National Science Foundation, the Department of Defense, Department of Energy, and NASA.

But it was his desire to effect change within departments and schools that led him to seek out leadership positions. “I felt I could contribute to the institutional impact by serving as a dean,” he says. “What attracted me to UConn was the clear, strong support for the future of the School from the state and within the institution, as well as from industry. Key components of this are the faculty, who are clearly one of the strongest assets of the School.”

One of Choi’s most immediate goals is to hire faculty through the $4 million public-private partnership established by the legislature, known as the ‘eminent faculty’ program, which is designed to attract top researchers in sustainable energy to UConn.

“For the eminent faculty program, we’re currently evaluating several candidates, who are among the most renowned researchers in the world,” says Choi, adding that he expects to have the positions filled by the end of the current semester.

“This will really enable us to become one of the top sustainable energy research and training programs in the nation,” he says.

Choi cites sustainable energy research as being one of the School’s critical areas of focus, along with biomedical engineering, nanotechnology, informatics, environmental engineering, and advanced manufacturing. UConn was also recently selected as the research lead institution for the Department of Homeland Security’s Excellence on Transport Security, a consortium of seven institutions from across the United States.

“With our existing strengths and to use our existing strengths and to build our areas of focus to make the School of Engineering an institution of choice for top faculty and students in the nation.”

Sport nutrition expert receives award for contributions to field

Nancy Rodriguez has built her career on the principle of real-life relevance.

The approach is evident in her teaching style, which challenges students to test the theories they learn in class, and in her research, which she applies to her work with UConn’s athletic teams. Her accomplishments were recognized recently by the New England Chapter of the American College of Sports Medicine (NEACSM), which gave her its 2007 Honor Award.

Rodriguez, an associate professor of nutritional sciences, has joint appointments in kinesiology and allied health sciences. She is also director of the Nutrition for Exercise and Sport Nutrition programs at UConn, coordinating sport nutrition services, developing education materials, and counseling student athletes.

Over the past two decades, Rodriguez’s research has focused on the relationship between exercise and protein metabolism. She has received funding from the U.S. Department of Agriculture, and groups such as the American Egg Board and National Cattlemen’s Beef Association.

Her most recent study looks at what happens when athletes eat fewer calories than they need around the time of an exercise bout or competition and, as a result, the body resorts to using protein as an energy source.

“This might help find ways to improve the results of cancer therapy,” Rodriguez says. “Ultimately, if we can find what controls protein synthesis and breakdown in healthy people, perhaps we can find a way to help people through appropriate nutrition interventions.

Rodriguez then went on to study looking at how protein is metabolized when athletes consume small amounts of skim milk while running, shows that “when you have endurance exercise during a run, you break down less of the body’s protein,” she says, “theoretically improving protein use during recovery.”

Rodriguez says 10 years ago, “most researchers in the field of endurance exercise did not see much use for this approach.”

That has changed. Several months ago, for example, Cadbury Schweppes relaunched a sports nutrition drink with whey protein, touting its benefits to endurance athletic performance and recovery.

Rodriguez soon will be investigating chocolate milk’s potential as a “recovery drink.”

She also has a grant proposal pending with the American Institute of Cancer Research, which seeks to fund a study probing how to limit protein breakdown and stimulate protein synthesis when people are in negative energy balance.

“This might help find ways to improve the results of cancer therapy,” Rodriguez says. “Ultimately, if we can find what controls protein synthesis and breakdown in healthy people, perhaps we can find a way to help people through appropriate nutrition interventions.

“Athletes are a pretty small percentage of the people in this country,” she adds. “We have a ways to go before we can help other people with greater health and nutrition needs. Ultimately it would be great if my work made some useful contribution in those areas.”
Strategies to address diversity help faculty teach every student

BY ELIZABETH ODARAH-OTUBULI

There’s more to diversity than meets the eye, but some teaching strategies can help faculty create an educational environment that fosters learning for every student, says Catherine Ross, associate director of the Institute for Teaching and Learning.

For example, during a cooking demonstration, during a teach-in event this year, the audience watched as executive chef Dr. Carl Malchoff prepared a nutritious and tasty meal designed for those with diabetes. Ross said faculty have a responsibility to create a learning environment where everyone feels valued. “It’s up to us to set the tone,” said Ross. “A personal statement from the instructor that articulates the goal of an inclusive educational environment and the expectation of respect for different points of view helps a lot.”

