NIH Funds Study of Visualization in Health Education on Highway Pollution in Downtown Boston

Wong and her study colleagues will develop map-based, bilingual (Chinese and English) computer visualizations of particulate pollution in Chinatown. Teenagers familiar with computer technology will learn to use the visualization tool and then teach adult immigrants.

While a growing number of health data repositories are available to the public, not everyone can access or use the information. Chinatown has been selected as the study site because many of its residents face known obstacles to health literacy, such as poverty, lack of high school degrees, and limited English proficiency, which makes it extraordinarily difficult to access and comprehend health information. (continued on p. 6)

$2.5M from Department of Justice to Develop Mentoring for Children of Incarcerated Parents

Rhodes, the director of the MENTOR/UMass Boston’s Center for Evidence-based Mentoring, will lead a team of practitioners and researchers in youth mentoring as they develop and evaluate a demonstration program to increase the effectiveness of these mentors. The U.S. incarceration rate has quadrupled over the past 40 years, making outreach to the children of prisoners more critical than ever. Nearly one in a hundred adults—22 million total—are in jail or prison, and more than half of all prisoners are the parents of minors. Estimates suggest that more than 2 million children in the U.S. (continued on p. 6)
Faculty, students, and alumni received some great news at UMass Boston’s annual research luncheon last December—Boston’s public research university brought in more research funding than ever before in the last fiscal year.

Vice Provost for Research and Strategic Initiatives & Dean of Graduate Studies Zong-Guo Xia announced that UMass Boston researchers received $60.15 million in funding in FY14—a 5 percent increase over the previous fiscal year.

UMass Boston faculty, alumni, and students also received more prestigious awards in FY14 than in previous years. Distinguished Professor of Biology Kamaljit Bawa received the 2014 MIDORI Prize in Biodiversity, and Assistant Professor of Nursing Emily Jones is one of just 12 nursing educators from across the country to win a prestigious grant from the Robert Wood Johnson Foundation Nurse Faculty Scholars program.

“Today, we say thank you for all that you do for our students, our community, and the people of the commonwealth and beyond, thank you – your work is so important, you are so important,” Chancellor J. Keith Motley told the assembled crowd at the 8th Annual Celebration of Faculty, Staff, and Students for Their Contributions to Research, Innovation, Scholarship, and Creativity.

Frances Martinez-Pedraza, an advanced doctoral student in clinical psychology, talked about her dissertation project on screening Latino families for autism spectrum disorder (ASD), funded by the 2011 Dennis Weatherstone Fellowship. Her dissertation has since turned into the Autism, Behavior, and Child Development Project, which has received a three-year $900,000 grant from the Health Resources and Services Administration, an agency of the U.S. Department of Health and Human Services.

Martinez-Pedraza said she came to UMass Boston from Puerto Rico to study with Professor of Clinical Psychology Alice Carter, a noted scholar in the ASD field.

Other speakers included Carter’s colleague, Assistant Professor of Psychology Abbey Eisenhower; Department of Gerontology Chair and Graduate Program Director Jeffrey Burr; and Professor of Remote Sensing Crystal Schaaf, who has served as the principal or co-principal investigator of research grants totaling nearly $24 million from NASA, the National Oceanic and Atmospheric Administration, and the National Science Foundation.

Alumna R. Turner Goins ’94, ’97, also spoke about her work as a nationally known specialist of issues related to American Indian aging. A member of the third cohort of UMass Boston’s graduate programs in gerontology, Goins is now Western Carolina University’s first Ambassador Jeanette Hyde Distinguished Professor of Gerontological Social Work.

The luncheon also focused on creative pursuits, with Jill McDonough, director of the Master of Fine Arts in Creative Writing program, and her former student, Danielle Jones-Pruett ’12, both reading each other’s poems. McDonough is the recipient of a 2014 Lannan Literary Fellowship in Poetry and Jones-Pruett received a Rona Jaffe Foundation Writers’ Award this year.

In his keynote remarks, Professor Emeritus of History Martin H. Quitt recalled how when he arrived on campus in 1982, there was a panel on the future of research at UMass Boston.

“One [panelist] expressed his reservations, his concern, that a focus upon research and scholarship might come at the expense of teaching, the central mission of the campus. The other outlined what he thought was the most appropriate kind of research at UMass Boston, applied research, which took up pressing, urban issues,” Quitt said.

