



PHOTO BY STEPHEN SLADE

Former men's basketball player Emeka Okafor, with children at the Clark Elementary School in Hartford, after announcing his \$250,000 gift to the Husky Sport program. In the back row, at left, is Lashika James, a paraprofessional at the school. Husky Sport, developed by kinesiology professor Jennifer Bruening, uses UConn students as mentors in nutrition and life skills, and encourages children to take part in sports and physical activities.

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

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

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

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

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

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

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

## CHIP named first University Research Center

BY BETH KRANE

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

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

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

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

- the involvement of at least three tenured or tenure-track faculty members with inde-

pendent external funding;

- an interdisciplinary focus, represented by the presence of faculty members from at least two schools or colleges; and

- total annual research expenditures from external grant funding in excess of \$1 million, with research expenditures subject to indirect costs.

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

According to the report by the Major Centers and Institutes Review Committee, a University Research Center must contribute to the essential research mission of the University "in a measure that exceeds what individual faculty members can achieve

in the absence of the center. University Research Centers catalyze the development of interdisciplinary scholarship beyond the normal domain of any single dean or department head."

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

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

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# Sociologist's book to become movie

## Depicts rescue of Jews by Jews in World War II

BY BETH KRANE

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

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

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

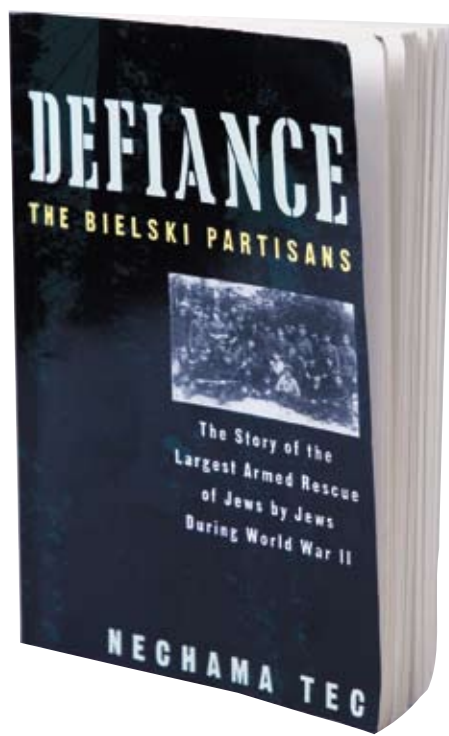


PHOTO BY FRANK DAHLMAYER

Professor Nechama Tec's book, *Defiance*, chronicles the armed rescue of Jew by Jews in World War II.

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

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

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

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

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

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

Tuvia distinguished the Bielski

Partisans from other World War II resistance groups in several ways, Tec stresses.

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

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

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

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

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

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

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

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

The film *Defiance* has a 2008 release date.



PHOTO BY PETER MORENUS

As part of the University's emergency alert communications program, the Code Blue phones can be used to flash blue and white lights and send a verbal message. Last week, community assistants from the Department of Residential Life stood by each of the 220 Code Blue phones on the Storrs campus to document how they worked during a test of the system. Other components of the emergency alert program will be tested in the coming weeks.

## Communication sciences professor to be remembered at Oct. 13 event

A Celebration of Life gathering for Antonia Brancia, professor emerita of communication sciences, who died in May, will be held on Oct. 13 at the Storrs Congregational Church on North Eagleville Road, beginning at 2 p.m.

## Longtime Residential Life employee dies

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

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

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

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

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

students.

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

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

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

He adds that from the time he started working with her in 1992 until she moved to a complex office in 1999, Landeck handled family housing vacancies and transactions. "For many people, this would have been a challenge beyond the demands of a busy office," Trimble says. "But with determination and drive in a hectic,

fast-paced environment, Jeanette worked around lease agreements for many of our international residents, scheduled rental start dates for people thousands of miles from UConn, and managed to do it with a smile.

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

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

Landeck is survived by her husband Mark, her mother, a brother, and three sisters.

## Publication notice

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# UNIVERSITY OF CONNECTICUT Advance

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# In his own words: President Hogan discusses his new job

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

**Q** You've had a busy first week. Have there been any surprises?

**A** No. I spent a lot of time reading up on the University. Nothing has been surprising, except to find out that maybe the University is just as good if not better than it said it was.

**Q** Have you had time to formulate any major goals for the institution yet?

**A** Only in the broadest sense, and I don't think what I have in mind is in any way surprising. What I want to do for the University, where I think it needs to go, is exactly what I'm hearing from people here about what needs to be done.

The University has a tremendous student population, and very expert enrollment management. Our retention rate is terrific, our graduation rates are terrific. We need to sustain that, and continue moving forward.

And then in particular, we need to strengthen our research profile and also build more really top-notch graduate programs. Building a big presence at the graduate level and beefing up our sponsored research and other forms of research are exactly what a university needs to sustain its high position and move up from 24 into the top 20.

One word of caution. There are over 4,000 universities in this country. The overwhelming majority of them publics, and when you get into the top 25, you are already in rare air. The University now has to begin presenting itself as a major research university to the outside world, and it has to realize that every single notch upward is going to be a lot harder to make than it was to move from, say, 35 to 33. We have to be very smart and patient and persistent.

**Q** Is there potential for the University to grow further?

**A** I think the Storrs campus is just about right-sized now, but I do think there's room to grow at the regional campuses. Plans are being put into place to strategically grow our regional campuses where appropriate. But right now, on the Storrs campus, we need to grow the faculty before we add any more students. Our student-faculty ratio has deteriorated from 15 to 1, now it's 17 or 18 to 1, and we have to drive that back down.

**Q** How do you see the role of the regional campuses developing over the next few years?

**A** We need to make sure the regional campuses are integrated into the overall mission of the University, that there's one University identity, and that we try to think of all these regional campuses as just different portals to the University and begin to use them very strategically in our long-range planning.

**Q** As a health care provider, the UConn Health Center has a mission different from the rest of the University. What are the special issues this poses?

**A** I see the Health Center as an advantage to the University overall, in particular the College of Medicine and the College of Dental Medicine and the basic science programs that are located over there. They're the sources of probably half the sponsored research money that comes into the University. So if they're not doing well, the University will not be doing well in that area. The clinical activities also are critical to innova-

tion on the educational side. The health and well-being of the medical school and the dental school are very important to me and to the future of the University.

