Sippestain Wins President’s Public Service Award

By William Wright

Professor Gary N. Sippestain, founder and director of the Center for Social Development and Education at UMass Boston, has been named one of six recipients of the 2007 President’s Public Service Awards.

Sippestain received the award in recognition of his work in addressing the needs of at-risk children and families, and founding the Center for Social Development and Education, recognized nationally for its expertise in enhancing social development of children with learning and behavioral problems.

The President’s Public Service Awards are presented annually to faculty members from the university’s Amherst, Boston, Dartmouth, Lowell, and Worcester campuses who have been nominated by the chancellors of their respective campuses for providing exemplary public service to the Commonwealth.

“This is the tenth anniversary of the university’s President’s Public Service Awards and this year’s winners continue in the impressive tradition of the earlier winners,” said UMass President Jack M. Wilson. “The achievements of these six professors are a credit to all of the dedicated, talented and hardworking faculty members who teach at our campuses in Amherst, Boston, Dartmouth, Lowell, and Worcester and also contribute so much to our communities, locally, statewide, nationally, and globally. Their passion concerning their professional fields and their commitment to their students, colleagues, and fellow citizens are exemplary.”

President Wilson added, “We want to add our own recognition to that which they typically receive from national and even international organizations. It is important that we acknowledge how much we value their presence within the UMass system.”

$7.7 Million NIH Grant Will Address Community Health, and Health Care Disparities

By Jim Mortenson

The University of Massachusetts Boston will establish an exploratory research center for health and health care disparities. The community-based project is funded by a $7.4 million, five-year grant from the National Institutes of Health (NIH). The center will be called the HORIZON Center, to reflect its four core missions of providing healthy options, research, interventions, and community organizing.

“UMass Boston is proud to partner with the Harvard School of Public Health in working with the Cherishing Our Hearts and Souls Coalition of Roxbury to address and resolve health disparities in our communities,” said Chancellor J. Keith Motley. “We propose to increase the number of local agencies, community organizations and residents who contribute to and participate in research, training, health promotion, and community organizing activities.”

The Harvard School of Public Health (HSPH) has played a major role in the development of the project since its inception five years ago. The grant comes directly from the NIH’s Center on Minority Health and Health Disparities. The HORIZON Center’s four core missions, as well as its research and pilot projects, are all designed to strengthen the evidence-based practices and strategies for understanding and training practitioners in reducing health disparities.

The HORIZON Center will focus on community-based participatory research in neighborhoods with high levels of health disparities. HSPH has been working in partnership with a community research advisory board and participants from the Cherishing Our Hearts and Souls Coalition, based in Roxbury. This Roxbury partnership will be a vital part of the new HORIZON Center.

The center is named for the recently released Boston Public Health Commission’s Disparities Report which found that across a lifespan Boston’s racial and ethnic groups have strikingly disparate risks of illness and death. Black Bostonians as a group have the worst health compared to all other residents on a broad range of indicators, with higher rates of preterm birth, obesity, diabetes, hypertension, heart disease, hospitalization, cancer mortality, and premature death from a variety of conditions.

In addition to producing evidence-based models for eliminating health disparities in urban communities, the project, led by UMass Boston, sets the stage for tremendous institutional capacity building and even greater opportunities for reducing health disparities in minority communities in the United States.

Sippestain with Chancellor Motley. (Photo by Martin O’Connor)

IN THIS ISSUE

Page 2

Dorchester teens team up with UMass Boston on Job Shadow Day

Page 3

Nursing students try out new high-tech lab

Curious about the economy? Turn to page 5 for some answers.
"I was very pleased to hear that Professor Siperstein’s work has been recognized by President Wilson," said UMass Boston’s Chancellor J. Keith Morley. “His teaching, his research work at the Center for Social Development, and the hands-on work he does with children of all abilities at Camp Shriver, are perfect examples of the pursuit of UMass Boston’s mission: educating students, advancing knowledge, and helping those around us.”

“UMass Boston has always recognized the importance of providing opportunities to and supporting individuals from diverse backgrounds. I along with my staff, with whom I share this award, have over the last three decades embraced this ideal and the common vision that children with disabilities share more similarities than differences with their peers without disabilities,” said Siperstein. “This belief is best evidenced in our establishment of Camp Shriver here on the UMass Boston campus. In our fully inclusive sports camp, children with and without disabilities come together to play, learn, and cheer each other on.”