Fifty years after the university’s founding, researchers at UMass Boston are doing just that.
Professor Gopal Rao, Fellow of the American Physical Society, and Distinguished Professor of Physics in the College of Science and Mathematics, UMass Boston, has been innovating new concepts in nonlinear optics for the past 40 years. His research work has resulted in over 120 papers in prestigious journals, numerous book chapters, as well as eight patents, with two more underway.

His group studies basic nonlinear optics and has successfully exploited the unique properties of trans-cis isomerization for various applications – all optical switching, modulation, optical bi-stability, logic gates, laser eye and sensor protection, optical Fourier techniques for medical image processing, holographic data storage, and slow and fast light. Over the years his group has been recognized for several achievements. To name a few, his paper on “Self-focusing on laser light in a liquid crystal” was selected for a press release by the American Physical Society in 1974. A popular version of the article was published in the Research Frontiers section of Physics Teacher. His group received the first annual “Nanotech Briefs Nano 50 Awards” for their work on “Light scattering of β-aligned carbon nanotubes” published in Physical Review Letters in 2004.

Most recently, his team is translating some of these patents into simple gadgets that can be used by the public, such as laser eye and sensor protection. The team is also working to commercialize two inventions: a simple inexpensive gadget for early detection of microcalcifications in mammograms for cancer diagnostics, and an optical Fourier phase contrast microscope (FPCM) that has the potential to facilitate significant breakthroughs in biomedical research.

The Fourier phase contrast microscope is one among many ways in which Rao’s group has been exploiting optical Fourier transform to enhance the features of both amplitude and phase objects. Rao’s ingenious microscope exploits monochromacity, intensity, and phase coherence of a low power laser, and photo induced birefringence of nematic liquid crystal as an all-optical self-adaptive phase filter. A coherent laser source instead of white light offers several advantages.

One can convert an FPCM into a multi-modal microscope using a notch filter – a system capable of displaying in real-time, brightfield, fluorescence, and edge-enhanced images in various combinations simultaneously. The laser allows Rao’s microscope to offer several unique advantages over traditional technology. For example, the FPCM can be converted into a multi-modal microscope using a notch filter. This allows it to do real-time display of both phase and fluorescence features of live cell dynamics at the same time. With the traditional phase contrast microscope, scientists had to obtain two separate images, first for phase features, second for fluorescent features, and then digitally register the images together. This meant that they could not monitor changes that occurred on smaller timescales of the order of micro- or nano-seconds. With the FPCM, one experimental arrangement can be used to capture both features at the same time.

The FPCM can even record the sequence of fast processes in a movie format. It has an additional advantage of being self-adaptive and user-friendly. Simply put, (continued on p. 10)
Faculty Profile: Jacqueline Fawcett, Professor of Nursing

Named by The Web Nurse as one of 20 most influential people in the field of nursing, Professor Jacqueline Fawcett’s guiding aim has been to encourage nursing students to be curious about the knowledge that guides their practice. Known internationally for her meta-theoretical work, she analyzes and evaluates the nature and structure of knowledge in nursing, and how that knowledge, formalized as nursing conceptual models (or paradigms) and theories can be used to guide nursing research, nursing practice, and care for people and to suspend judgments of their behavior. “The nurses’ job is to take care of people who are suffering horrible things. It doesn’t matter who they are, only that they are suffering. Whether they are victims of abuse or domestic violence or themselves perpetrators. And this can be a very difficult task. But if you situate your practice in a conceptual model, you don’t excuse their behavior but you help them to heal.”

Aside from providing practicing nurses with framework for their practice, conceptual models also guide nursing research. “All research starts with a frame of reference, or a conceptual model,” says Fawcett. “There’s an intellectual tradition you follow.” The selected conceptual model helps researchers categorize and critique research. “Some people in the field of nursing don’t recognize the need to start with or use a conceptual model.”

This is exactly where Fawcett’s contribution to the field has been most significant. Most graduate students, and even undergraduate students studying nursing now, use a conceptual model because Fawcett’s work is required reading.