**Q** What can we learn from your experience at two major public universities in the Midwest?

**A** I'm a big fan of benchmarking. I think we have to look at best practices wherever they occur, and try to learn from what other people are doing more successfully.

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

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

**Q** Do you think there's a tension between emphasizing quality and keeping the University accessible?

**A** There could be, but doesn't have to be, any more than it's impossible to reconcile access or excellence with diversity.

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

**Q** What do you envisage as goals for the upcoming private fund-raising campaign?

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

that we need – these will all be on the list.

I like doing fund raising. It's fun. You get to spend time with some very smart, very successful, very cosmopolitan people who've done well in their life and who love the same university you love and want to help you achieve your academic goals.

**Q** Are there insights from your study of American diplomacy and foreign relations that you bring to the presidency?

**A** You learn, if you study history, to take a long view. And if you study diplomatic history, you learn the importance of compromise, of negotiation, of having clear goals in your head, and of persistence and patience. And I guess you learn that if you want to be successful, you really have to try to understand another person's point of view.

**Q** What do you hope will be your stamp on the institution?

**A** I want to be an academic president. I want to devote my time here to making the University stronger as an academic institution: a better place for students to learn, and teachers to teach, and researchers to advance the frontiers of knowledge.

I liked being a researcher, I liked teaching. I ran a very successful graduate program and I loved working with undergraduates. I think the only reason to give all that up and be an academic administrator is so you can work with other people to create the kind of environment in which good teachers and good students excel and succeed.

On a personal note, I want to be known as a university president who's relaxed, doesn't stand on formality, and is accessible. I want to be a visible presence on the campus.

**Q** What ongoing opportunities will there be for faculty, staff, and students to interact with you?

**A** I was just speaking briefly with the UCPEA group, and I attended a nice lunch hosted by members of the AAUP. I had a wonderful time with honors students on a field trip. You give me the opportunity, and I'll find a way to be there. I can't do everything, but I'll get my share and then some done.

**Q** You've spoken a lot about faculty and students. What message do you have for the staff who keep the University running?

**A** I hope they take the same pride in the University's progress over the past 10 to 15 years as I hope faculty do, because they contributed to that success, and our ongoing success depends on their active contribution. We should celebrate the work they do, because we can't do without them. The campus is looking better because thousands of people here over the years have paid attention to the quality of life on campus, its physical appearance and its safety, the way labs function. If you asked me to run my own Xerox machine, I'd be in deep trouble. I wouldn't get nearly as much done if I didn't have people in my office keeping me on schedule, fixing my cell phones when they break down, helping me with computer problems, scheduling endless meetings.

**Q** Will we be aware of your Irish heritage?

**A** Yes. The reason it's important to me is because my mother made it important. She wanted me to feel part of a larger family and feel a sense of pride in it and a sense of responsibility for it going forward. I'm proud of all ethnic groups that make up this nation and contribute to its rich and cosmopolitan flavor. My Irish identity is really about a family that's inspired me to do my best.



PHOTO BY PETER MORENUS

President Michael J. Hogan at the William Benton Museum of Art.

# Integrating service with classwork boosts learning, speaker says

BY ELIZABETH OMARA-OTUNNU

An approach that integrates community service with academic coursework – promotes learning, fosters civic engagement, and accommodates different learning styles, according to John Saltmarsh. Known as service learning, it is rapidly gaining currency at institutions of higher education nationwide.

Saltmarsh, director of the New England Resource Center for Higher Education at the University of Massachusetts, Boston, made his remarks during a one-day forum on Sept. 21. The event marked the launch of the University's new Office of Service Learning at the Greater Hartford campus.

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

"It is going on around the country, at institutions like UConn," he said. "Ten to 15 years ago, service learning was on the margins of higher education. Now it's right at the core of the work that we do."

He noted that the Carnegie Foundation has a new elective classification known as Community Engagement. To date, only 62 institutions have earned the full classification, he said. These include Michigan State among public, four-year, land-grant colleges, and research institutions such as the University of Pennsylvania.

Saltmarsh said service learning helps improve both teaching and learning, and is consistent with

current educational research that shows students learn best through engagement and active participation.

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

Saltmarsh said the key components of service learning are placement; making connections between course content and what is happening in the community; reflection; and community voice.

If students remove trash from a stream bed, for example, they are providing service as volunteers but it's not service learning, he said. Service learning would occur if students in an environmental science course analyzed what they found in the field in a lab, shared the results with the community, formulated recommendations, and then reflected on the experience in order to connect the service activity with the academic course content.

Students are assessed on the learning that takes place, not the service they perform.

Saltmarsh said community partners have a role to play in identifying relevant public problems and assessing students' contributions.

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

knowledge of the community to create new knowledge."

Some critics hold that service learning is not rigorous, Saltmarsh said, but "we're saying this is actually more rigorous than the way we traditionally teach."

Also speaking during the forum, Lynne Goodstein, associate vice provost and director of the Honors Program, said there has been a surge of commitment and interest in service learning as urban universities, including UConn's Greater Hartford campus, have become increasingly responsive to the surrounding community.

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

"The concept of instilling citizenship in our students is very important," she said. "We want to help them become educated and informed citizens."

Goodstein said service learning goes back a long way at UConn, but the various initiatives have not previously been coordinated.

A report prepared by the Provost's Service Learning Committee in 2005 recommended greater centralization and institutional support for service learning. The committee included members of the Service Learning Council, a longstanding ad hoc faculty group.

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

course design and for scholarship, and will help build partnerships with the community.

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

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

*John Saltmarsh  
Director, New England Resource  
Center for Higher Education*

lasting up to six weeks.

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

But the benefits make it worthwhile, Deans said.

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

audience out there."

Deans limits class size to 20 and generally has about five projects in play, with a small group of students working on each.

Specific projects have included drafting a presentation on a lead remediation project; preparing a research report on hunger and homelessness for the Public Interest Research Group; writing profiles of residents at a homeless shelter to be used in grant writing; and composing advocacy letters for Upward Bound.

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

Deans said students come to realize that writing for the community comes with constraints, and this gives them a greater appreciation for how most academic writing affords them space to express their own ideas.

He said the different contexts for writing have an impact on students' motivation.

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

# Environmental engineer studies how antibiotics affect water, soil

BY NAN COOPER

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

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

Research conducted by Allison MacKay, an associate professor of civil and environmental engineering, aims to help scientists better understand how antibiotics and other organic compounds enter

the nation's waterways, disperse, and change over time.