It also helps to learn and use students’ names, she added. Don’t make assumptions about what students already know from high school, she said. Ask them if they have questions. This can be done by having them hand in questions on index cards, which helps those who are shy or those particularly some international students—whose culture discourages students from questioning a teacher.

Create opportunities for all students to participate, said Ross. Don’t just call on the first student to raise his or her hand, but wait until, say, seven or eight hands are up. Another strategy to encourage more equal participation is to have students talk to a partner first, because this gives them more confidence to share their ideas with a larger group.

Ross said faculty need to be aware of their own culture, and how that might impact their teaching. “When we talk about diversity and bias, we shouldn’t be afraid,” she said. “Everyone can make a mistake, but that shouldn’t stop you from talking about it.”

Racist or sexist attitudes are not necessarily conscious, and stem in part from the human tendency to categorize things in terms of ‘like’ and ‘not-like,’ she added. What’s important is to be open to learning.

Ross said a body of research demonstrates the negative impact of stereotypes. When Black students know they’re being compared with white students, they do worse, she said. And one study of math performance showed that Asian women performed better when they identified themselves as Asian than when they self-identified as women.

She said the role of an educator is not only to monitor his or her own behavior in the classroom, but also sometimes to step in with student-to-student interactions. If one student says something discriminatory against another and the instructor doesn’t address it, that makes the target of the comment feel marginal, she said.

It is also helpful to model inclusive language, she said, using ‘she’ as well as ‘he,’ for instance, and ‘congressperson’ rather than ‘congressman.’ When giving examples, use names that are not gender-specific, such as Pat and Chris, and add some international names as well. “It does have an impact,” she said. “Language carries meaning.”

Avoid comments that assume all students are heterosexual, she added, or questions such as where students are going for spring break—just assume a certain socioeconomic status. Some students can’t afford to go anywhere.

A good place to start, she said, is for the instructor to reflect on questions such as those offered on the Derek Bok Center for Teaching website at Harvard University: Do I call on all students equally? Am I afraid students of color might not be fully competitive with others? If an issue involving race comes up, do I assume a student of color will know the most about it? Am I impatient with students who are non-native English speakers? “By making explicit our own assumptions,” Ross added, “we can enrich both our teaching and our relationships with our students.”

Diabetes can be kept at bay with diet, healthier cooking, experts say

BY CAROLYN PENNINGTON

Diabetes—its symptoms and prevalence—is a tough subject. But experts from the Health Center’s Diabetes Education Program made it more palatable with advice on portion control, tips for healthier baking ingredients, and a cooking demonstration, during a recent Discovery Series program “Keeping Diabetes at Bay.”

The program, recognized by the American Diabetes Association, is designed to help patients understand the disease and learn how to manage it.

The more than 200 people in the audience watched as executive chef Richard Duclos sliced, diced, and sauteed a nutritious and tasty meal designed for those with diabetes. Duclos added a Thai touch.

Thai chicken and vegetables over chayote—because typical Thai cuisine relies heavily on fresh vegetables and doesn’t contain a lot of dairy products, important considerations for people with diabetes.

Members of the audience were also able to sample the dish during intermission. “Spicy, but delicious” was a typical response.

Information about the prevalence of diabetes was presented by Dr. Carl Malchoff, director of the Diabetes Education Program. He said diabetes is one of the leading causes of death and disability in the United States, and is associated with long-term complications that affect almost every part of the body. The disease often leads to blindness, heart and blood vessel disease, stroke, kidney failure, amputations, and nerve damage.

“Nearly 21 million Americans have diabetes—that’s 7 percent of our population,” said Malchoff. “And what is really disturbing, that number includes more than six million Americans who have the disease but are undiagnosed.”

The most common form of diabetes is type 2, affecting about 90 to 95 percent of people with diabetes. Type 2 diabetes is most often associated with older age, obesity, physical inactivity, and a family history of diabetes. Malchoff said that about 80 percent of people with type 2 diabetes are overweight, and the disease is increasingly being diagnosed in children and adolescents.

Jean Kostak, a certified diabetes educator, offered important advice on how to manage diabetes on a day-to-day basis. She said one of the most important factors is diet.

“For those with diabetes, keeping blood sugar levels under control is extremely important,” she said. “You can still include your favorite foods in a healthy meal plan, it just may require some small changes.”

Kostak suggested a number of simple—but healthier—substitutes for use in baking or cooking: low-fat plain yogurt instead of sour cream; flavored vinegar versus salad dressing; romaine lettuce; salsa rather than butter or sour cream on baked potatoes; and to add some crunch to a recipe, water chestnuts instead of chopped nuts.

