Transfer students supported by new honor society

by Richard Veilleux

It’s no secret that each of UConn’s freshman classes since 1996 has been better qualified academically than the preceding class, including higher average SAT scores and better class rankings. It’s less well known, however, that college students who have been transferring to UConn in recent years are highly qualified too.

“They’re an invisible population,” says Deborah Rice, an associate director of admissions and one of five transfer admissions counselors. “Transfer students are diverse. They come in at different times, and they can get lost in the crowd,” she says. “There’s no profile information like we see with freshmen. They’re hard to quantify, hard to classify. And until recently, they haven’t had a lot of support.”

That’s now changing, however. “We’re building a solid support system for these talented students,” says Dolan Evanovich, vice provost for enrollment management. “We’ve added staff in the transfer admissions office, we’ve increased their advising, and we’re evaluating their performance once they’re here. We’ve also added a transfer student honor society.

“We have a lot of resources to help transfer students make informed decisions,” Evanovich adds. “And with the number of high school graduates on the decline over the next 10 years, it’s in our interest to provide strong, seamless transfer opportunities to all students.”

The national honor society, Tau Sigma, granted UConn a chapter last summer, making it the first public research university in New England to become a member. Last September, the chapter inducted its first 17 members, and elected Jeffrey Ticehurst as president. Ticehurst is a junior from Brookfield, who transferred to UConn after his freshman year at Loyola College in Maryland.

“I really wanted to come back, and UConn has a better business program,” he says. “Plus, there are more clubs and opportunities here than at smaller schools.”

The group’s second induction, which University President Michael J. Hogan signs the Presidents’ Climate Commitment March 25, pledging the University to achieve carbon neutrality by 2050. From left are Kristin Sullivan, an undergraduate student representing ConnPig, Rich Miller, director of environmental policy, Greg Anderson, vice provost for research and graduate education, and Gina McCarthy, Commissioner of the Department of Environmental Protection.

Sirens to be tested April 2

by Karen A. Grava

The University will test the outdoor siren system at the Storrs campus only on Wednesday, April 2. The sirens are a component of the Alert Notification System.

The test will begin at 9:45 a.m. and will continue intermittently for approximately one hour. Although the sirens may be heard inside some buildings, they are designed to serve as a warning for people who are outside.

The test is intentionally being conducted during a busy part of the week, says Barry Feldman, vice president and chief operating officer. “We regret any inconvenience the testing may cause,” he says, “but it is necessary to conduct a full test of the system.”

Web site launched for anti-drinking campaign

by Karen A. Grava

Remember Last Night, a campaign dedicated to reducing college students’ episodic heavy drinking behavior, began its spring push March 25, with the launch of its campaign web site.

The campaign, funded with a two-year, $273,923 grant from the U.S. Department of Education, seeks to change drinking behaviors of UConn students. It devotes special attention to freshmen and Greek students, two groups at high risk for engaging in episodic heavy drinking.

“The web site’s contest activities invite students to contribute their own ideas to a campaign that aims to create a healthy social norm and safe campus environment for their college experience at UConn,” says Carolyn Lin, professor of communication sciences, the campaign project director.

The campaign theme – Remember Last Night – is designed to prompt the students to think about what happened to them at the last social event they attended. Lin says. “We are asking students to reflect on and learn from their past behavior. Did they come home safe and sound? Did they have regrets or memories?”

The web site will include a number of campaign slogans, posters, and videos, in addition to resources on safe drinking, student support services on and off-campus, and other information, such as how to judge the alcohol content in a drink, assess one’s blood alcohol level, measure one’s alcohol intake.

Sirens to be tested April 2

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Web site launched for anti-drinking campaign

see Reducing student drinking page 2

See Transfer students page 8

5 Business dean

6 Hospice care
Bike-a-thon to raise money for AIDS prevention

UConn Husky Sport students and children from Hartford’s North End are raising funds to benefit an international effort aimed at slowing the spread of the AIDS virus, and they need your help.

More than 100 children from John C Clark Elementary School, the Kevin D. Anderson Center, and the Catholic Worker House will ride in the One for One Bike-a-thon to raise money for Safe Blood for Africa – One Million Lives, an initiative that purchases blood testing kits for African villages, hospitals, and health care facilities to help avoid passing on HIV contaminated blood.

The event will take place on Sunday, April 20 from 1 to 5 p.m., at Keney Park, Hartford. Used bicycles, helmets, and pledges are needed. Financial donations may be made online at http://www.education.uconn.edu/research/huskyssport/oneforone/index.cfm or by mail.

The event is being organized by students involved in Husky Sport, a service learning program offered by the Neag School of Education that connects UConn students and student-athletes with North End Hartford youths through school-based activities. The program promotes physical activity, good nutrition, and healthy lifestyles.

Co-sponsors are the Student Athletics Advisory Committee and the City of Hartford.