"Antibiotics are designed to be biologically active even at low lev-

els," MacKay says, "so their impacts and environmental interactions can be much subtler and complex than many contaminants."



PHOTO BY CHRISTOPHER LAROSA

Allison MacKay, associate professor of civil and environmental engineering.

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

According to MacKay, sunlight, temperature, flow rate, bacteria and other microorganisms, soil types, and mineral composition all may affect how these antibiotics are degraded.

She says antibiotics tend to remain active longer in soil than in water, for a variety of reasons. "In water," she notes, "if these compounds remain close to the surface, they may be broken down by sunlight. Antibiotics may also be degraded by bacteria more quickly in water than in soil."

It is in the soil that MacKay and Vasudevan are focusing their research to determine how differ-

ent soil compositions may affect the movement and active life of antibiotics such as tetracycline.

So far, most of their research has been conducted in the lab, where different soil types have been tested and characterized chemically. The team's studies have focused on soils containing high levels of iron oxide or clay. MacKay has found that soil containing greater amounts of clay – in contrast with porous, sandy types – tends to bind the antibiotics, thus hampering their movement through the soil and into groundwater, rivers, and streams.

Once the team finishes characterizing the soils and completes further tests, it will develop a mathematical model that replicates the movement and fate of the antibiotics as they move through soils of different composition. They ultimately hope to expand the scope of the model to accurately reflect the movement of not only tetracycline but a wider array of antibiotics.

# University Libraries to play major role in consortium's mass digitization project



PHOTO BY LES VEILLEUX.COM PHOTOGRAPHY

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

BY SUZANNE ZACK

Many public domain materials at the University Libraries will soon be freely available on the Web, as part of a collaborative project to digitally scan and make such materials accessible through a universal digital archive.

The University of Connecticut Libraries, along with 18 other institutions in the Boston Library Consortium, recently agreed to scan more than 10 million pages from books no longer in copyright

into the Open Content Alliance holdings during the next two years. The Boston Library Consortium is the first large-scale consortium to embark on such a self-funded project with the Open Content Alliance.

Open Content Alliance is a group of 40 cultural, technology, nonprofit, and governmental organizations from around the world that is creating an archive of multilingual digitized text and multimedia content to make

rare and unusual material in the public domain part of a permanent online archive. The Alliance is one component of the Internet Archive, a non-profit organization dedicated to maintaining an online library and archive of web and multimedia resources, including legacy web sites.

"This is a major step toward making the world's literary and cultural heritage freely accessible on the Web," says Brinley Franklin, vice provost for University Librar-

ies, "and our decision to scan a million pages in two years makes the UConn Libraries a principal player in this important, not-for-profit, international initiative."

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

"The Open Content Alliance will keep public domain content in the public domain, without restrictions," says Franklin. "Our library staff were unanimous in their desire to make UConn's rare and unique materials freely searchable on the Web, without having to use a specific company's web browser to find those materials."

Since its inception in 2005, the Open Content Alliance has been supported by the Alfred P. Sloan Foundation. Doron Weber, program director for universal access to recorded knowledge at the foundation, says the Alliance is creating digital information in the public interest, rather than the shareholder's interest.

The Sloan Foundation is sponsoring a summit on open access to information in conjunction with the Boston Library Consortium, and has vowed to continue its support in light of the Consortium's mass digitization commitment.

The Open Content Alliance operates regional scanning centers

in six cities that scan up to 12,000 books – more than four million pages – each month. Boston Public Library has allocated space for the Alliance to operate 10 scanners at its Northeast Regional Open Content Alliance Scanning Center.

The scanning center is currently working on Boston Public Library's John Adams collection, and on the Biodiversity Heritage Library, which includes collections from Harvard, the Marine Biological Laboratory, and Woods Hole Oceanographic Institution.

Boston Library Consortium members will begin scanning out-of-copyright materials from their collections later this fall.

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

In the future, UConn hopes to integrate electronic resources involving maps via its Map and Geographic Information Center (<http://magic.lib.uconn.edu>) and photographs through Connecticut History Online (<http://cthistory-online.org>).

Other Boston Library Consortium partners plan to cover topics such as the history of science and engineering (Brown, MIT, Northeastern, and Tufts); Jesuit materials (Boston College); Judaica (Brandeis); Machiavelli (Brown); and other subjects from a historical perspective. To view the Open Content Alliance archive, go to <http://www.archive.org/>

## Husky Sport *continued from page 1*

played ice hockey with the school's team and attended a men's basketball practice. Third grade students also toured the campus, including the African-American Cultural Center and the Rainbow Center, and interviewed UConn students.

"The students at Clark now benefit from college mentors who provide life skills and lessons in nutrition and physical fitness," she said. "The UConn students have gone above and beyond. They also tutor in academic subjects."

"Additionally, Clark students are exposed to positive examples of people they can emulate. In a neighborhood plagued by unemployment and illiteracy, this program serves as a metaphorical opportunity knocking on a door that will hopefully lead to our students' enrollment in college and their enlistment in the metamorphosis of their community."

Bruening, who began the program four years ago, said the funds contributed by Okafor will be used to expand the program by increasing the number and variety of activities offered to the Hartford students and the quality and quantity of the time they spend with their UConn mentors.

The program at Clark includes UConn students who assist with physical education classes. The Anderson Center focuses on pre-

adolescent girls, Bruening said, because they often have less exposure to athletics and lack positive female role models.

Children at the Catholic Worker House also engage in arts and crafts. All the programs offer physical activities and lessons in nutrition.

One of the highlights each semester is a field trip planned by UConn students for children at all three sites. The field trips introduce new experiences and physical activities to the children. Past trips have included an overnight stay at UConn, attending a professional tennis tournament and receiving a free tennis racquet, and exposure to crew, lacrosse, ice skating, and other sports.

Bruening's research examines the factors, including race, gender, access, economics, and exposure that limit the sport and physical activity opportunities of African American girls and women. In addition, a new research initiative examines the effects of Husky Sport on the UConn mentors.

"The program benefits the children in Hartford," she said, "but it also benefits the UConn students. It focuses them on what's really important and what they believe about society."

As a result of the program, some UConn students have

changed career goals and entered education.

The gift, to be paid over five years to the University of Connecticut Foundation Inc., is Okafor's first significant domestic donation. He is also the spokesperson for the One Million African Lives initiative, which has pledged to save one million lives over the next five years in Africa by cleaning up the blood supply to prevent people receiving tainted blood in transfusions.