Currently, at UMass Boston, Fawcett is working with several faculty colleagues to redesign the undergraduate curriculum to adapt it to a relatively new conceptual model, called the transitions framework, so that the students will be even more immersed in the knowledge behind the skills they use. In addition, Fawcett has been working with a faculty colleague, Carol Ellenbecker, to develop a conceptual model of the intersection of nursing and population health.

“I’ve always been able to teach what I write about at the university. This freed me up to do research. Too many nursing programs demand faculty to teach courses in areas where they may not have expertise, so they don’t have time to develop their expertise.”

Why is it important for nursing students to take interest in the theory behind the practice? Explains Fawcett: “As a practicing nurse, you encounter ordinary people who are experiencing extraordinary events, such as heart attacks, diabetes, cancer.” More to the point, each patient’s experience is unique. No two people may experience a heart attack the same way. “So if you don’t know the knowledge behind, say, taking the blood pressure,” asks Fawcett, “how are you going to interpret the meaning of the blood pressure reading? You have to situate your practice in conceptual models.” Conceptual models help nurses to treat each person as a unique individual, and to tailor care and treatment plans to his or her needs and preferences. “It teaches them what kinds of questions to ask, to learn what is bothering their patients.”

The mission of the professional discipline of nursing, explains Fawcett, is to not only generate and disseminate knowledge but also to use that knowledge in service to human beings. “You don’t just blindly do procedures, but you understand the procedures.” Nursing knowledge provides the understanding and perspective for practicing nurses to understand how to use that knowledge in practice.

(continued on p. 10)

- Recipient of the 2006 Chancellor’s Distinguished Scholarship Award
- Named in 2006 by The Web Nurse as “One of the Top 20 Most Influential People in the Nursing Field”
- Author or Coauthor of 11 books (including one fifth edition and two third editions), almost 200 journal articles, three monographs, and 95 chapters in books and monographs
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Faculty Profile: John Tobin, Professor of English

According to Professor John Tobin, Shakespeare’s favorite novel was a little-known ancient Roman text attributed to Apuleius called *The Metamorphoses* or *The Golden Ass*. Known as one of the oldest novels, or even the first novel, *The Golden Ass* centers around a man who is turned into a donkey because of his curiosity. Unaware of his humanity, people tell him stories they won’t normally tell anyone. Using this plot, Apuleius fills the book with tales of great scandal, as well as fairy tales of great beauty.

In one such fairytale Psyche, forbidden to ever look at her husband Cupid’s face, breaks her promise. She is standing over the sleeping form of the man she loves, and the molten wax of her candle drips on his body. This scene, so Tobin shows, finds its parallel in Shakespeare’s famous tragedy Othello. In Act 5 Scene 2 Othello, like Psyche, towers over the sleeping Desdemona whom he is driven by jealousy to kill, and yet loves so much so that his tears fall on her body. The scene also echoes the themes of mistrust and the mistaken desire for external proof, found in the story of Cupid and Psyche. Shakespeare makes use of various elements of *The Golden Ass* in 26 out of 40 plays. This happy discovery of one of Shakespeare’s most beloved sources marked the start of Tobin’s career as a Shakespearean.

Why is it important to interrogate Shakespeare’s sources? As with Shakespeare, all early works of literature suffer from the initial problem of the text. With Shakespeare, we do not know if he ever supervised the transmission of his manuscripts through the printing process. Some of his plays appeared in three different versions even during and immediately after his lifetime, such that we cannot be completely certain that all the words can be attributed to him or which of the three is to be preferred. For example, one of English literature’s most famous passages appears in three different forms immediately around its date of composition:

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Visualization in Health Education on Highway Pollution...continued from p. 1

Wong and her colleagues have formed a community partnership with the Boston Chinatown Neighborhood Center to engage teenagers and adults from the community in research on how visualization technology can aid learning about highway pollution and its health consequences. The partnership will enable community-based experts to give advice on how to tailor visualizations and animations to cultural and linguistic characteristics of Chinatown.

“We want to make the invisible particles visible to ordinary people in Chinatown. So we will create map-based depictions of pollution. The user will be able to point to any Chinatown location. An indicator will show the levels of pollution at different times of day,” explains Wong. “Interactive animations will also show lowered pollution exposure when people close windows in homes, walk at times and locations with lowered exposure, or install filtration or air condition devices in.”