Since the inception of the President’s Public Service Awards in 1999, a total of 59 UMass professors have received the honor. The State House will host an exhibit, featuring information about and photographs of this year’s winners, in Doric Hall from February 19 through 29.

The other 2007 President’s Public Service Awards winners are:

- M. Idali Torres, PhD, Professor of Public Health, UMass Amherst: For her longstanding dedication to enhancing the public health of our communities, addressing public health issues in communities throughout Western Massachusetts, with a particular focus on the cities of Springfield and Holyoke.
- Memory A. Holloway, PhD, Associate Professor of Art History, UMass Dartmouth: She is a model of civic engagement who has passionately merged her education and research with service to the community. She believes that public service is an integral part of education and that showing students how to serve by positive action is an important part of their university education. Her public service has included feeding the SouthCoast region’s neediest and engaging her students in that effort.
- Kay G. Roberts, PhD, Professor, Department of Music, UMass Lowell: She has dedicated her career to advocating for the underrepresented and overlooked in society, promoting music education for children and using music as a bridge to connect cultures. She utilizes her love of music to reach out to the community, advancing K-12 music education in the City of Lowell.
- Fred Martin, PhD, Assistant Professor, Department of Computer Science, UMass Lowell: With the goal of transforming science education, based on the concept that science is rigorous, not “ordnarily,” he is a champion of K-12 science education using robotics as the platform to encourage creative scientific investigation for students and teachers.
- Stephen J. Doxsey, PhD, Professor of Molecular Medicine, Biochemistry and Molecular Pharmacology and Cell Biology, UMass Medical School: He is the cofounder of the program “UMass Laboratories for Worcester Area High Schools,” which brings high school students to the UMass Medical School campus for hands-on research experiences in state-of-the-art labs, while providing opportunities for faculty to encourage high school students to consider careers in the sciences.

The awards were presented on February 6 at the University of Massachusetts Club in Boston.
Cindy Thomas, the coordinator of people with disabilities, says of research activities to look at the structure of disabled care in Massachusetts and the UMass Medical School, which received $1.4 million from the CMS through Medicaid Services (CMS).

The grant, which is funded by the state this year to share a new installment of insulin and caring for its disabled residents, means that the funds cannot currently exist will have changed in ways that will lead to more efficiency in Massachusetts’s disabled care system, such as increasing the number of changing the ways in which Massachusetts’s disabled population receives affordable health care coverage. One project, spearheaded by the ICI, explores the effect of educating “peer-to-peer” networks of disabled people about their health care options.

“People trust their peers,” Thomas says. “We call our neighbors a family to them.”

“It’s different from a paper-and-pencil test,” says Walsh. “It totally mimics the clinical setting. If they make a mistake, they learn from that mistake, but no harm is done to the patient.”

Later, the students can watch tapes of their performance, or review the digital recording of the simulator’s vital signs to see how it responded to their “treatment.”

“This is helping them be reflexive practitioners,” says Walsh.

In the near future, the center’s impact will reach beyond the walls of the university. Soon, Walsh says, the department hopes to form partnerships with healthcare agencies, public schools, and hospitals. Along with teaching UMass students, the new lab will host skills-building workshops for healthcare providers, outreach to local schools, and classes for the community.

“Our goal is to have this be a regional center for training simulation,” she says.

“I am particularly excited to have a state of the art facility of the highest quality for our outstanding students, who deserve the best,” said CNHS Dean Greer Glazer.

“I believe it will be a draw for students and faculty.”

Downstairs on the second floor, in the old nursing headquarters, students crowded around antiquated equipment in a small room that served as both lab and classroom. Faculty stressed the importance of handwashing, but the lab had no sinks. Exercise and Health Sciences students were a building away in Wheatley, making collaboration with the nursing program tough.

Now, with 5,100 square feet, the CCER is several times the size of the old nursing lab. A spacious classroom hosts several workstations where groups of students can practice clinical skills. The center has three exam rooms and a critical-care room, each equipped with modern hospital equipment like “smart” IV towers and headwalls. A new Exercise and Health Sciences lab, just next door to the main nursing classroom, features state-of-the-art fitness testing and exercise equipment. Video cameras mounted in every room are connected to a central AV system.