Okafor has partnered with the Safe Blood for Africa Foundation, which operates in 35 Sub-Saharan countries, and he spent two weeks in Africa this summer delivering test kits that ensure the blood is clean before a blood transfusion takes place.

A two-time Academic All-American, Okafor graduated from UConn in 2004 with a finance degree and a 3.8 grade point average after attending college for only three years. He was the 2004 Academic All-American of the Year, and was the Big East Men's Basketball Scholar-Athlete in 2004-05 and 2005-06.

Okafor was selected number two in the 2004 NBA draft by the Charlotte Bobcats, and was the 2004-05 NBA Rookie of the Year. He was also a member of the 2004 U.S. Olympic team.

## University Research Center *continued from page 1*

onstrated track records of providing the greatest return on research investment for the institution.

"We are very comfortable investing in a center like CHIP, with its dramatic, upward research grant trajectory," he adds.

Anderson also notes CHIP's extensive interdisciplinary network of affiliated researchers and its culture of successfully fostering scholarly productivity among junior faculty members, graduate students, and undergraduates.

Since fiscal year 2002, when CHIP first received University support through a different mechanism, the center's annual external grant funding has increased by 557 percent, from \$1.4 million to \$7.8 million. A total of \$43.5 million in grants were awarded to CHIP researchers during that interval, with \$10 million in indirect costs returned to the University.

CHIP began in the psychology department with an initial focus on HIV/AIDS prevention research. It is now an independent research center, with some 100 affiliated researchers from almost every school and college at UConn. It has broadened its focus to include other behavioral health issues, such as cancer prevention, obesity, and alcohol and drug abuse.

In fiscal year 2007, CHIP's external grants funded 31 graduate students from five departments. In the past five years, nine of the center's graduate students have received National Research Service Awards, prestigious graduate fellowships from the National Institutes of Health.

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

Adds Anderson, "CHIP exists as a result of initiative and creativity. A group of faculty found a research niche where they could contribute and where they could put UConn in a prime position to be successful. In those respects, CHIP is a model University Research Center."

Anderson says that to receive funding from the University, a University Research Center has to demonstrate specific needs rather than expect a set percentage of indirect costs.

He adds, "We have worked to make the new criteria and process of selection and support for University Research Centers transparent to the entire University community."



Brandon Hawk, left, a graduate student, tutors Matt Courchene-Roy at the South Reading Room in the Wilbur Cross Building.

PHOTO BY PETER MORENUS

## GRANTS

The following grants were received through the Office for Sponsored Programs (OSP) in June 2007. The list represents only new proposals awarded, and excludes continuations. The list is supplied to the *Advance* each month by OSP. Additional grants received in June were published in the Sept. 24 issue.

Prin. Investigator	Department	Sponsor	Amount	Award Period
Settlage, J.	Curriculum & Instruction	Connecticut Science Center	\$28,000	8/07-5/08
<i>Doctoral Candidate at Conn. Science Center (Heather Harkins)</i>				
Sheckley, B.	Educational Leadership	Wallace Foundation/ Eastconn	\$40,000	5/07-8/07
<i>Development of Principles of Practice for Professional Learning</i>				
Shin, D.	Computer Science & Engineering	Conn. Dept. of Public Health/Univ. of Conn. Health Center	\$392,469	4/07-4/10
<i>Stem Cell Project – Microarray and Gene Networksh</i>				
Smyth, J.	Pathobiology & Veterinary Science	Bayer Corp.	\$17,187	6/07-12/07
<i>Prevention of Necrotic Enteritis</i>				
Suib, S.	Chemistry	Chevron Phillips Chemical Company LP	\$26,019	5/07-11/07
<i>Catalyst Analytical Studies</i>				
Tufts, J.	Communication Sciences	Dept. of Defense/Navy	\$40,000	7/07-7/08
<i>Auditory Fitness For Duty for Populations Working in Hazardous Conditions</i>				
Wagner, D.	Ecology & Evolutionary Biology	Dept. of Interior/ Conn. Dept. of Environmental Protection	\$56,202	5/07-4/08
<i>Connecticut Comprehensive Wildlife Conservation Strategy Invertebrate Species of Greatest Conservation Need Assessment: Apoid Pollinators and Grassland Invertebrates</i>				
Wang, Y.	Institute of Materials Science	Nat'l Science Foundation	\$450,000	7/07-6/10
<i>Multivalent "Artificial Antibody" Based on RNA/Dendrimer-Like Star Polymer Hybrid Nanomaterials</i>				
Wei, M.	Chemical, Materials, & Biomolecular Engineering	Conn. Dept. of Public Health/Univ. of Conn. Health Center	\$28,699	4/07-4/10
<i>Conn. Stem Cell Group Grant</i>				

The following grants were received through the UConn Health Center's Office of Grants and Contracts in June 2007. 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. Additional grants received in June will be published in a future issue.

Department	Prin. Investigator	Sponsor	Amount	Award Period
Psychiatry	Kranzler, H.	National Institute on Alcohol Abuse & Alcoholism (NIAAA)	\$256,591	6/03-5/08
<i>Sertraline Pharmacotherapy for Alcoholism Subtypes</i>				
Neuroscience	Levine, E.	National Institute on Drug Abuse	\$206,229	8/03-4/08
<i>Cannabinoid Modulation of Cortical Synaptic Transmission</i>				
Immunology	Goldschneider, I.	National Institute of Allergy & Infectious Diseases	\$343,715	6/04-5/08
<i>A Thymus – Bone Marrow Feedback Loop For Prothymocytes</i>				
Immunology	Thrall, R.	National Institute of Allergy & Infectious Diseases	\$314,369	6/04-5/08
<i>Regulatory T Cells Induced Tolerance Inmurine Asthma</i>				
Neuroscience	Antic, S.	National Institute of Mental Health	\$240,601	6/06-5/08
<i>Dopaminergic Modulation of Dendritic Excitability</i>				

### Federal Grants

Psychiatry	Kranzler, H.	National Institute on Alcohol Abuse & Alcoholism (NIAAA)	\$256,591	6/03-5/08
<i>Sertraline Pharmacotherapy for Alcoholism Subtypes</i>				
Neuroscience	Levine, E.	National Institute on Drug Abuse	\$206,229	8/03-4/08
<i>Cannabinoid Modulation of Cortical Synaptic Transmission</i>				
Immunology	Goldschneider, I.	National Institute of Allergy & Infectious Diseases	\$343,715	6/04-5/08
<i>A Thymus – Bone Marrow Feedback Loop For Prothymocytes</i>				
Immunology	Thrall, R.	National Institute of Allergy & Infectious Diseases	\$314,369	6/04-5/08
<i>Regulatory T Cells Induced Tolerance Inmurine Asthma</i>				
Neuroscience	Antic, S.	National Institute of Mental Health	\$240,601	6/06-5/08
<i>Dopaminergic Modulation of Dendritic Excitability</i>				