Particulate matter in ambient air is a leading cause of mortality and morbidity worldwide. Studies show that as levels of ultra-fine particulate matter rise and fall at central monitors in a city, biomarkers of cardiovascular disease also rise and fall.

Wong will provide expertise on intergenerational communication, immigrant civic engagement, social policy, and participatory citizenship. UMass Lowell Professor of Computer Science Georges Grinstein, who is a founder of the open-source software Weave, will direct development of the visualization tool. Tufts University Professor of Public Health and Community Medicine Doug Brugge will guide the environmental health science components of the study.

Brugge is a leader of the Community Assessment of Freeway Exposure and Health (CAFEH), a community participatory study which has created a large and unique store of scientific data on ultra-fine particulate pollution in the Chinatown, Somerville, and Dorchester neighborhoods of the Boston metro area. The visualizations will be derived from the CAFEH’s data.

In addition, Tufts University Assistant Professor of Public Health and Community Medicine Susan Koch-Weser will contribute her expertise in health communication. UMass Lowell Associate Professor of Work Environment William Mass will direct his students’ involvement in training teenagers to use the Weave software.

Developing Mentoring for Children of Incarcerated Parents...continued from p. 1

(1 in 28) have one or more parents in prison, jail, or paroled—a troubling statistic that has profoundly affected a generation of families.

“Our goal in conducting this study is not only to enhance the quality of the mentoring services available to the children of prisoners,” said Rhodes, “but also to evaluate the efforts in ways that help inform practitioners and policy leaders across the U.S. about the protective role of mentoring in the lives of at-risk youth.”

Adult mentors can provide vital support to caregivers and children of prisoners. More generally, mentoring programs have been associated with positive effects—including reduced symptoms of depression and improved social, academic, and behavioral adjustment—among youth at high risk for poor outcomes. This is particularly true among children who lack strong relationships with other adults, and those who are at individual and environmental risk.

“Unfortunately, children of prisoners often experience premature match closures and other difficulties in their mentoring relationships,” said Rhodes, who is the Frank L. Boydren Professor of Psychology at UMass Boston. “With appropriate program enhancements, however, staff and volunteer mentors can be better equipped to meet the relational and behavioral challenges faced by these children.”

The project will take place over five years. Program enhancements will focus on developing evidence-based staff training and resources, encouraging more frequent match meetings, fostering more community partnerships, and improving recruitment and screening procedures. Rhodes and her colleagues hypothesize that these enhanced support practices will lead to more effective relationships between mentors and mentees. They expect stronger direct program practices to result in longer and stronger match relationships, thus leading to more positive youth outcomes.

“The University of Massachusetts Boston, as a member and active participant in our community, thanks the Office of Juvenile Justice and Delinquency Prevention for its support, and for joining us in this vitally important and ongoing endeavor,” said Chancellor J. Keith Motley. “This grant is another sign of our commitment to protecting and nurturing at-risk children, who possess the potential to lead healthy and productive lives as children as well as adults.”
Linda Huang, biology professor and graduate program director (pictured in the first photo), only moved into the new Integrated Sciences Complex (ISC) in mid-January, but she already has a favorite spot in the building. On the fourth floor, there’s a small graduate student lounge that juts out into space, giving the illusion that the desk and tables are floating over the roadway below.

“You’ve got the Boston skyline, you’ve got the harbor,” Huang said, marveling at the view. “Does it get any more gorgeous than this?”

The whole of the ISC is designed with spaces such as these in mind—spaces that students and faculty can use to connect, collaborate, and reflect. In the new year’s first week, professors and graduate students began painstakingly moving their labs into the new complex. Huang says that any lost or broken pieces of equipment could stop her research in its tracks. She compares the move to an extreme version of packing up grandma’s china plates.

Huang is one of three biologists sharing an enormous open laboratory space on the fourth floor. Alexey Veraksa (see first photo) and Katherine Gibson are biologists whose research overlaps with Huang’s in interesting ways. For example, Huang studies the cellular morphology of budding yeast. Veraksa studies how signals are sent inside of cells in flies. Huang and Veraksa have kept the door open between their labs in the McCormack Building for the last 10 years, and have seen firsthand how students benefit when they interact with their peers from other biology labs.