Siren test continued from page 1

Were the sirens to go off in an actual emergency, faculty, staff, and students should view the alert.uconn.edu web site for information on the situation.

Last week, the University conducted a test of the text messaging system using new technology from the current text message vendor. The test was significantly more successful than previous tests. The message was sent to the carriers of more than 15,500 registered cell phones in less than 20 seconds.

An online survey of results indicates that about one third of students, faculty, and staff received the message within 15 minutes. More than two thirds received it within 30 minutes, and almost all received it within 45 minutes.

The lag from 20 seconds to 45 minutes is primarily a result of the speed with which individual cell phone carriers delivered the messages, says Daniel Mooney, director of enterprise administrative services.

Approximately 2 percent of the messages did not get delivered for various reasons, such as an incorrect cell phone number, that the intended recipient has no text messaging plan, or the recipient’s cell phone tower was overloaded and dropped the message, Mooney says. These issues are associated with text messaging in general, and the error rate was typical for mass delivery for this type of message.

Although the test was more successful than previous tests, the University is continuing to explore whether or not other methods exist to improve performance of the system.

The University has a number of redundant systems for use in an emergency, including text messaging, sirens, emergency blue phones, intercom systems, voice mail, and e-mail.

The University’s notification systems are purposely redundant and will work best if people who hear a siren or receive a text message or notice a blinking emergency blue phone share the information with others.

Reducing student drinking continued from page 1

tolerance, and detect the signs of alcohol poisoning. The goal is to promote life-saving knowledge and skills to the students.

The campaign is also using campus media outlets and student advocates to disseminate its message at many student events prior to and during Spring Weekend. The social marketing strategy is one of the three prevention strategies adopted by the research project.

The project also involves the implementation of a prevention program used with freshmen and notes that UConn students are no different from students around the nation. Results of the program may lead to expansion of the program to other UConn campuses and to campuses around the country, she says.

The campaign web site, remember.ustudents.uconn.edu, will host a campus-wide context inviting students to submit campaign slogan ideas, poster designs, and YouTube-style videos that challenge the practice of episodic heavy drinking.

Forum on research issues scheduled for April 11

Emerging issues and ethics in medicine, science, and research is the topic of a forum scheduled for Friday, April 11. The event, which is hosted by the Office of Research Compliance, will take place from 9 a.m. to 1 p.m., at Konover Auditorium in the Thomas J. Dodd Research Center.

The event is open to all UConn employees and students, and to the public. Refreshment will be provided.

Police receive grant to enhance DUI enforcement

UConn Police have received a federal highway safety program grant in the amount of $51,000 as part of a 2008 Comprehensive Driving Under the Influence (DUI) Enforcement Program to help combat drunk driving on and around the Storrs campus.

The department was notified of the award by J. James Boice, the Governor’s Highway Safety Representative for the state Department of Transportation.

The grant was sought to assist police in combating alcohol and substance abuse and the collateral effects of such abuse when offenders drink and drive.

The grant will be used to fund DUI enforcement through the use of specific patrols targeting DUI offenders from now through Sept. 7. Police will use mobile patrols and sobriety checkpoints or roadblocks on various dates during that time period.

All UConn police officers received specialized training in the detection and apprehension of DUI offenders.

Lecture on human genome to take place April 3

“Race, Eugenics, and the Human Genome” will be the topic of a lecture by Daniel Kevles of Yale University, on Thursday, April 3 in Konover Auditorium, beginning at 4 p.m. A reception will follow.

The talk is the Second Annual Heinz and Virginia Herrmann Distinguished Lecture on Science and Human Rights.

Kevles, the Stanley Woodward Professor of History and professor of the history of medicine and of American studies at Yale University, teaches and writes about issues in science and society past and present. He is the coeditor, with Lynn Hood, of The Code of Codes: Scientific and Social Issues in the Human Genome Project. His other books include The Baltimore Case: A Trial of Politics, Science, and Character. In The Name of Eugenics: Genetics and the Uses of Human Heredity. The History of a Scientific Community in Modern America.

His articles, essays, and reviews have appeared in a variety of scholarly and popular journals such as The New York Times, The New York Review of Books, The New Republic, and The New Yorker. He is the recipient of a Guggenheim Fellowship, a page One Award, the Watson Davis Prize, and the History of Science Society’s George Sarton Medal for career achievement. He is currently writing a book on the history of innovation.

The event is sponsored by the Program on Science and Human Rights of the Human Rights Institute.

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graduate student Laurreta Pope interacts with a puppet, as New York casting agent Pat McCorkle operates the camera. McCorkle came to the puppet arts program March 21 to audition UConn students for Sesame Street.
Humansities event explores how artists challenge authority

BY CINDY WEISS

The third annual Day in the Humanities on April 4 will explore how artists ranging from Renaissance painters to rappers have used their celebrity to challenge or celebrate the authority of the state.