Psychiatry	Petry, N.	National Institute on Drug Abuse	\$445,599	6/05-5/08
<i>Vouchers vs. Prizes: Contingency Management</i>				
Neuroscience	Pfeiffer, S.	National Institute of Neurological Disorders & Stroke	\$417,746	7/06-2/08
<i>Proteomic Mapping of Myelin and Its Membrane Subdomains</i>				
Neurology	McCullough, L.	National Institute of Neurological Disorders & Stroke	\$323,343	3/06-2/08
<i>Energy Dysregulation: The Role of AMPK in Stroke</i>				
Calhoun Cardiology Center	Dodge-Kafka, K.	National Heart, Lung, & Blood Institute	\$350,881	6/06-5/08
<i>MAKAP-Orchestrated Phosphorylation Events: Regulation of PDE4D3</i>				
Surgery	Maulik, N.	National Heart, Lung, & Blood Institute	\$359,270	6/06-5/08
<i>Mechanism of Myocardial Angiogenesis Intransgenic/Knockout Animals</i>				
Genetics & Developmental Biology	Graveley, B.	National Institute of General Medical Sciences	\$306,768	5/07-4/08
<i>Alternative Splicing of the Drosophiliadscam Pre-MRNA</i>				
Center on Aging	Kuchel, G.	National Institute on Aging	\$303,400	4/07-3/08
<i>Pathogenesis of Detrusor Underactivity and Urinary Retention in the Elderly</i>				
Oral Rehabilitation, Biomaterials, & Skeletal Development	Reichenberger, E.	National Institute of Arthritis & Musculoskeletal & Skin Diseases	\$13,231	4/07-3/08
<i>Genetic Analysis of Keloid Formation</i>				
Molecular, Microbial, & Structural Biology	Setlow, P.	U.S. Army	\$55,562	7/07-10/07
<i>Mechanisms of Killing &amp; Resistance to Wet Heat of Spores of Bacillus</i>				
Medicine	Wu, G.	National Institute of Diabetes & Digestive & Kidney Diseases	\$259,000	5/07-4/08
<i>Novel Model of HCV Infection of Humanized Liver in Immunocompetent Rats</i>				
Neuroscience	Bernstein, L.	National Institute on Deafness & Other Communication Disorders	\$314,500	6/07-5/08
<i>Comparisons of Binaural Processing at Low &amp; High Frequencies</i>				
Psychiatry	Petry, N.	National Institute on Drug Abuse	\$841,626	6/07-5/08
<i>Brief Therapies for Problem Gambling Substance Abusers</i>				

### Private Grants

Surgery	Kurtzman, S.	University of Pittsburgh	\$300	6/95-5/08
<i>NSABP Breast Cancer Prevention Trial DHHS P5400-5425</i>				
Surgery	Kurtzman, S.	University of Pittsburgh	\$8,520	2/97-1/08
<i>NSABP Breast and Bowel Cancer Treatment DHHS BC0107-185</i>				
Surgery	Albertsen, P.	CRTC Research Foundation	\$1,320	9/01-5/13
<i>Selenium &amp; Vitamin E Chemoprevention Trial DHHS 80003</i>				
Calhoun Cardiology Center	Liang, B.	UConn Foundation	\$50,617	2/03-1/09
<i>Jim &amp; Pat Calhoun Cardiology Research Fund</i>				
Genetics & Developmental Biology	Machida, K.	Breast Cancer Alliance	\$125,000	1/07-12/08
<i>Developmental Biology Feasibility of SH2 Profiling as a Diagnostic Indicator for Breast Cancer</i>				
Center for Vascular Biology	Fong, G.-H.	March of Dimes	\$315,284	6/07-5/10
<i>PHD2 As A Potential Therapeutic Target For Treating Retinopathy</i>				
Genetics & Developmental Biology	Machida, K.	CT Breast Health Initiative Inc.	\$40,013	4/07-3/08
<i>Subclassification of Breast Cancer by SH2 Profiling</i>				
Family Medicine	Fifield, J.	Village for Families & Children Inc.	\$30,202	3/07-9/07
<i>Evaluation of the Village for Families &amp; Children OAPP Grant</i>				
Genetics & Developmental Biology	Li, Y.	March of Dimes	\$246,910	6/07-5/10
<i>Role of FGF8 Signaling Prior to and During Gastrulation</i>				

## CALENDAR

Monday, October 1, to Tuesday, October 9

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 entered by 4 p.m. on Monday for inclusion in the issue published the following Monday.

**Note:** The next Calendar will include events taking place from Tuesday, Oct. 9 through Monday, Oct. 15. Those items must be entered in the database by 4 p.m. on Monday, October 1.

If you need special accommodations to participate in events, call 860-486-2943 (Storrs), or 860-679-3563 (Farmington), or 860-570-5130 (Law School).

## Academics

**Friday, 10/5** – Mid-semester progress reports due students from faculty.

## Libraries

**Homer Babbidge Library.** Hours: Monday-Thursday, 8 a.m.-2 a.m.; Friday, 8 a.m.-10 p.m.; Saturday, 10 a.m.-10 p.m.; Sunday 10 a.m.-2 a.m.  
**Dodd Center.** Reading Room hours: Monday-Friday, 10 a.m.-4 p.m.; closed weekends.

Research Center hours: Monday-Friday, 8:30 a.m.-4:30 p.m.; closed weekends.

**Health Center Library.** Hours: Monday-Thursday, 7 a.m.-11 p.m.; Friday, 7 a.m.-7 p.m.; Saturday, 9 a.m.-5 p.m.; Sunday, noon-6 p.m.

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

**Avery Point Campus Library.** Hours: Monday-Thursday, 8:30 a.m.-7 p.m.; Friday, 8:30 a.m.-5 p.m.; closed weekends.

**Greater Hartford Campus Library.** Hours: Monday-Thursday, 9 a.m.-9 p.m.; Friday 10 a.m.-4 p.m.; Saturday 10 a.m.-4 p.m.