“There’s a lot of sharing and collaboration between my lab and the Veraksa lab,” Huang said. “Not only do they learn from Alexey and me, but they learn from each other. That’s only going to increase with the other people who are here.”

The energy inside the ISC is infectious. Faculty and graduate students check floor plans, rearrange furniture, and fret over their most precious equipment making the 1,500-foot journey from old laboratories to the new.

“On Friday, Alexey and I were both here early. He said ‘I felt like a little kid getting new toys.’ I was here at 7:30 in the morning, not because anyone made us come in, but because we wanted to move into our new offices!”

Two floors down, Bill Robinson (pictured in the last photo), a professor in the School for the Environment, is working with senior Felicia Woods to set up experiments in his new lab. Robinson studies bivalves (mussels and oysters) that he collects from New England coastal waters. Some of his samples come from Columbia Point, which he can see from his desk in his ISC office.

Robinson is also planning a collaborative research project with his ISC neighbor and fellow environmental scientist Helen Poynton. They plan to examine the synthetic estrogen found in birth control and its impact on marine muscles. But to Robinson, the benefits of the open, glass-walled labs go beyond his own department.

“In the last few days I’ve seen faculty in the biology department and in the physics department where I wouldn’t see them normally or I’d only see them at meetings,” he said. “I think that proximity is going to work really well.”
Fulbright-Funded China Program Opens Swinging Doors

Two years ago, Wanli Hu, director of the China Program Center in the College of Advancing and Professional Studies (CAPS), was handed a grant application by Zong-Guo Xia, vice provost for research and strategic initiatives & dean of graduate studies.

It was an application for a Fulbright-Hays Group Projects Abroad (GPA) and instantly Hu knew there was a synergy. “Since coming to the China Program Center, my passion has always been to be a cultural ambassador so people from different countries can experience other cultures and learn.”

The GPA program allowed applications for two different types of experiences. The first a short-term Chinese Language and Cultural Enrichment Program to take 15 teachers of Chinese language to Shaanxi Normal University for five weeks in the summer. There they would study language and culture, take field trips to Beijing and Shanghai, design curricula, and become American culture ambassadors. Hu and Fulbright-Hays Program Coordinator Kaitlyn Lee set about applying for a one-year grant.

The second application would be for a four-year Chinese Language Immersion Program through which 16 students each year would spend two semesters at Shaanxi University, participate in study tours through different cities and regions, stay for two, three-week periods in a home visit and avail themselves of an internship in the Xi’an High Tech Zone, China’s equivalent of Silicon Valley.

The UMass Boston China Program Center learned in 2012 that the short-term program would be funded for a year at $101,887. “I was very pleased,” says Hu. “Then we learned shortly thereafter that the four-year Fulbright-Hays long-term program was given the go-ahead with a grant of $1,174,301 to cover the operational expenses. We were one of only two American universities to receive this grant.”

Hu shared news of the success with Philip DiSalvio, dean of CAPS, and Dennis Maxey, associate dean, who were instrumental in helping with the application. “They, along with Darryl A. Mayers, assistant vice chancellor for contracts and compliance, Mark Jannoni, associate dean of students and others had been so supportive of our efforts, it was wonderful to tell the good news,” says Hu.

About the UMass Boston China Program Center

The China Program Center at the University of Massachusetts Boston seeks to advance scholarly and business collaborations between China and America through innovative programs including practical training, trade missions, government exchanges, and joint academic ventures.

The Center serves as an invaluable resource for entrepreneurs, political leaders, and academics by providing them with the specific tools needed to build successful American-Chinese joint ventures. It brings extensive business and cultural knowledge about the two countries to its audiences through innovative academic courses, training sessions, internships, workshops, and mentorships.

From preparations for the 2008 Summer Olympics to the explosive economic growth in China to the increased use of English, various leaders from China and America have already begun to realize the incredible advantages afforded them by the alliance of our nations. And as this cooperation increases, so do business and academic opportunities.

UMass Boston’s China Program Center addresses a number of important China-related issues — global leadership skills, university faculty training, and graduate and undergraduate degree programs — and for American audiences — knowledge of how to do business in China, China-based cultural programs, and courses that focus on the best practices in the teaching of Mandarin.
Two years later, there is much to show for their efforts. “There has been a wonderful reciprocal relationship that has developed and is continuing to grow,” says Hu. The highlight of the experience for most students has been the internship experiences that have allowed them to learn first-hand about how business is conducted in China.