“Artists = State + Celebrity,” a day-long forum of lectures, discussions, and a dramatic presentation, will take place in the Naef Katter Theatre from 9 a.m. to 6 p.m.

The yearly celebration of the humanities is organized by the University’s Humanities Institute in the College of Liberal Arts and Sciences to coincide with the dramatic arts department in the School of Fine Arts.

The day begins with the play Scenes from an Execution by Howard Barker, produced by Gary English, department head and Board of Trustees Distinguished Professor of Dramatic Arts. The play, set in Venice during the Italian Renaissance, concerns the relationship between the authorities in Venice and a female artist who is commissioned to paint a monumental work on the Battle of Lepanto. Rather than glory the battle as a victory for Christianity and Venice, the brilliant but stubborn painter shows the violence and horror of war.

Tensions arise that test the ruling Doge, his brother, the admiral who won the battle; the Cardinal; and the artist, who is imprisoned. Naef Katter, emeritus professor of dramatic arts, for whom the theater is named, will play the Doge.

Talks following the play will be led by faculty members from the departments of philosophy, modern and classical languages, English, history, and music.

Philosophy professor Diane Meyers will speak about how two artists presenting shows in New York City in 2006 used their work to protest the war on terrorism. Brenda Murphy, Board of Trustees Distinguished Professor of English and a Humanities Institute fellow, will speak on “Naming Names: Miller, Kazan, and Arthur Miller: A Response.”

Playwright Arthur Miller and film director Elia Kazan responded to the House Un-American Activities Committee. Other speakers will talk about rapsters rebelling against the Bush Administration’s policies; the use of Beethoven’s only opera, Fidelio, in a representation of German culture; and the role of bankers, princes, and popes as patrons of the art in the Italian Renaissance.

Harvey Sachs, music historian and biographer of Arturo Toscanini, will deliver the keynote talk at 4:30 p.m., “Conducting Resistance,” on Toscanini’s response to fascism.

Toscanini, one of the most famous conductors of the 20th century, would not conduct in Italy under Mussolini’s rule. When Hitler was in power in Germany, he withdrew from the major music festivals in Germany and Austria. Sachs will speak about Toscanini’s actions and the relationship of art and politics.

For more information about Day in the Humanities, go to the Humanities Institute web site: web.uconn.edu/uchi/home.php?site=Home

New features added to HuskyCT course software

BY SHERRY FISHER

An advanced version of HuskyCT, the University’s course management software, will be available for faculty in time for their summer classes.

HuskyCT allows faculty to post lecture notes, assignments, and grades, and to deliver messages, and allows students to contribute to online discussions or submit their work to instructors. The enhancements include new features such as journal and roster tools, a citation checker, grading rubrics, and an institutional repository.

More than half of all faculty have HuskyCT sites for a total of some 3,000 classes, sections, and labs.

“I think people will be excited about some of these new tools,” says Kim Chambers, director of the art in the Italian Renaissance. Harvey Sachs, music historian and biographer of Arturo Toscanini, will deliver the keynote talk at 4:30 p.m., “Conducting Resistance,” on Toscanini’s response to fascism.

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“I think people will be excited about some of these new tools,” says Kim Chambers, director of the updated HuskyCT. This tool lets depart-

ments, schools and colleges, and library departmental liaisons put files in the system that faculty can access.

“If, for example, the psychology department had tips for psychology students or information about societies in the field of psychology, they could put those files in the psychology folder,” says Chambers. “Any psychology faculty member using HuskyCT could then link to those files.”

Another advantage of the enhanced software is the ability to upload multiple files without hav-

ing to use the zip feature. In the past, faculty had to upload one file at a time.

A calendar rollover feature will save time for faculty who have already taught a course and will be reusing a class web site. Assignments already in the calendar won’t have to be retyped if the same web site is being used, because the rollover feature enters them automatically.

After this summer, the en-

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able future.

Chambers says the software is continually improving. “We continue to try to ensure that HuskyCT is easy to use and more interactive,” he says. “We will con-

stine to add tools that will help with teaching and learning.”

In the College of Liberal Arts and Sciences, the University’s Humanities Institute will play host to a day-long forum of lectures, discussions, and a dramatic presentation, will take place in the Naef Katter Theatre from 9 a.m. to 6 p.m.

The yearly celebration of the humanities is organized by the University’s Humanities Institute in the College of Liberal Arts and Sciences to coincide with the dramatic arts department in the School of Fine Arts.

The experiment was conducted in Whitney Dining Hall, the smallest on campus and the easiest to monitor, says Susan O’Keefe, department head and Board of Trustees Distinguished Professor of Dramatic Arts.