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

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

**Waterbury Campus Library.** Hours: Monday-Thursday, 8:30 a.m.-7 p.m.; Friday, 10 a.m.-4 p.m.; Saturday, 10 a.m.-2 p.m.; Sunday, closed.

## University ITS

**Hours:** Monday-Friday, 8 a.m.-5 p.m.  
**Help Desk Hours:** Call 860-486-4357, Monday-Friday, 8 a.m.-5 p.m.

## Meetings

**Tuesday, 10/2** – Parking Advisory Committee Meeting. 1:30-3 p.m., Board Room, School of Business.

## Ph.D. Defenses

**Monday, 10/1** – Psychology. Anatomical Organization of Entorhinal-Hippocampal Projections, by Jamie Bunce (adv.: Chrobak). 1 p.m., Room 160, Bousfield Building.

## Lectures &amp; Seminars

**Monday, 10/1** – Atomic, Molecular, & Optical Physics Seminar. "Observation of Cold Collisions Between Trapped Ions and Trapped Atoms," by Vladan Vuletic, MIT. 4 p.m., Room P121, Gant Science Complex.

**Monday, 10/1** – Stamford Campus Faculty Colloquium. "Advertising and Corporate Social Responsibility," by Alex Wang. 6:30 p.m., Room P121, Gen Re Auditorium, Stamford Campus.

**Tuesday, 10/2** – Center for Children's Advocacy Seminar. "Views and Vision for the Care and Representation of Connecticut's Children," by Susan

Hamilton, DCF Commissioner, and Christine Keller, Chief Administrative Judge, Juvenile Matters. 8:30-10 a.m., Janet Blumberg Hall, Second Floor, School of Law.

**Tuesday, 10/2** – Geoscience Seminar. "Neanderthals: From Odd Bones to Genome Projects," by Igor Ovtchinnikov. 3:30 p.m., Room 233, Beach Building

**Tuesday, 10/2** – Neuroscience Seminar. 4 p.m., Room 013, Academic Research Building, Health Center.

**Tuesday, 10/2** – American Experience Lecture. "All Aboard the 'Fisherman's Express': The Development of Saltwater Recreational Fishing on Long Island," by Elizabeth Pillsbury, Columbia University. 7:30 p.m., Room 103, Marine Sciences Building, Avery Point Campus.

**Tuesday, 10/2** – Sackler Lecture in Human Rights. "Repairing Our Human Rights Reputation," by Harold Koh, Yale Law School. 7:30-9 p.m., Konover Auditorium, Dodd Research

**Thursday, 10/4** – Dental & Bone Health Lecture. "Dental Implant Therapy and Overall Bone Health," by David Shafer and Thomas Taylor, New England Musculoskeletal Institute, and Pamela Taxel. 6-8 p.m., Alumni Center.

**Friday, 10/5** – Polymer Science Seminar. "Are Polymeric Liquids Solid or Fluid: Examining the Experimental and Theoretical Foundation of Polymer Rheology," by Shi-Qing Wang, University of Akron. 11 a.m., Room IMS20, Gant Science Complex.

**Friday, 10/5** – Animal Science Seminar. "Cheese Production and Student Opportunities in Dairy in Northern Italy," by Sheila Andrew. Noon, Room 209, George White Building.

**Friday, 10/5** – Environmental Engineering Seminar. "Hydrological Field Experiment in Ethiopia," by Dawit Aeweldi, Tadesse Meskele, and Feyera Hirpa. Noon, Room 212, Castleman Building.

**Friday, 10/5** – Physics Colloquium.

of labor to help their families and communities survive. Room 310, Student Union.

**Through Sunday, 10/28** – Alexey von Schlippe Gallery. I-Park, by Pamela Zagarensky, and works by other American and Bulgarian artists. Gallery on the second floor of the Branford House, Avery Point Campus. Open Wednesday through Sunday, noon-4 p.m. \$3 admission for non-members.

**Through Saturday, 11/17** – Jorgensen Gallery. Moku Hanga, woodcuts by Lynita Shimizu. Lower level of Jorgensen Center. Monday-Friday, 8:30 a.m.-3:30 p.m.

**Through Saturday, 11/17** – Ballard Institute & Museum of Puppetry. Shadows & Substance, 20th anniversary exhibit. Hours: Friday, Saturday, Sunday, noon-5 p.m., Weaver Road, Depot Campus. Free admission, donations accepted. Docent-led tours available during museum hours.

**Through Friday, 11/28** – Health Center. Flowers, Fruits, and Fungi: Explorations in the World of Nature, art by Marilyn Pet. Main and mezzanine lobbies. Daily, 8 a.m.-



PHOTO BY BOB COPLEY

The seductive Sheherezade (Lauretta Pope) encounters King Shahryar (Luke Daniels) in the Connecticut Repertory Theatre's production of *The Arabian Nights*, playing at the Nafe Katter Theatre from Oct. 4 through Oct. 14.

Center.

**Wednesday, 10/3** – Out-to-Lunch Lecture. "A Life in Two Genders," by Jennifer Finney Boylan, Colby College. Noon-1:30 p.m., Room 403, Student Union.

**Wednesday, 10/3** – Statistics Colloquium. "On Autoregressive Approximations in Standard and Non-Standard Situations," by Yulia Gel, University of Waterloo, Canada. 4-5 p.m., Room 344, CLAS Building.

**Thursday, 10/4** – Comparative Pathology Seminar. "Glycerolipid Biosynthesis and Virulence in the Parasite Leishmania," by Rachel Zufferey, Kansas State University. 11 a.m., Room A001, Atwater Annex.

**Thursday, 10/4** – Latino Faculty & Staff Association Luncheon Speaker. Mayor DiStefano of New Haven discusses issues concerning illegal immigrants. Noon-1:30 p.m., Alumni House.

**Thursday, 10/4** – Edwin Way Teale Lecture on Nature & the Environment. "Endangered Species Conservation – An Assessment and Prognosis," by Michael Bean, Attorney, Chair of the Wildlife Program, Environmental Defense. 4 p.m., Konover Auditorium.

"The Evolution of Galaxies and Black Holes: Clues in the Local Universe." 4 p.m., Room P121, Gant Science Complex.

## Exhibits

**Thursday 10/4-11/29** – Stamford Art Gallery. A New Vision, Contemporary works from Latin American Artists. Opening Reception 10/4. 5-7 p.m., Art Gallery, Stamford Campus.