“We had students working in organizations ranging from Fortune 500 companies to startups, from foreign-invested ventures to homegrown businesses, such as Rockwell Automation, New Egg, and Dragonfly,” says Lee. Some of the students in the program were invited on business trips to meet clients, while others worked on international initiatives.

“One team worked directly with the CEO of a company looking to establish an R&D center in Detroit for the third largest auto maker in China,” adds Hu. “The Chinese businesses were excited to have American interns and in turn, our students tell us it was the Fulbright-Hays experience on their resume that led them to be hired by industry leaders upon their return.”

Michael Place, one veteran of the program, says it was an invaluable experience. “I went on the trip to learn about China, but ended learning so much more. I came back a different person.” A political science major, he had worked with his fellow students in China on an in-depth research project on China business, specifically, on a new financial product from Alibaba, the largest E-commerce company in China. “Despite that it wasn’t my field, I was hired by a hedge fund company upon my return, because they recognized the quality of our research, and knew my capabilities went way beyond my undergraduate major.”

Similarly, says Hu, other students have been offered positions in the State Department, in investment banking, at General Electric, in a multi-national NGO organization, and one appeared as a guest on one of China’s most popular television programs. “It has been life-changing for so many of them.”

In addition to the impact on students, there are new inroads between UMass Boston and three segments in China; government, business, and education. Talks are underway with New Oriental, the largest English training company in China to bring a group of Chinese students to the United States for summer programs.

“Through the internships, relationships with government leadership within the Zone were cultivated,” says Lee.

This past summer, Shaanxi Normal University sent 20 English teachers to UMass Boston for a one-month training program that included other cultural immersion activities. And recently the College of International Chinese at Shaanxi Normal University submitted a proposal to ask the China Program Center to provide trainings for their Chinese teachers in the summer of 2015.

“Business executive training programs offering experiential and in-classroom learning for the executives working in the Zone, and an internship program for American college students are two pursuits in the near future,” she adds.

Hu and Lee have also been visiting other universities and colleges where they have are experiencing great success in recruiting students. Participants hail from University of California, Berkley, Stanford, Swarthmore, Yale, Boston College, NYU, Wellesley College, and Amherst College, to name a few.

“We are so grateful for all the support the China Program Center has received and as our students can attest, this has been life-changing for them, and for us as well.”
with the FPCM system Rao and his team are redefining traditional microscopy imaging.

The simplicity of Rao’s microscope is in line with his research methodology of using inexpensive tabletop equipment. In a field where using fancy equipment is the norm, incorporating inexpensive equipment can aid in the invention of gadgets that can be more easily commercialized and used for the benefit of human society. Rao made the switch early in his career. He started work in nonlinear optics using high power lasers, but switched to tabletop experiments with inexpensive low power lasers using thin films of some organic and biological materials.

The huge potential of Rao’s work on nonlinear optics has been recognized unanimously. He has been the recipient of several big-name grants throughout his career. Most recently, NASA awarded him a $200,000 Select Phase Small Business Innovation Research (SBIR) grant to design and develop a compact and rugged phase and fluorescent microscope for space utilization. In the past Rao has received grants from the NIH, the U.S. Army, the NSF, and Raytheon among other places, and several Phase I and Phase II SBIR grants.

Rao recalls his passion for the laser as the reason that propelled him to do research in nonlinear optics. “Back in 1959 I had come to Duke University as a research associate working in the field of magnetic resonance,” he remembers. “The laser had just been invented. And I knew the potential for research was huge.” Rao returned to his teaching job at Andhra University in India, but came back to the US in 1966 to work at Harvard University with the Nobel laureate Nicolaas Bloembergen, popularly known as the father of nonlinear optics. Soon after, in 1968, Rao moved across the river and joined UMass Boston as an associate professor. He received his first grant in 1970 from the NSF for studying nonlinear optics of liquid crystals.

Many years later, at a conference organized by the U.S. Army, Rao and a student presented a paper on nonlinear optics of polymers, and soon after, Rao was awarded his first major grant. He received around half a million dollars to work on nonlinear optical interactions of organic materials. Incidentally, this was also UMass Boston’s first major grant.