The play, set in Venice during the Italian Renaissance, concerns the relationship between the authorities in Venice and a female artist who is commissioned to paint a monumental work on the Battle of Lepanto.

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The experiment consisted of three-week-long phases.

The first week served as the control phase, and involved monitoring the solid food waste left on trays during dinner, excluding napkins and beverages.

The second phase, trays were removed on Monday night, but brought back for the rest of the week to make students aware of the information. Posters with information about food waste in the U.S. were placed in highly visible areas, and table tents—informational cards placed on dining tables—were set up to educate students.

For the third phase, trays were removed for the entire week, and additional educational material was offered, including napkin holders that displayed information about the amount of food that is wasted each year and the quantity of methane gas produced in landfills.

O’Keefe says the lack of trays led students to change their behavior.

“The majority of the students were interested in the waste reduction program,” says O’Keefe. “They were more than happy to go without using a tray, if it meant encouraging less waste.”
Scientists, clinicians work in sync to improve orthopedic treatment

**By Chris DiFrancesco**

Even as physicians at the Health Center’s New England Musculoskeletal Institute are treating critical orthopedic problems, scientists there—including some of the same physicians—are working to come up with better treatment methods.

Hicham Drissi, director of orthopedic research, says the collective intellectual efforts of scientists and physicians working together will drive the advancement of science in the Health Center’s orthopedic realm.

Drissi, who joined the Health Center last fall, says he quickly found himself surrounded by “icons in the bone and cartilage societies.” UConn has a wealth of well-established intellectuals who have a strong track record in the musculoskeletal field.”

Dr. Jay Lieberman, director of the New England Musculoskeletal Institute, also values scientific interaction. “The concept is that by every-body being in the same building and having lab space right in the Institute,” says Lieberman, “hallway ‘collisions’ take place that facilitate interaction between scientists and clinicians.”

Orthopaedic surgeon Dr. Augustus Mazzocca is the director of the Musculoskeletal Institute’s Human Soft Tissue Research Laboratory. He and his team work with human tendon, bone, and stem cells from specimens discarded from surgery. “We put them into culture and grow them,” Mazzocca says. “Then we test various biomaterials, sutures, anchors with those primary cultures, and see how the cells respond to the implants.”

The research continues in the biomechanics lab, where materials are tested for strength, durability, and functionality. When the science moves to the operating room, the patient outcomes are studied.

Researchers are tracking pa-tients who have undergone a new procedure, developed in Maz-zocca’s lab six years ago, to repair shoulder separations. Mazzocca says he has been working on using stem cells for soft tissue repair. “We study the cell biology of rotator cuff healing, studying stem cell use to aid in its healing for faster return to sports and work, biomechanically evaluate surgical procedures to provide patients with the strongest, most durable repairs, and then look at how well we do with post-operative rehab,” Mazzocca says.

Drissi says stem cells can be taken from a patient, minimally manipulated, and put back into the patient to serve as highly concentrated “regenerative cells,” which contribute to better or faster healing. He says stem cells are also effective in the treatment of osteosarcoma, the most common type of bone cancer.

Tumor removal involves also removing a piece of bone. “That gap needs to be filled,” says Drissi, whose primary area of expertise is cartilage research. “Right now, pieces of bone from cadavers are commonly used. But these have their limitations, because they are not alive. No bridging is be- ing formed. The use of stem cells would be highly advantageous.”

Scientists in Drissi’s lab analyze the genetic programming that commits stem cells to developing into other cells, such as bone or cartilage.

Another advance is the use of in-vivo (within the living body) CT scanning to track gene expres-sion in research animals.

Lieberman is a pioneer in the field of regional gene therapy to enhance bone repair. His lab focuses on developing new methods to stimulate bone formation, including stem cell and gene therapy. The goal is to develop treatments to enhance bone and cartilage repair, and perhaps to treat bone metastasis, or cancer cells that migrate to the bone,” he says.

The many aspects of orthopedic research include bone and soft tissue repair and regeneration, tendon healing, bone cancers, and biomechanics and bioengineering.

“Orthopedic research has evolved into a new era where we can use state-of-the-art cell and molecular biology combined with genetics to come up with models that mimic conditions of ortho-pedic problems,” Drissi says. The models sometimes enable a better understanding of the etiology of a disease, and sometimes help to prevent or correct a disease.

**Special strategies needed to prevent HIV among women, speaker says**

**By Beth Krahe**

Traditional methods of prevent-ing HIV/AIDS often do not work for women because they put wom-en at increased risk of violence, according to Nabila El-Bassel, a professor of social work at Columbia University, who has spent almost two decades designing and test-ing HIV prevention strategies in women and girls because they put wom-en at high risk of transmitting HIV, such as those with more than one partner, those using drugs, and those with HIV or another sexually transmitted disease, are more likely to abuse a female partner who asks them to use a condom.