The high-tech equipment is exciting, but Walsh is also pleased with the lab’s basic amenities like sinks and closets. With the expanded space, there is now room for more patient simulators; the CCER is now home to two SimMan simulatons, a BabySim, and over a dozen others from the VitalSims line. Next to join the cast is Noel, a pregnant mother designed to teach students about the birthing process.

For students, the high-tech simulators and advanced AV equipment means that their nursing education is becoming more and more like treating live patients in a real hospital. Confronted with a simulator “patient” that has been preprogrammed to have certain symptoms, students have to act quickly and decisively. The simulatores respond to the students’ actions, and can even “die” if given the wrong treatments. Sometimes faculty will assign a role-player to act as a family member, to make sure students can practice the communication skills they’ll need in a real emergency.

“It’s different from a paper-and-pencil test,” says Walsh. “It totally mimics the clinical setting. If they make a mistake, they learn from that mistake, but no harm is done to the patient.”

The system and services that the ICI offers are helping people with disabilities to get on their feet and work toward self-sufficiency. The ICI’s effort will be to evaluate how well peer-to-peer education works. “Did the peers we train provide accurate information? Did they change any attitudes? These are the questions we’ll ask,” Thomas says.

Thanks to the support of UMass Medical and the CMS, the ICI hopes that in four years, this work will fuel confidence and self-sufficiency in Massachusetts’s disabled community, as well as show up the state’s work.

“The system and services that currently exist will have changed in ways that will lead to more employment outcomes for people with disabilities, and ultimately that people with disabilities can be part of the solution when we talk about what our labor force might look like five years from now,” Thomas says. “We’re very excited.”
Pryor Brings Media and Political savvy to WUMB Public Affairs Show

By Danielle Drellinger

To understand new Commonwealth Journal host Janis Pryor’s resume, you need a split screen. On one side: media. On the other: politics. The unifying principle? Her engagement in both action and ideas.

WUMB station manager Pat Montel said of the 40-plus applicants, Pryor “had the widest range of information. She knew a little bit about everything. That’s obviously what you want when you have a program that’s as wide-ranging as Commonwealth Journal.”

The show has aired every Sunday since 1999. Even before Pryor took over in September of this past year, she already had a full plate, including acting as a consultant to corporations and governments on what she calls “hard-to-talk-about issues,” working on the second edit of a memoir about her mother, making art with abstract pastels. She has also studied architecture—which will come in handy when former Boston University president John Silber stops by to talk about his new book. She’s also studied art with abstract pastels. She has called to cast about creating a “more democratic” interior design business that wouldn’t break clients’ banks.

Pryor considers her range of interests “both a blessing and a curse,” she said. “I’m someone who gets bored easily, and frankly the appeal of both the media and politics is that it changes.”

Coming to Commonwealth Journal “was not planned,” Pryor said. A friend sent her the part-time job listing. Still, “she walked in the door and it was obvious she wanted the job more than anyone else,” Montel said.

Despite her long list of activities, in fact, Pryor had felt a little disconnected working on her own. “I was looking for a way to get back into the world,” she said.

In years past, Pryor produced documentaries about Jesse Jackson, worked as an independent video producer; and consulted on media relations for the then-fledgling, now-influential TenPoint Coalition against local violence. She worked on all the major television networks, and even though she hadn’t been an on-air host in years, Pryor landed the job, and says she’s enjoyed it even more than she had imagined.

“I didn’t expect it to be fun!” she said, citing an interview with a man who collects thermometers.

This kind of story, she continued, contrasted with her work in live television, where “if something was fun it was very fleeting.”

Her goal for Commonwealth Journal matched the station’s. Pryor wanted “to bring a more conversational tone to the program, to make it more accessible, slash-comfortable.” She added, “I don’t want the audience to either yawn or go, ‘Wha?’”

Montel said WUMB was looking to make the show “more like a Terry Gross-type program, Fresh Air.” The station has retained a consultant to overhaul its programming mix who coaches Pryor from time to time. As for the topics to talk about, Pryor felt that her input is welcomed but said she largely left choices to the producers. “I highly respect the role of the producer, having been one,” she said.