Portion control is another key factor in keeping your weight in check. Registered dietitian Debrah Downes told the audience that “portion distortion” has led to our ever-expanding waistlines. “Look at your plate and think back 20 years ago,” she said. “The portions now being served at restaurants are so much larger—for instance, a meatball may be the size of your fist!”

Downes offered some simple tips for eating out: order a couple of appetizers instead of an entree (they’re often more interesting too, she said); serve a meal with a friend; or ask for a take-out container at the start of your meal instead of at the end, so you can immediately split the serving in half and won’t be tempted to eat more than you should.
The following grants were received through the Office for Sponsored Programs (OSP) in January 2008. The list represents only new proposals awarded, and excludes continuations. The list is supplied to the Advance each month by OSP.

**Grants**

**Advanced each month by OSP**

The following grants were received through the Office for Sponsored Programs (OSP) in January 2008.

- **Monday, March 24, 2008**

**Photography**

- Photo by Frank Dahlmeier

**N. J. Wilson**

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**Jain, F.** Electrical and Computer Engineering, Dept. of Defense/Navy *250,913*  
10/07-10/08  
**Imaging Laser Radar and Optical Processor for Underwater Target Recognition and Tracking System**

**Javidi, B.** Electrical and Computer Engineering, Gerber Scientific Inc./Gerber Technology *500,000*  
1/08-9/08  
**Image Segmentation for Leather Hide Defects**

**Jordan, E.** Inst. of Materials Science, Nat’l Science Foundation *550,000*  
12/07-12/08  
**Optical NDI of Thermal Barrier Coatings**

**Kehle, T.** Educational Psychology, Vernon Public Schools, *511,214*  
8/07-5/08  
**School Psychology Internship – Teresa Lebel**

**Kraus, C.** Center for Survey Research & Analysis, U.S. Dept. of Agriculture *511,700*  
Conn. Department of Agriculture  
10/08-2/09  
**CT-Grown Advertising Campaign Market Research**

**Luh, P.** Electrical and Computer Engineering, Alston Power Corp. *355,002*  
2/08-5/08  
**Power Plant Boiler Modeling and Optimization, Phase VI**

**Luh, P.** Electrical and Computer Engineering, Southern California *65,918*  
11/07-12/08  
**Simultaneous Optimal Auction and Unit Commitment for Derelugated Electricity Markets, Phase IV**

**Malley, C.** Extension, U.S. Dept. of Education *57,000*  
10/07-9/08  
**Office of Special Education & Rehabilitation Services/Conn. Dept. of Education**

**Birth through Five Newsletter**

**Mehrotra, H.** Ecology & Evolutionary Biology, U.S. Geological Survey/Pelotis Foundation *46,556*  
12/07-4/08  
**Using the IPANE Program to Advance Invasive Species Early Detection Efforts**

**Michel, L.** Computer Science & Engineering, ISO New England Inc. *62,447*  
12/07-12/08  
**Short-Term Load Forecasting: Wavelet-Based Similar-Day Neural Networks**

1/08-4/08  
**Solid Hydrogen Fuel Element Development – Thermal/Fluid Analysis of Fuel Element Housing & Ammonia Borane Pyrolysis Chemistry Characterization**

**Neill, M.** Molecular & Cell Biology, Nat’l Institutes of Health *6,470,320*  
1/08-12/15  
**Locus-Specific Imprinting on the Mannheimian K Chromosome**

**Pasangalli, U.** Inst. of Comput. Sci. Research & Innovation, Nat’l Science Foundation *450,000*  
2/08-12/11  
**Career: Role of Interfaces on Transport Phenomena in Polymer Electrolyte Fuel Cells**

**Prenza, C.** Physiology & Neurobiology, Nat’l Institutes of Health *45,917,275*  
11/07-12/12  
**Heart, Lung, and Blood Institute**

**Ramparsad, R.** Inst. of Materials Science, U.S. Dept. of Defense/Navy *540,000*  
1/08-11/11  
**Office of Naval Research**

**Computational Support of the ONR Computer Program**

**Rentno, M.** Mechanical Engineering, Dept. of Defense/Air Force *45,444*  
12/07-12/08  
**PLIF and Diode Laser Measurements in Ultra-Compact Combustor**

**Rodriguez, N.** Nutritional Sciences, Nat’l Dairy Council/Dairy Management Inc. *503,522*  
11/07-11/08  
**Milk’s Impact on Protein Turnover-Specific Intracellular Signaling Proteins (ISP) in Human Skeletal Muscle During Recovery From Endurance Exercise**