Many of the women considered at high risk of contracting HIV have co-occurring issues, such as a history of childhood sexual abuse and related post-traumatic stress disorder, El-Bassel said. “These is-sues can lead to poor coping skills and a reliance on drugs, which, in turn, increase a woman’s likeli-hood of becoming the victim of sexual violence.

Often, drug-using women are financially dependent on their partner. If they live on the street, they need their partner’s protec-tion and are less likely to ask him to use a condom. Disputes over drugs also can be a major cause of sexual violence, El-Bassel said.

Drug-using women’s HIV risk is compounded because few have the services they need to leave violent relationships. In New York City, for instance, there is only one women’s shelter that accepts women with a history of drug abuse, she said.

El-Bassel shared a study she conducted with the Social In-tervention Group, the multidis-ciplinary HIV and drug abuse research center she directs, that focused on abused women who used drugs and were practicing unprotected sex.

The intervention was unusual, El-Bassel said, because it didn’t start by introducing traditional HIV prevention tactics. Instead, the researchers first made referrals to needed social services. They also focused on safety planning at every single session, taught coping skills, and discussed how to create boundaries in relationships, El-Bassel said.

“We don’t really sit and think about the links between their history of childhood sexual abuse, their post-traumatic stress disorder, and the behaviors that put them at risk for HIV,” she said. “But it’s easy for them to make the connections once they have the opportunity.”

The subjects in the study’s intervention group reported fewer unprotected sexual encounters, less drug use, less physical and sexual abuse, and a lessening of symptoms of post-traumatic stress disorder, she said.

“This may be controversial, but I do not think the intervention would have worked without ad-dressing the women’s co-occurring problems in-and without an emphasis on case management and safety planning,” El-Bassel said.

In addition to the Social In-tervention Group, El-Bassel also directs the recently established Columbia University Global Health Research Center based in Kazakhstan, and the National Institute of Mental Health’s HIV training program for racial and ethnic minority researchers.

The talk was sponsored by the Women’s Center and the South-ern HIV/AIDS Research and Evaluation (SHARE) Project at the Center for Health Intervention, and Prevention (CHIP).

The SHARE Project is directed by Seth Kalichman, a professor of social psychology. SHARE conducts behavioral HIV risk reduction research in Atlanta and South Africa. The research is funded by NIMH and the National Institute for Alcohol Abuse and Alcoholism.
Hospice helps people ‘die well,’ speaker says

Since it began more than 40 years ago, the hospice movement has revolutionized pain management for the terminally ill, changed the way doctors think about death and dying as failure. "That continues to see death and die well" is an American culture's goal of helping people "to die well," she said. Those successes have sparked major reforms in the way doctors are taught, and that continues to see death and die well, she said. That means managing pain and suffering, and providing emotional and spiritual support for patients and their families.

Hospice helps people ‘die well,’ speaker says

Christopher Earley, dean of the School of Business, has been consultant to students, faculty, and alumni on how to build on the school's strengths. He recently sat down with David Buan- man of the Advance to discuss his vision for the business school.

This is an edited transcript of a longer interview:

You’ve spent many years in business education. Can you briefly describe your career?

I graduated from a small liberal arts college and eventually earned my Ph.D. in industrial and organizational psychology from the University of Illinois, Urbana-Champaign. I taught psychology, specializing in cross-cultural work. In the early 1980s, I made my first research trip to China, examining work motivation across cultures. Then I transitioned out of psychology into business. I joined the University of Arizona business school, and by the late-1980s, I would go to China for about two months each year, doing research on multinational work teams and people's capacity to adjust to new cultural environments.

You also taught at the London Business School and served as dean of the business school at the National University of Singapore? Yes, I've been a professor for 22 years, and 14 of those were spent living outside the U.S.

How important are international issues to today's business students?

You can’t really talk about business activities any more without thinking about business in a global context. We see this in the current sub-prime mortgage crisis, you see it in cross-border NAFTA relationships. Markets are now global, and companies, to be successful, have to pay attention to global markets. That means managers have to be aware of the world around them, financially as well as culturally. They are dealing with global financial markets, and they're selling goods abroad or leveraging talent from across the world – that requires cultural skills.

What drew you to UConn?

I saw a tremendous opportunity to create global connectedness for the UConn School of Business. UConn is very well known in Asia, and very well respected. I think business students today have to have a basic level of literacy about this global interconnectedness. You’ve said it’s time UConn's business school starts to think about itself not as a regional or national school, but as a global business school!

That means being tied to different parts of the world, keeping up with events and change. For example, last week I was in New York City for the Student Managed Fund presentation, and I went into a department store where they were pricing things in euros. The clerks may not have a university education but they now have to contend with international monetary policies to sell clothing. Today, people have to understand what a market is to exchange rates. This example isn’t accidental or idiosyncratic – it shows us what’s going to be a norm.