Montel said 30-40% of the show’s interviewees come from UMass Boston. The challenge is balancing the show’s role in the university with the need to please the broad spectrum of listeners, given that thirty stations carry the program statewide.

To accomplish that, the production team digs to find out what’s going on. Many faculty and staff focus on their work, not getting publicity. Montel said. Pryor puts equal value on airing stories that go deeper than the day’s headlines. “First and foremost we need to inform people” and get beyond “if it bleeds, it leads.”

She said, “The more complex things are, the more we need to know. My first line of attack is to inform and educate.”

The university can play a role in creating this dialogue, she thought—not only through Commonwealth Journal but by simply continuing to thrive. Since coming on staff, she’s found UMass to be “an extraordinary place,” she said. “It really reflects the world as it is. UMass Boston makes the city of Boston honest people.” Pryor explained that she came to Boston via New York City and the deep south in the 70’s, just at the time Ted Landsmark was attacked on City Hall Plaza. She concluded that “this was a place that black people were not safe anywhere.”

In the intervening years, however, UMass Boston has become a microcosm of the new Boston. “What institution or institutions reflect the goal of what Boston wants to be? UMass Boston,” she said. “It’s a great mix of the reality that is the city and the world.”

She looked forward to continuing to connect that spirit and the community. In fact, she’s even considering finding a second job—at UMass Boston.

UMass Boston, Partners HealthCare Promote Diversity in Nursing

By Kauahil Prakash

Through its College of Nursing and Health Sciences (CNHS), the University of Massachusetts Boston is focused on addressing a critical need in healthcare: increasing the diversity of the nursing workforce so that it more closely reflects the population and can better serve patients. This past year, as part of this effort, UMass Boston is collaborat- ing with Partners HealthCare to embark on an innovative initiative that aims to provide opportunities for certain students to enroll in a high-quality nursing education program.

The initiative, called The College of Nursing and Health Services/Partners HealthCare Clinical Leadership Collaborative (CLC), is facilitating the successful progression of socioeconomically disad- vantaged students through the generic nursing program offered at CNHS. Students in the program are provided with full tuition, fees and stipends. Upon successful completion of the program, each student will be offered full-time employment as a registered nurse in a Partners HealthCare institution. Partners has agreed to fund this collaboration for two years.

According to Marion E. Winfrey, EdD, RN, dean of CNHS and project director, the collaboration is the kind of investment in the future that will pay dividends for years to come.

“Our students will receive excellent clinical experiences, financial support, and learn under the guidance of professionals who are Partners HealthCare nurse,” Winfrey says. “And when these students have completed their training, Partners HealthCare will know that there is a group of well-prepared nurses who not only will provide outstanding care to patients but will also reflect the multiplicity of cultures that make up our society today.”

The CLC initiative is being co-ordinated jointly by Greer Glazer, PhD, RN, dean of CNHS, and Jeanette Ives Erickson, RN, senior vice president of Patient Care Services and chief nurse at Massachusetts General Hospital. Ives Erickson says finding creative and effective ways to diversify the workforce is critical to the future of nursing. “The good news is that we are, in fact, starting to see a shift in the composition of the nursing workforce to more accurately mirror the composition of our patient population,” she says. “But clearly we have much more work to do. To build on the emerging multiculturalism in nursing, we must offer rewarding clinical experiences and connect students with supportive and committed mentors who can help guide them into their nursing careers. Mass General and Partners HealthCare are very pleased to be part of this important program.”

The need for such a program was brought to light in the Sulli- van Commission’s 2004 report, In the Nation’s Compelling Interest: Ensuring Diversity in the Health Care Workforce, which points out that even though African Americans, Latino Americans, and Native Americans comprise 25% of the U.S. population, only 9% of the nation’s nurses belong to these groups. The CNHS and CLC collaboration would make a significant contribution toward increasing this number.

To participate in the CLC, students must have a cumulative GPA of 3.0 or higher, a good record of leadership activities in class, clinical settings, or the community, and full-time student matricula- tion in the CNHS generic nursing program. Nineteen students have been selected for the initial pilot. The program will lay emphasis on imparting strategies for effectively managing the various socioeco- nomic issues that CLC students may encounter in their professions. RNs. The project will also provide participants with academic and professional career support services to facili- tate success in the baccalaureate program.
On the Economy, McCormack’s Weller Is Media’s Go-to Guy

By Julia Reischel

Christian Weller, an associate professor of public policy who took up his post at the McCormack Graduate School of Policy Studies last September, doesn’t really mind being called a pundit. “I call it ‘insta-pundit,’” he chuckles.