**Rozum, J.** Extension, U.S. Dept. of Agriculture *578,000*  
9/07-10/08  
**Advancing Watershed Management at the Local Level: Incorporating Stream Reconnection Network Sites into an Environmental Spatial Decision Support System**

**Settiga, J.** Curriculum & Instruction, U.S. Dept. of Education *157,009*  
6/07-12/09  
**Education/Advanced Fuel Research Technology Enhanced Science Education in Middle School (UCoM) is a subcontractor for the evaluation of the project**

**Singh, M.** Center for Health, Intervention & Prevention, U.S. Dept. of Defense/Navy *154,917*  
12/07-2/08  
**Center for Interdisciplinary Research on AIDS**

**Singh, M.** Center for Health, Intervention & Prevention, Nat’l Inst. on Drug Abuse/Iowa State Univ. *54,943*  
11/07-6/08  
**Assessing Oral HIV Testing Among Brazilian Drug Users**

**Smirnova, A.** Molecular & Cell Biology, U.S. Dept. of Health/Advanced Fuel Research *160,000*  
11/07-6/08  
**Synthesis of the Catalysts for PEMFC Application Using Super-Critical Deposition Technique**

**Smith, M.** Pharmacy Practice, Univ. of So. Florida *79,080*  
7/07-6/08  
**Services**

**Sorensen, C.** Educational Psychology, U.S. Dept. of Education *154,917*  
10/07-6/08  
**Office of Special Education & Rehabilitation Services/Univ. of So. Florida**

**Wang, B.** Computer Science & Engineering, Nat’l Science Foundation *449,995*  
2/08-1/15  
**Career: Automating Wireless Network Management: Lessons from Managing Wireless LANs and Sensor Networks**

**Ward, E.** Marine Sciences, Nat’l Oceanic & Atmospheric Administration *460,248*  
12/07-12/10  
**Center on Implementation of Evidence-Based Practice**

**Yakimowski, E.** Education, Office of Dean Education, Conn. Dept. of Education *559,716*  
12/07-10/08  
**ACE-Charter School Evaluation**
Items for the weekly Advance Calendar are downloaded from the University's online Events Calendar. Please enter your Calendar items at: http://events.uconn.edu/ Items must be in the database by 4 p.m. on Monday for inclusion in the issue published the following Monday.

Note: Regular students may include events taking place from Monday, March 3, through Monday, April 7. Those items must be in the database by 4 p.m. on Monday, March 24. If you need special accommodations to participate in events, call 888-486-2433 (Storrs), or 860-679-3519 (Farmington), or 888-570-5320 (Law School).

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Monday, 3/24 – Registration for fall 2008 semester via Student Administration System begins.
Saturday, 3/29 – Emergency closing classic make up day.
Monday, 3/31 – Last day to drop a course.
Monday, 3/31 – Last day to convert courses on Pass/Fail option to letter grade option.

Libraries
Homer Babbidge Library. Hours: Monday-Thursday, 8 a.m.-11 p.m.; Friday, 8 a.m.-7 p.m.; Saturday, 9 a.m.-4:30 p.m.; Sunday, noon-10 p.m.; Saturday, 10 a.m.-4:30 p.m.; Sunday, noon-4 p.m.; Saturday, 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, 9 a.m.-5 p.m.
Avery Point Campus Library. Hours: Monday-Thursday, 8 a.m.-7 p.m.; Friday, 8 a.m.-3 p.m.; closed weekends.
Great Neck Point Campus Library. Hours: Monday-Thursday, 8 a.m.-7 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 a.m.-6:30 p.m.; Friday-Sunday, 9 a.m.-4:30 p.m.; Saturday, 9 a.m.-4:30 p.m.; Sunday, closed.
Waterbury Campus Library. Hours: Monday-Thursday, 8 a.m.-7 p.m.; Friday, 8 a.m.-4 p.m.; Saturday, 9 a.m.-1 p.m.; Sunday, closed.

University ITS
Help Desk Hours: Call 860-865-4537, Monday-Friday, 8 a.m.-5 p.m.

Meetings
Monday, 3/24 – University Senate, 3 p.m., room 7, Bishop Center.

Ph.D. Defenses

Wednesday, 3/26 – Recent Cases
Thursdays, 3/26 – Medical and Engineering, Integrated Study of Casting and Heat Treatment Parameters on Microstructures of Multiphase Multicomponent Aluminium Alloys, by Yong Ma (adv.: Brody) 12:30 p.m., room WM520, Gant Science Complex.