It used to be that a lot of people wanted to come to the U.S. to study business. Now, fewer students demand to be placed in companies in the U.S. Many want to go back home, because there’s so much economic viability and growth where they came from.

How does a business school become global?

One way is to enhance international exchange relationships for students. Another is to leverage our strengths. Our learning accelerators – edgeLab, financial accelerator, innovation accelerator, Student Managed Fund – these experiences are our trademarks. Take edgeLab for example. General Electric has two full-time accelerator sites – one at GE, but at UConn Stamford, with our faculty and students working on relevant business projects for GE. This is not your typical internship model where you go to a company, they hand you a project, 10 weeks later you leave, and they simply take what you’ve given them. This is something students can’t get at other schools. We offer a level of sophistication in experiential learning that weaves together real business activity with academic learning in a novel context.

Some people are saying that MBA degrees don’t teach skills that companies need. Is it true?

I think a traditional, full-time, two-year MBA program is becoming an anachronism. Students enroll with limited business experience, and they’re not sure what they want to do. The problem is that companies want them to have very specific knowledge when they’re hired. In all organizations you start out at the lower levels as an expert in something, and then over time you work yourself up the ladder to become more of a generalist and strategic thinker. The problem is that they’ve been trained to be strategic thinkers at too early a stage. The alternative is to pursue a master's degree in a specialization such as finance or accounting. After five or 10 years in an organization, you can return for an advanced MBA that’s intended for somebody who has already established themselves in a specific area but needs more strategic skills.

New dean hopes to increase business school's global awareness

Since arriving at UConn three months ago, Christopher Earley, dean of the School of Business, has been consulted by students, faculty, and alumni on how to build on the school’s strengths. He recently sat down with David Bau- man of the Advance to discuss his vision for the business school. This is an edited transcript of a longer interview:

You’ve spent many years in business education. Can you briefly describe your career?

I graduated from a small liberal arts college and eventually earned my Ph.D. in industrial and organizational psychology from the University of Illinois, Urbana-Champaign. I taught psychology, specializing in cross-cultural work. In the early 1980s, I made my first research trip to China, examining work motivation across cultures. Then I transitioned out of psychology into business. I joined the University of Arizona business school, and by the late-1980s, I would go to China for about two months each year, doing research on multinational work teams and people’s capacity to adjust to new cultural environments.

You also taught at the London Business School and served as dean of the business school at the National University of Singapore? Yes, I’ve been a professor for 22 years, and 14 of those were spent living outside the U.S.

How important are international issues to today’s business students?

You can’t really talk about business activities any more without thinking about business in a global context. We see this in the current sub-prime mortgage crisis, you see it in cross-border NAFTA relationships. Markets are now global, and companies, to be successful, have to pay attention to global markets. That means managers have to be aware of the world around them, financially as well as culturally. They are dealing with global financial markets, and they’re selling goods abroad or leveraging talent from across the world – that requires cultural skills.

What drew you to UConn?

I saw a tremendous opportunity to create global connectedness for the UConn School of Business. UConn is very well known in Asia, and very well respected. I think business students today have to have a basic level of literacy about this global interconnectedness. You’ve said it’s time UConn’s business school starts to think about itself not as a regional or national school, but as a global business school!

That means being tied to different parts of the world, keeping up with events and change. For example, last week I was in New York City for the Student Managed Fund presentation, and I went into a department store where they were pricing things in euros. The clerks may not have a university education but they now have to contend with international monetary policies to sell clothing. Today, people have to understand what a market is to exchange rates. This example isn’t accidental or idiosyncratic – it shows us what’s going to be a norm.

It used to be that a lot of people wanted to come to the U.S. to study business. Now, fewer students demand to be placed in companies in the U.S. Many want to go back home, because there’s so much economic viability and growth where they came from.

How does a business school become global?

One way is to enhance international exchange relationships for students. Another is to leverage our strengths. Our learning accelerators – edgeLab, financial accelerator, innovation accelerator, Student Managed Fund – these experiences are our trademarks. Take edgeLab for example. General Electric has two full-time accelerator sites – one at GE, but at UConn Stamford, with our faculty and students working on relevant business projects for GE. This is not your typical internship model where you go to a company, they hand you a project, 10 weeks later you leave, and they simply take what you’ve given them. This is something students can’t get at other schools. We offer a level of sophistication in experiential learning that weaves together real business activity with academic learning in a novel context.

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Hospice helps people ‘die well,’ speaker says

By GREGORY HUDZY

Since it began more than 40 years ago, the hospice movement has revolutionized pain management for the terminally ill, changed the way doctors think about death and dying as failure. “That continues to see death and die well” is an American culture’s goal of helping people “to die well,” she said. Those successes have sparked major reforms in the way doctors are taught, and that continues to see death and die well, she said. That means managing pain and suffering, and providing emotional and spiritual support for patients and their families.