Though he has become a popular economic commentator who regularly makes appearances in media outlets like Bloomberg News, The New York Times, and Lou Dobbs Tonight on CNN, Weller thinks of himself first and foremost as a working economist. During his first semester at UMass, he vigorously taught and published even as he kept up his hectic schedule of explaining economic issues to the press.

Weller didn’t set out to be a talking head. He began his career in 1985 as a banker in Germany, where he spent more than a decade working for Commerzbank, one of the largest banks in the country, eventually helping open new branches in East Germany after the fall of the Berlin Wall. After that, Weller decided to leave the business world to study finance behind the money he was handling.

“I wanted to do something that I felt was more socially valuable,” he says. “Always liked writing, speaking, and academia, and I wanted to have more control over the kind of work that I do.”

So Weller came to the United States, where he earned his PhD in economics at UMass Amherst. After he graduated, however, he felt himself drawn away from pure economics into something regular money he was handling.

“After he graduated, however, he felt himself drawn away from pure economics into something regular money he was handling.”

There, Weller learned to put his knowledge of economic policy into action, by learning to translate the often impenetrable language of economics into something regular people could understand. Eileen Applebaum, Weller’s boss at EPI, remembers Weller’s enthusiasm for the job and his natural ability to explain complex economic issues to laymen. “Christian learned a lot while he was here,” she says.

“He learned a lot while he was here.”

“EPI was a great training ground for learning how to apply what I learned in grad school to policy, and to communicate,” Weller agrees. “[Economists] serve a gatekeeper function. The more we talk in jargon, the less people understand.”

At the same time, EPI sowed the seeds for Weller’s return to the academy. “EPI always valued the participation of researchers in the academic field,” Weller says. “It taught me that I liked both.”

But Weller wanted to do more than discuss economic policy—he wanted a hand in shaping it. That’s how he got a job at the Center for American Progress (CAP), a progressive Washington, D.C., think tank that advises legislators, politicians, and the media on policy issues.

At CAP, Weller honed his communication skills and began his climb up the punditry ladder, with help from CAP’s very active press outreach staff.

“CAP, Weller honed his communication skills and began his climb up the punditry ladder.”

“He speaks in plain English,” says Sean Gibbons, the director of media strategy at CAP. “The running joke around the office is that most economists tend not to speak English. English is not Christian’s first language, but he speaks English better than most economists.”

At CAP, Weller fielded multiple interviews a day with media outlets. He also helped Washington insiders—including several of the current Democratic presidential candidates—develop their economic policies. At the same time, Weller published papers, wrote articles for mainstream media outlets, and continued pursuing original research, including monthly “economic snapshots” about current issues in the economy.

“Economists.”

Weller also embraced new technologies like YouTube to deliver his economic analysis to a broad audience. His YouTube segments are some of CAP’s most-watched productions. Especially popular last year were his prescient early warnings about the impending collapse of the housing market, a trend that he predicted before most experts.

“Economists.”

“He called it early,” Gibbons says. “He had some perspectives that maybe some other economists hadn’t had.”

Now Weller has brought those perspectives to UMass Boston, where his progressive and practical economic style fits well with the school’s public urban mission. Here, in addition to conducting his research, Weller can collaborate with the McCormack School’s hands-on staff and interact with students. This fall, Weller taught a graduate course in economics for policy analysis, giving a new generation of economic experts a basic grounding in the field. Since the day of the McCormack School, is delighted to have Weller on board, especially as the country seems to be heading toward a recession and needs the guidance of economists more than ever.

“The seeds for Weller’s return to the academy.”

“Of many of things we are looking for in our new faculty at McCormack Graduate School is the ability to bring visibility and credibility to our program,” Crosby says. “Sometimes that will be through academic scholars, and others it will be through applied policy work in the media and non-academic publications. Christian is particularly well-known and experienced as a public commentator on retirement security issues—which are today in the forefront of political and policy debate. We are lucky to have him.”