Thursday, 3/27 – Cell Biology, Quantitative Mass Spectrometric Approaches to Study the Role of Protein Phosphorylation in Cell Signaling, by Veekya Mayya (adv.: Hall) 11:10 a.m., room EG013, Academic Research Building, Health Center.


Lectures & Seminars
Monday, 3/24 – Atomic Molecular, Optical Physics Seminar, "Atomic Homedetection," by Daniel Elliott, Purdue University 4 p.m., room PIZZ, Gant Science Complex.
Tuesday, 3/25 – Comparative Human Rights Lecture, "Kenya's Rural Women: Education, Climate and Sustainability," by Agnes Mwangome, 12:30 p.m., room 102, Student Union.
Tuesday, 3/25 – Puerto Rican & Latino Studies Lecture, "Race and Citizenship," by Laura Gomez, University of New Mexico. 1 p.m., Davis Courtroom, Starr Hall, School of Law.
Wednesday, 3/26 – Out-to-Lunch Lecture, "Color Me Queer: The History of Trans and GLBT People of Color Political Organizing in the U.S.,” by Imam Hameet, International Action Center, Noon, Room 403, Student Union.

Wednesday, 3/26 – Humanities Lecture, "The Pilgrimage of Tears in Pars Plooman," by Katherine O’Sullivan 4 p.m., room 303, CLAS Building.

Wednesday, 3/26 – Recent Cases
Thursday, 3/27 – Law School Faculty Lecture, "Comparative Federalism," by Dick Hamschel, Noon, Faculty Lounge, Hosmer Hall, Law School.
Thursday, 3/27 – Stamford Faculty Monograph Series, "Writers and Leaders in the Organication and Subpriming of Subprime Mortgages," by Walter Dolde, 5 p.m., GE Global Learning Classroom, Stamford Campus.
Friday, 3/28 – Physics Colloquium, "To Learn, Multiple Meanings and Goals for Physics Education," by Adam Johnston, Weber State University 4 p.m., room PIZZ, Gant Science Complex.

Law Lecture, A Law School course in which a different faculty member each week presents a recent case of interest. Lectures are open to the community. Monday, room 318, Chase Hall, School of Law.

Thursday, 3/27 – Comparative Pathology Seminar. "Frequent Recombination and Phoxinete Species Evolution," by Robertson Papke. 11 a.m., room Acos, Atrler Building.

The St. Petersburg Ballet Theatre will perform the romantic ballet Giselle at Jorgensen Center for the Performing Arts Thursday, March 27. See Performing Arts.

Thursday, March 24, Monday, March 31
New course helps science grad students prepare for job search

BY CADYN WEGS
Muge Acik is starting to hunt for a job, and she’s nervous. Dress in a neat black pant-suit, the polymer science graduate student sits across from her interviewer and begins to answer his questions.

Thirty minutes later, her interviewer turns to a group of fellow students who’ve been watching.

“What do people who saw the interview think about what we did?” he asks.

“What about body language?” asks one student.

“I watched her wrists — she was nervous,” comments another.

“You can’t make eye contact all the time — where else should you look?” asks a third.

The mock interview, which Acik requested, is part of a new course, Chemistry 300, to help graduate students prepare to find a job in industry or academia.

The course, possibly the first semester-long course at UConn to teach graduate students in the sciences how to write a resume, dress for success, and succeed in their first year on the job, is taught by Daniel Eustace, a retired Ph.D chemist and manager who has worked at Exxon-Mobil and Polaroid. He also has nine years of experience running short courses and workshops for the American Chemical Society (ACS) on job skills for chemists.

About a dozen graduate students in chemistry, chemical engineering, and polymer science are taking the class, including Acik.

“I want to help you get to the professional level — this is what motivates me,” he told the students during the first class.

He also encourages the students to invite their friends to drop in on classes, and has podcast parts of it to expose a wider audience of graduate students to career planning (see www.cs.uconn.edu/ podcast/uploads/chem_300.mp3).

Eustace’s aim is to get students who have spent years studying highly technical subjects to think about their options after graduate school and plan ahead.

“What are your values? What is important to you?” he asks, adding that their planning should include a back-up strategy.

Chizuo Muoto, a master’s degree student in materials science and engineering, is taking the class to prepare for a career in industry. He will graduate in December, and wants to learn to market his skills.