**Through Friday, 10/12** – Babbidge Library. Believers, paintings by Carol Foley depicting the faces of victims of the 2005 tsunami. Gallery on the Plaza. Also, Glimpses of Nature, prints by Barbara Hocker related to her study of Wabi Sabi aesthetics and Asian philosophies. Stevens Gallery. For hours, see Libraries.

**Through Friday, 10/12** – Dodd Center. The Cow Jumped Over the Moon, illustrations by Salley Mavor. Research Center Gallery. For hours, see Libraries.

**Through Tuesday, 10/23** – Student Union. Superheroes, photography by Dulce Pinzon. Exhibit pays homage to Latino men and women who withstand extreme conditions

9 p.m., Health Center.  
**Through Wednesday, 12/5** – Celeste LeWitt Gallery. Movement and Light Series, by Kelly James Carrington; and Revelations and Realities, by John Lazarski. Daily, 8 a.m.-9 p.m., Health Center.

**Through Sunday, 12/16** – William Benton Museum of Art. Rodin: A Magnificent Obsession, sculpture from the Iris and B. Gerald Cantor Foundation. \$5 admission charge for this exhibit; museum members, UConn students, and children under 18 free. Also, through 12/16, Rodin's Contemporaries. Also, through 11/4, 42nd Annual Faculty Art Exhibition. Hours: Tuesday-Friday, 10 a.m.-4:30 p.m., Saturday & Sunday, 1-4:30 p.m. General admission to the museum is free.

**Ongoing.** State Museum of Natural History & Connecticut Archaeology Center. Human's Nature: Looking Closer at the Relationships between People and the Environment. Hours: Tuesday-Saturday, 10 a.m.-4 p.m.; Sunday & Monday, closed. Free admission, donations accepted.

## Sports

**Wednesday, 10/3** – Men's Tennis vs. Hartford. 3 p.m., Tennis Courts.

**Wednesday, 10/3** – Men's Soccer vs. Hartford. 7 p.m., Morrone Stadium.

**Friday, 10/5** – Women's Ice Hockey vs. Ohio State. 7 p.m., Freitas Ice Forum.

**Friday, 10/5** – Women's Soccer vs. Rutgers. 7 p.m., Morrone Stadium.

**Saturday, 10/6** – Women's Ice Hockey vs. Ohio State. 4 p.m., Freitas Ice Forum.

**Saturday, 10/6** – Men's Soccer vs. Pittsburgh. 7 p.m., Morrone Stadium.

**Sunday, 10/7** – Women's Soccer vs. Seton Hall. 1 p.m., Morrone Stadium.

## Performing Arts

**Thursday, 10/4 through Sunday, 10/14** – The Arabian Nights. Connecticut Repertory Theatre production of Mary Zimmerman's retelling of The Book of the Tale of the Thousand Nights, classic Persian folktales. 8 p.m., Nafe Katter Theatre. For performance times and tickets, call the Box Office at 860-486-4226.

**Friday, 10/12** – Global Drum Project. World music performed by Mickey Hart, Zakir Hussain, Sikiru Adepolu, and Giovanni Hidalgo. 8 p.m., Jorgensen Center for the Performing Arts. Tickets \$25-\$30. For tickets, call the Box Office at 860-486-4226.

## Films

**Tuesday, 10/9** – Human Rights Film. Water (2005), 6 p.m., Konover Auditorium.

## Potpourri

**Monday, 10/1** – Dodd Human Rights Prize Award Ceremony. Sen. Christopher J. Dodd awards Third Dodd Prize in Human Rights to Coalition for Justice and Accountability and Mental Disability Rights International. 11 a.m.-noon, Dodd Center Plaza.

**Monday, 10/1 through Friday, 10/5** – Clothesline Project. Traveling visual display of T-shirts that bear witness to the sexual and domestic violence women face. 11 a.m.-2 p.m., corner of Fairfield Way and Hillside Road.

**Monday, 10/1** – Book Signing with Larry Bloom. Sen. Christopher J. Dodd, Letters from Nuremberg: My Father's Quest for Justice. 1:30 p.m., Konover Auditorium.

**Monday, 10/1** – Publication Party. A Passion to Lead: Seven Leadership Secrets in Business, Sports, and Life, by Coach Jim Calhoun. 6 p.m., UConn Co-op.

**Monday, 10/1** – Long River Reading. Bring a poem, short prose piece, or music to share at the open mic. Enjoy coffee, tea, snacks with other members of the UConn creative writing community. 7 p.m., Room 217, CLAS Building.

**Tuesday, 10/2** – Tuesday Gallery Talk. "Rodin," by Emily Shubert. 12:15-1 p.m., Benton Museum of Art.

**Wednesday, 10/3** – Book Reading. Jennifer Finney Boylan reads from her new book I'm Looking Through You: Growing up Haunted. 7-9 p.m., Student Union Theatre.

**Thursday, 10/4** – Book Discussion. Ms. Crandall, by Marilyn Nelson. 5:30 p.m., African American Cultural Center, Student Union.

**Sunday, 10/7** – Cornucopia Fest. 11 a.m.-4 p.m., College of Agriculture and Natural Resources.

**Monday, 10/8** – Book Discussion. Jacob Weidenmann: Pioneer Landscape Architect, by Rudy Favretti. 6 p.m., UConn Co-op.

**Tuesday, 10/9** – Tuesday Gallery Talk. "Rodin's Contemporaries," by Thomas Bruhn. 12:15-1 p.m., Benton Museum of Art.

# Group discussions help care-givers cope with challenging cases

BY KRISTINA GOODNOUGH

Once a month, a diverse group of care-givers at John Dempsey Hospital gather to share their feelings about difficult or troubling situations involving patients.

The gatherings are designed not to solve problems or to talk about quality improvement, but to give the care-givers an opportunity to share their feelings and gain some perspective on particularly challenging cases.

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

Topics discussed during Schwartz Rounds can include how to tell a patient that it may be time to stop treatment; caring for a colleague; cultural and religious beliefs that may interfere with the ability to communicate; medical mistakes; children dealing with the death of a parent; and dealing with spiritual crises with patients.

Currently, Schwartz Center Rounds take place at more than 120 hospitals in 26 states.