Hospice helps people ‘die well,’ speaker says

Christopher Earley, dean of business, speaks with Kathleen Bishop, left, and Stacey Wittzak, both of UnitedHealth Group, after a breakfast meeting for Hartford area financial leaders at the Graduate Business Learning Center.

D. Brookes Cowan, senior lecturer in sociology at the University of Vermont, discusses hospice care March 26.

Many physicians still don’t know how to deal with patients they cannot cure, and remain reluctant to medically certify that a person is expected to die within six months – a diagnosis required for federal reimbursement for hospice care.

But Cowan is convinced that America’s attitude toward the dying can be altered, and that the hospice movement will continue to dominate what has become a person is expected to die within six months – a diagnosis required for federal reimbursement for hospice care.

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The following grants were received through the UConn Health Center's Office of Grants and Contracts in January 2008. The list represents new awards as well as continuations. The list of grants is supplied to the Advance by the Office of Grants and Contracts.

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<th>Department</th>
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<td><strong>A student at work in the Lyman Maynard Stowe Library at the Health Center.</strong></td>
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Monday, March 31, to Monday, April 7

**CALENDAR**

**Monday, Monday, 4/7 – Psychology.**


**Tuesday, 4/1 – History.**

Ph.D. Defenses Monday-Friday, 8 a.m.-5 p.m. Call 860-486-4357, Help Desk Hours Monday-Thursday, 9:30 a.m.-6:30 p.m.; Friday, 8 a.m.-4:30 p.m.; Saturday, 1-9 p.m. Sunday, closed.

Monday-Friday, 8 a.m.-5 p.m.; closed weekends.

**Wednesday, 4/2 – ‘Recent Cases’ Law Lecture.**

McEvoy, Noon, GE Global Classroom. Hours: Monday-Thursday, 8 a.m.-3 p.m., Friday, 8 a.m.-10 a.m.; Saturday, 8 a.m.-3 p.m.; Sunday, closed.

Wednesday, 4/2 – RBS Greenwich Archives and Democracy,” by Allen Castleman, Center for Humanities.

**Thursday, 4/3 – Ecology & Environment.**

McKeown, Noon, GE Global Classroom. Hours: Monday-Thursday, 8 a.m.-3 p.m., Friday, 8 a.m.-10 a.m.; Saturday, 8 a.m.-3 p.m.; Sunday, closed.

Thursday, 4/3 – Human Rights Seminar. “Artist Structures/Large and Small. Hours: Monday-Thursday, 8 a.m.-3 p.m., Friday, 8 a.m.-10 a.m.; Saturday, 8 a.m.-3 p.m.; Sunday, closed.

**Friday, 4/4 – Pianos, Percussion, and Film.**

Mr. Kangho Lee, cello, and Mi Jeong Renshaw. 8 p.m., von der Mehden Recital Hall. Free admission.

**March 31, to Monday, April 7**

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Clinical Career Day sparks students’ interest in health care

BY CAROLYN PENNINO

An event at the Health Center designed to help students explore career options in health care and to create a ‘pipeline’ of future health care workers is growing in popularity.

The inaugural Clinical Career Day attracted more than 300 students from 18 high schools in Connecticut and Massachusetts. Now in its fifth year, the event has tripled in size since it began in 2004, when eight high schools and 100 students took part.

“There is definitely a need and high interest level for this kind of career education and guidance,” says Sandy Kressner, education and development specialist in the Department of Human Resources at the Health Center.

The event, held in March, was sponsored by the Health Center’s Department of Human Resources, Celebrate Girls, and the Connecticut Area Health Education Center (AHEC).

“Choosing a career is a complicated process for a student, and you never know what will be the tipping point for them,” said Dr. Bruce Gould, associate dean for primary care and director of the AHEC program. “This event could be the exposure they need to decide on a health career.”

Gould notes that there is an urgent need for more young people to make that choice. There are shortages across the spectrum of health care – not only doctors and nurses, but pharmacists, physical therapists, public health professionals, and others – and the situation is expected to get worse as baby boomers age and seek more health services. “We are facing a health care crisis,” he says.

Not only has the participant rate tripled, the program has expanded as well.

The day’s activities included attending special sessions on topics including integrative medicine, public health, career ladder nursing, laboratory medicine, dental medicine, adolescent medicine, and rehabilitation services. Students were able to pre-select three different sessions, based on their career interests.

During the Career Fair portion of the event, more than two dozen different clinical career booths offered students information and hands-on experiences. Some of the areas represented were: medical librarianship, nursing, psychiatry, biomedical research, pharmacy, physical therapy, and musculoskeletal medicine.

Matthew Mrazuccion, a Branford High School senior, is interested in attending the UConn School of Pharmacy. “I’ve always liked math and science a lot,” he said, “and thought I could incorporate both a pharmacist and a career.”