“I wanted to know how to go about searching for the job that would match my personality,” he says.

“I know that the job market is more competitive now than ever before — I want to give myself a competitive edge.”

Jan-Michael Carillo, a Ph.D. student in polymer science, is taking the course to learn about finding a job in industry, doing computer simulations on polymer systems.

Almost all the students taking the course are foreign-born, and their concerns about interviewing are often cultural, such as, when is it appropriate to shake hands: at the beginning of the interview, the end, or both?

Foreign students who come to UConn on a student visa can apply to the Immigration and Naturalization Service to remain in the U.S. for an industrial or postdoctoral position after receiving their degree. Eventually, they may obtain a green card that allows them to be permanently employed here.

In this culture, Eustace warns them, approaching too close to an interviewer would be considered uncomfortable.

“This is exactly how you want to appear — professional, and not distracting,” he says, pointing to Acik’s interview attire — “no dangly earrings, no scent.”

He says the goal is for the students to know 80 percent of the questions they are likely to face in an interview, and to be prepared: “You should know these questions are going to come.”

But the course is not limited to interviewing skills. The students are learning about career choices, patents and intellectual property issues, ethical behavior, problem-solving, how to conduct a job search, and how to behave during their first year on the job and get promoted.

Communications techniques that Eustace teaches include e-mailing, telephone skills, writing for publications, making small talk with colleagues. “Forty to 60 percent of your job as a manager is listening,” he says.

Part of Eustace’s hope is to connect students with professionals on the job. In one class, he set up a conference call with a colleague in St. Louis.

Eustace also urges the students to participate actively and to network with each other. The class has a web log where they can post writing assignments, share ideas, and find job search leads.

Music professor reflects on his experience composing new works

A new CD of original music by Professor Kenneth Fuchs, featuring the London Symphony Orchestra, conducted by Jonathan Foulds, has been released on the American Classics label. The longest piece, Canticle to the Sun, a horn concerto, is being premiered by the Hartford Symphony Orchestra at the Bushnell on April 29 and 30.

Staff writer Sherry Fisher recently sat down with Fuchs to talk about his work. This is an edited transcript of a longer interview.

Your life dream was to be a composer. Tell me about that.

I started pursuing an interest in composing at the Juilliard School in New York City, where I earned my master’s and Ph.D. degrees. It was a wonderful environment. I was surrounded by musicians like Aaron Copland and Leonard Bernstein, who taught classes there. They were my role models, and through them I learned about the incredible discipline it takes to be a professional musician. Pursuing a career in classical music is so competitive, and I learned that if you want to succeed, you have to make a sustained commitment over your entire life.

Your first recording featuring the London Symphony Orchestra came out in 2005, and garnered two Grammy Award nominations. Now, your second CD is receiving rave reviews.

I couldn’t have done it without the support of the University of Connecticut, the Foundation, and the gifts of institutional benefactors and individual donors who made the second disc possible. We had great success with the first disc, and I wanted to follow up on that. I had enough music between the two orchestral pieces – United Artists, the lead piece, and Canticle to the Sun, the concerto for French horn and orchestra – plus the three chamber pieces, and it was just the right material to put a second disc together.

What was it like recording with the London Symphony Orchestra, which is known for its recordings of film scores such as Star Wars, Indiana Jones, and Superman?

Absolutely amazing. The orchestra is known for its ability to read and record at sight. There are very few orchestras in the world that can do this. The LSO can come into a recording studio – where time is precious and expensive – and record the music that is put in front of them without rehearsal. It’s unbelievable. I go into my studio every day and write this music, over many months, toiling day after day after day with a vision. I’ve filled out applications for funding, dealt with all of that, and then, after almost two years of groundwork, I walk into this recording studio.

Do you compose at the piano or keyboard?

No. I don’t initially sit down at the keyboard and start playing. I hear the music in my head. I know what the instruments sound like, and I can hear the orchestra playing. At that point, I’ll get the music paper and start to sketch some ideas. I use the keyboard as a reference to check specific harmonies and chord voicing.

What do you tell students who want to become composers?

I tell them, “If you want to be a composer, you must study musical repertoire of all stylisic periods. You must develop your ear and ability at the keyboard. And you have to learn how to promote yourself and your music. You need a web site, you need photographs, and you must be prepared to contact conductors and performers, etc.”

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Now that I’ve done this, I want to tell students that they can do it.”

To listen to a sample of Fuchs’s music, go to this site at the web address advance.uconn.edu.