Osher Foundation Grant to Fund New Scholarships

By Kaushik Prakash

The Board of Directors of the Bernard Osher Foundation has approved $2.1 million for the Osher Lifelong Learning Institute (OLLI) and the Reentry Scholarship Program at University of Massachusetts Boston.

The Foundation, established in 1977, provides post-secondary scholarship funding to colleges and universities across the nation, with special attention to reentry students. The Foundation also supports a growing national network of lifelong learning institutes for seasoned adults located at nearly 120 colleges and universities from Maine to Hawaii.

The funding represents the largest private gift in the history of UMass Boston. Two grants of $1 million each will support separate endowments for the OLLI and Osher Reentry Programs, while the remaining $100,000 will provide funding for current operations. The Osher Foundation’s endowment gifts will be matched by $500,000 each through the Massachusetts Public Higher Education Endowment Incentive Program.

“We applaud UMass Boston’s passionate commitment and deep capacity to serve diverse and serving urban students of all ages and at all stages of their lives,” said Mary Bitterman, president of the Osher Foundation. “We are confident that the endowment gifts for the Osher Lifelong Learning Institute and Osher Reentry Scholarship Program will receive excellent stewardship, and we are delighted that the matching Endowment Incentive Program will allow the benefit of our contribution to be greatly enhanced.”

“UMass Boston is committed towards providing the best education to one of the most diverse student bodies in the U.S.,” said Chancellor J. Keith Motley. “This investment by the Osher Foundation will enable the university to live up its dream of providing the best urban education to students of all ages and socio-economic backgrounds.”

The Osher Institute for Lifelong Learning and the Gerontology Institute at the John W. McCormack Graduate School of Policy Studies offers a learning environment that enriches the intellectual, social, and cultural lives of adults aged 50 and over who share a love of lifelong learning.

An annual membership in the program entitles individuals to participate in over 70 non-credit courses and other educational offerings specially designed for older adults on a variety of topics from global studies and poetry to negotiation skills.

The Reentry Scholarship Program offers 10 annual scholarships of $5,000 each to students ideally between the ages of 25 and 50. The program is aimed at benefiting students who are working toward their first bachelor’s degree after they had been interrupted for approximately five years.

The Bernard Osher Foundation, a 30-year-old philanthropic organization headquartered in San Francisco, supports higher education and the arts. Post-secondary scholarships are provided to selected institutions nationally, with a recent emphasis on meeting the needs of reentry students.

The Foundation also funds integrative medicine centers at Harvard University, the University of California, San Francisco, and the Karolinska Institute in Stockholm, Sweden, as well as a career development awards program at NIH’s National Center for Complementary and Alternative Medicine. Arts grants, generally made to organizations in the San Francisco Bay Area and the State of Maine, seek to bring new and younger audiences to classical music and the performing arts.

February 2008 • The University Reporter • 5
At the Life Sciences Talent Summit at UMass Boston last week, the University of Massachusetts and Genzyme Corporation announced the launch of an innovative new scholarship and internship program for University of Massachusetts students.

Called the “Genzyme/UMass Scholars Program,” the partnership will give a select group of UMass undergraduate students from across the university’s four undergraduate campuses the opportunity to participate in a hands-on summer internship program at Genzyme. Upon successful completion of their internship placement, the UMass/Genzyme Scholars will receive a grant of $5,000 each toward their senior-year tuition and fees. As students enter their senior year, Genzyme’s University Relations Department will assist each student with potential job opportunities at Genzyme.

“It is critical for Genzyme and for others in the life sciences industry to strengthen our connection with UMass and with the other local academic institutions that have helped to create a world-class culture of innovation in this region,” said Henri A. Termeer, chairman and chief executive officer of Genzyme Corp. “We are very excited to partner with UMass on this program that will support students eager to pursue careers in biotechnology and which will help us identify talented young people who may one day make important contributions to our company and the patients we serve.”

The internship and scholarship program will strengthen the partnership between Genzyme and the University of Massachusetts and connect students with valuable internship experiences at Genzyme which could lead to career opportunities there and at other Massachusetts life sciences companies after graduation.