"I heard about the Schwartz Rounds from a physician in another hospital," says Audrey Chapman, the Joseph M. Healey Jr. Chair in Medical Humanities



PHOTO BY JANINE GELINEAU

From left, Dr. Joseph Civetta, Dr. Peter Deckers, Nancy Baccaro, Elizabeth Taylor-Huey, and Dr. Upendra Hegde lead a Schwartz Rounds discussion with care-givers at the Health Center.

and Bioethics, who initiated the process to bring Schwartz Rounds to the Health Center. As part of the application process, Chapman traveled to Mass General in Boston to observe Schwartz Rounds. She was accompanied by Dr. Joseph Civetta, co-chairman of a Pain and Palliative Care Group at the Health Center; Nancy Baccaro, nurse practitioner in palliative care and pain in the Neag Cancer Center; and Patricia Verde, director of social work. They were so impressed by what they saw that they moved quickly to introduce them at the

Health Center.

"We want to talk about the things we think about when we're driving home after a particularly hard day or after a particularly difficult discussion with a patient's family," says Civetta, leader of the Schwartz Rounds planning committee. "The goal of Schwartz Rounds is to help care-givers feel better, and to learn from colleagues in an informal setting how to handle situations better. First and foremost, you realize you are not alone. You lessen barriers to effective communication, and you

may learn language that will help you handle difficult situations in the future."

During the rounds, a patient's case is presented briefly by the attending physician. Other members of the care-giving team provide additional aspects of the case. Discussion then begins.

"Members of a multidisciplinary team caring for a patient each have their own mission," says Elizabeth Taylor-Huey, director of community education for the psychiatry department and facilitator for the Schwartz Rounds. "Sometimes

there are conflicts among team members about appropriate steps or about the patient's needs.

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

Baccaro says, "Care-giving is difficult today because of mandates from many organizations, business constraints, technology changes, and even our success in helping people live much longer. Care-givers who focus on the needs of patients and families also need to be able to debrief or empathize with each other."

Sometimes, family members don't have the same expectations about care and treatment as patients do. For example, a patient may want to end treatment, while family members may not be ready to accept that decision. Sometimes, a patient's children have to be involved in care decisions because they are the only relatives, but if the children are not 18 or older, care-givers may be uncomfortable discussing painful issues with them. "Care-givers can feel like they are caught in the middle," says Baccaro.

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

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

BY CHRIS DEFRANCESCO

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

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

Fortinsky spent most of his five months overseas at the University of Bradford's Division of Dementia Studies.

During his stay, he also visited Buckingham Palace and met Queen Elizabeth and Prince Philip. "When Prince Philip, who is in his mid-80s and looks hale and hearty, heard that I do research on aging and health, he told me, 'We should talk sometime,'" Fortinsky says.

Fortinsky had discussions with health care and social care practitioners about how they diagnose and manage dementia, the irreversible memory loss and health decline that often occurs as a result of Alzheimer's disease and strokes. In the U.K., as in the United States, aging of the population over the next several decades is expected to lead to a sharp increase in the number of people with dementia.

Fortinsky, who holds the Physicians Health Services Endowed Chair in Geriatrics and Gerontology at the Health Center, found

that, like their American counterparts practicing primary care, general practitioners in the U.K. often have less clinical experience with dementia than they do with many other health problems. Yet providing primary care physicians with the extra training they need is probably unrealistic, he says, both in the U.K. and in this country.

A dementia diagnosis is challenging for the patient's family.

"What's really important and

often neglected is that, as patients' dementia symptoms progress, families assume greater decision-making responsibilities and hands-on care responsibilities," Fortinsky says.

Family members must learn how to manage the symptoms of dementia, and how to take care of the affairs of those with dementia, including everyday tasks like preparing meals and personal care.

"Because of all this added

responsibility, many gerontological studies have shown that family caregivers are at-risk for a range of emotional and physical health problems," says Fortinsky. "Primary care physicians need help to provide the best care not only to the patient but also to the family caregivers."

The National Health Service in the U.K. recognizes dementia as a mental illness, and British law recognizes the stresses, strains, and burdens faced by the families of dementia patients, known in England as "carers."

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

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

The general practitioner maintains the overall medical management of the patient, but the community mental health nurse can help with depressive symptoms or

anxiety, provide information about community resources to help manage the patient at home, and make home visits.

Fortinsky believes aspects of the British approach could be adapted to U.S. primary care practice.

"The idea would be to train nurses to specialize in dementia care," Fortinsky says. "Their scope of practice could be determined based on recent experimental studies done in this country, and nurses could work with a group of primary care physicians in a defined geographic area."

He is working with a primary care physician network in Connecticut to develop this concept.

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

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

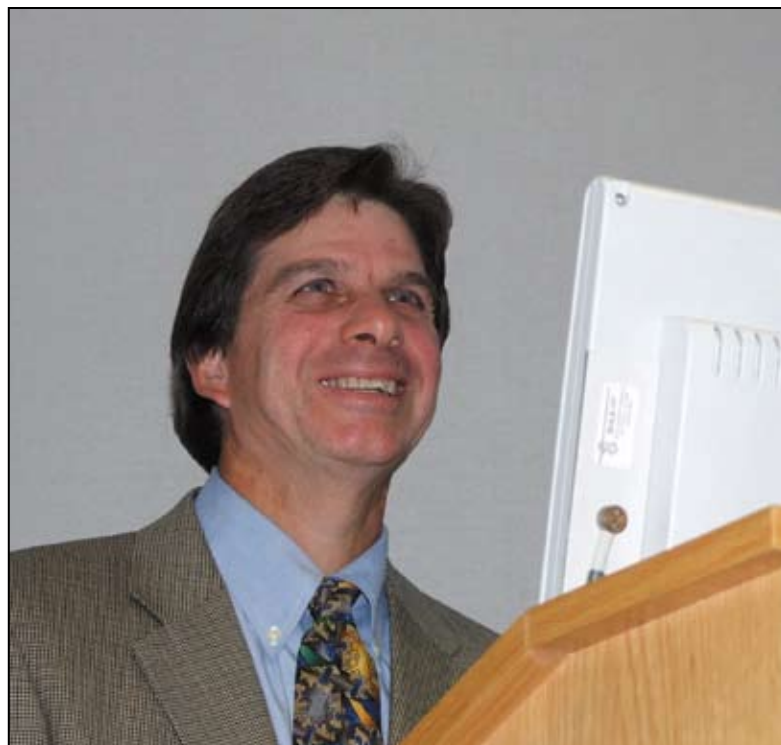


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Richard Fortinsky, the Physicians Health Services Endowed Chair in Geriatrics and Gerontology, studied dementia in the U.K. earlier this year.