Professionals in each clinical discipline donated their time during the career fair and break-out sessions. Students and guidance counselors had the opportunity to speak with them about how they entered their respective fields, gathering information to assist in their own career planning.

Salyma Faizan, a senior from Manchester, was one of the students looking for more information because she is still trying to decide whether a health care career is right for her.

Her classmate, Erica Chaney, on the other hand, already knows she wants to pursue a career in neonatal medicine. “I’ve always loved being around babies and children,” Chaney said.

In addition to assisting individual students with their future plans, Career Day is also helpful to the Health Center and the state of Connecticut in building a strong pipeline of students interested in pursuing careers in the health field, where shortages exist.

“If we can educate students about clinical careers early on, and provide them with educational and program opportunities, we have a good chance of creating that strong pipeline, where these future professionals will choose to stay in Connecticut to work,” says Kressner, of human resources.

Adds Gould, “The popularity of this event proves that people understand that a career in health care is a smart choice.”

James Roger, a senior from South Windsor who is interested in nursing, is confident of that.

“My mother is a nurse,” he said, “so she really encouraged me to look into it and said it’s a good, safe career to go into.”

Transfer students continued from page 1

brought 36 more students into the chapter, took place on March 28 at the UConn Foundation building, with University President Michael J. Hogan as keynote speaker.

To be eligible for induction, transfer students must be enrolled full-time, have completed at least one year with an overall average of at least 3.5 at the college or university they’re transferring from, and earn a 3.5 grade point average during their first semester at UConn.

That’s not always easy, says Maria Sedotti, director of orientation.

“Research has shown there is a phenomenon called transfer shock, or slump,” Sedotti says.

“There’s quite often a decrease in students’ GPA during their first semester at a new institution. They generally pick up again after that, when they know their way around the new school. So, if you see a 3.5-plus at a new school, that’s really remarkable.”

Sedotti raised the idea of starting a Tau Sigma chapter at UConn after attending a conference sponsored by the Institute for the Study of Transfer Students, an offshoot of the National Orientation Directors’ Association, in 2005.

“The conference is designed to discuss how we can best help transfer students,” Sedotti says.

“They’re a unique, very diverse population, varying in age and experience,” she says. “Some transfers are from two-year schools, some from four-year private colleges, and others from four-year publics. Some are veterans. And there’s not a lot of research out there. People refer to the transfer student as the ‘forgotten student.’”

Ticehurst and other Tau Sigma members have done much during their brief tenure to change that. They have sponsored three open house receptions for transfer students; organized an official club, which gives them access to meeting rooms, a budget, and the right to hold fundraisers; organized a mentoring program for other transfer students; and have convinced the Department of Residential Life to create a transfer student special interest community on the fourth floor of Watson Residence Hall in Alumni Quadrangle. The floor can house up to 43 transfer students.

Additionally, the College of Liberal Arts and Sciences has appointed Sally Neal as its transfer advisor, putting her in charge of helping students who transfer into the College. Neal says 260 of the 328 transfer students the College accepted last fall attended its summer orientation program, which provides one-on-one counseling.

And 19 attended the first FYE class for transfer students, which Neal offered in the fall. In January, a further 28 attended a second FYE class for transfer students. Neal describes the new FYE classes as “a work in progress.”

“The problem we’re working to change,” she says, “is that most transfer students don’t believe they need an extended orientation course – they’ve already been a college student. However, they haven’t been a college student at UConn. There are many social, academic, and administrative changes that occur in transferring from one institution to another, and we hope to ease that transition.”

Since 2000, the number of transfer students has grown almost every year. In fall 2000, 572 transfer students enrolled at the Storrs campus, and another 171 joined the regional campuses. By 2003, the number had increased to 666 in Storrs and 188 at the regional campuses, and in 2007, more than 700 students came to Storrs, while 210 arrived at the regional campuses.

Transfer students coming to Storrs, for example, have an average GPA of 3.1. At the regional campuses, the average is 3.3; those at the regional campuses have an average GPA of 3.5.

Of last fall’s cohort, 408 transferred from schools out of state, including 217 from four-year private universities, including NYU, Syracuse University, and Northeastern.

Meghan Pyrch of Trumbull was one of the students who transferred from Northeastern, and she hasn’t regretted her decision.

“It was the best decision I ever made,” Pyrch says. “Not only is UConn much more economical than my previous school, but I get a lot more for my money. I learn more in my classes and I think my degree will be worth more, which I hope will lead to greater success in my future career.”

Jeffrey Ticehurst, a junior who transferred to UConn from Loyola College in Maryland, leads a meeting of Tau Sigma, the transfer student honor society.

High school students listen as Tom Casso, preclinical education specialist, talks about the brain and spinal cord during Clinical Career Day at the Health Center.