“I want to thank Genzyme for its strong commitment to University of Massachusetts students. This is yet another example of the benefits of private-public partnerships—it provides great opportunities for our students, opportunities that can help them begin careers in the growing field of biotechnology and which will help them develop a personal perspective on how Genzyme’s biotechnology products are developed and brought to market. They will also see how these products are helping to improve the quality of life for healthcare patients around the world. Genzyme currently offers more than 150 internships and cooperative opportunities across all areas of the company.”

“The Board of Higher Education [BHE] is pleased to support the Genzyme/UMass Scholars Program,” said Dr. Patricia Plummer, chancellor of the Massachusetts Board of Higher Education. “A STEM Scholar Intern Matching Fund has been established through the BHE to match private scholarships with internships to attract and retain students in these difficult fields. This collaboration between Genzyme, the University of Massachusetts, and the BHE could be a model for other corporate leaders wishing to ensure that Massachusetts has a strong STEM workforce to maintain its leadership position in these fields.”

Looking Good in Blue at Winter Blast

During the kickoff of Winter Blast, students, staff, and faculty enjoyed coffee and snacks, and modeled their always-fashionable UMass Boston ski hats. (Photos by Harry Brett)
PROFESSIONAL AWARDS

On January 6, François Carré, research director of the Center for Social Policy at the McCormack Graduate School of Policy Studies and Public Policy PhD candidate Brandynn Holgate presented a paper at the 2008 meetings of the Labor and Employment Relations Association at the Social Science Associations Annual Meeting in New Orleans. The paper, coauthored with Professor Tilly of UMass Lowell, is titled “Continuity and Change in Low-Wage Work in U.S. Retail Trade.”

Arthur Eisenkraft, Distinguished Professor of Science Education, presented the keynote address at the Washington State Lasco Instructional Materials Showcase, and delivered an invited paper at the Office of Superintendent of Public Instruction (OSPI) January conference. Dr. Eisenkraft is also serving as an expert reviewer of the Washington State Science Standards.

Professor Samak Movahedi of the Sociology Department discussed the conference presentation of “I Love You That’s Why I Ignore You” at the Scientific Meeting of the Psychosomatic Society of New York, East, on January 12.

Peter Kiang, Professor of Education and Director of the Asian American Studies Program, delivered the keynote address, “Curriculum, State Policy, and the Importance of Chinese American History,” at the Annual Meeting of the Greater Boston Chinese Cultural Association in January.

Professor of Gerontology Nina M. Silverstein made two presentations at the 87th Annual Meeting of the Transportation Research Board (TRB) in Washington, D.C.: “Twentieth Anniversary of Special Report 218: Enhancing Safe Mobility of Older Drivers,” and “Fitness-to-Drive in Early-Stage Dementia: Two Instrumented Vehicle Studies.”

Denise Patmon, an associate professor in the Graduate College of Education, was a keynote speaker at the 2012 Annual Faculty Development Workshop at Rhode Island College on January 15. Her presentation was titled “When Soliloquy Becomes Dialogue: Teaching Them All.”

PUBLICATIONS

Lisa Congrove, an assistant professor in the Department of Counseling and School Psychology, cowrote the article “Further Psychometric Testing of the Home Care Nursing Scale” in Research in Nursing & Health, and “Home Care Nurse Shortage 2007” in Caring Magazine.

Christian Wilier, an associate professor in the Department of Public Policy and Public Affairs, coauthored two chapters in the book Employee Pension: Policies, Problems & Possibilities.

Assistant professor Karen Dew of CNHS received a $49,000 grant from the Health Resources Service Administration for “Advanced Education Nursing Traineeships.”

Assistant professor Barry H. Frey, G. Gordon and Ada E. Frey Professor of Gerontology, and coauthor of “The Theory of the Firm, the Theory of Competition, and the Transnational Corporation,” was awarded an $809,000 grant from the National Science Foundation for “Building Citizen Engagement and Conflict Resolution Skills in Civil Society: An Exchange Program for Nigerian Youth Leaders.”

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Governor visits campus for Life Science Summit

On February 2008, Governor Deval Patrick chats with Chancellor Keith Molody at the Life Sciences Talent Summit, held at the Campus Center on February 1. At the summit, leaders from the business, political, and higher education worlds met to discuss ways to better coordinate the state’s economic and academic efforts. (Photo by Barry Brett)