Rao credits his students and post-docs for making invaluable contributions to his research. “The only way to do sustained research,” he says, “is to have a lab where post-docs and PhD students work with you for several years.” Rao also involves undergraduate students in research. Some of his undergraduate students have presented research papers at conferences. Students not only take a major part in his research, they help him know his material better. “The best way to learn anything,” says Rao, “is to teach it. The quality of teaching is enhanced by research activity.” For Rao, research and teaching go hand in hand.

Throughout his career Rao has mentored numerous students, including one PhD candidate from UMass Amherst and another from UMass Lowell. He has also mentored about 30 master degree students. Most of these students have presented research papers at conferences. It comes as no surprise that Rao was listed as one among top ten professors at UMass Boston by Mass Media, a student-run newspaper.

Rao’s research goals are ambitious. He knows his work is laying the foundation for ground-breaking research in the biomedical and biological areas. And yet, he approaches his work with humility. “I always wanted to do something relevant, something that is useful to a large number of people,” he reveals. What brings him to work every day is quite simply, a love for science. “I am here,” he says, “because of the laser.”

For her part, Fawcett is always explicit about the conceptual model she has used, which for the past many years is the Roy Adaptation Model that allows her to do both qualitative, theory generating research, as well as quantitative, theory testing research, and even, mixed-methods research.

Her current research topics focus on women’s health. During her time at UMass Boston, Fawcett has collaborated with faculty colleagues and nursing students to conduct multi-site studies of women’s adaptation to motherhood, including one study of women in Finland, Australia, and four states in the U.S. The collaborative aspect of research and teaching is one of the many benefits of teaching at UMass Boston and for which Fawcett is grateful.

Another benefit is the ability to teach courses in the areas of her expertise. “I’ve always been able to teach what I write about at the university. This freed me up to do research. Too many nursing programs demand faculty to teach courses in areas where they may not have expertise, so they don’t have the time to develop their expertise.” Fawcett considers it extremely important that young professors be given the time and space to develop expertise and to capitalize on it.
One way to develop expertise is to publish as much as you can. “You can reach a far greater number of people if you publish, than, say, if you present a paper or poster at a conference.”

Fawcett practices what she preaches. One proof of this – she has published all of her research to date. “I was fortunate to have writing mentors early in my career. So, I try to reciprocate.” Fawcett has served as a writing and research mentor for staff nurses at Dana-Farber Cancer Institute and is constantly exhorting her students and junior colleagues to publish more often.

The desire to reach more and more people is what lies behind her decision to pursue teaching. “I always wanted to be a nurse,” reveals Fawcett. In graduate school, she realized she would not be content with a practice position. “I realized that as a practicing nurse, I would only care for a relatively few patients. But if I taught nursing, I could indirectly take care of the many, many patients whom each of my students took care of.” In a career that has spanned 50 years, the number of students and the number of patients whose lives Fawcett has affected is now countless.

Tobin...continued from p. 5

forced him to return to proven useful texts. The 30-40 books that we know that he read are available to us, so we can see what he saw.

A study of his sources helps us come to a closer understanding of what Shakespeare thought his plays were about. It also allows us to date more precisely when he composed a work.

Still, studying sources isn’t the only way to determine the meaning of a text. In fact, its exact opposite – performance history – can reveal as much about the text, as the text itself. As Tobin explains, “The text isn’t personally articulate – it depends upon ourselves who from our own experience make it speak.”

In his scholarly work, as well as his teaching, Tobin aims to achieve a balance between source studies and performance history. One of his 2 major editorial works, The Riverside Shakespeare (a huge, 2075 page tome that sits on his desk), published in 1997 (3rd edition due out soon) collects all of Shakespeare’s plays and poems, as well as a survey of recent criticism. The second, The Evans Shakespeare Series presents 9 of the major plays with performance history for each. Tobin, the general editor, is also the editor for Hamlet.

In his teaching experience, as well, Tobin strives to reinforce his belief that interpretation is just as important as the text. He gives the example of an instance where classroom interpretation helped him to reconsider an assumption he’d made about Shakespeare’s sonnets. For many years Tobin believed that the 5 people referred to in the sonnets were always the same: the speaker, the young man who was probably the Earl of Southampton, the dark lady, the rival poet, and the abstract personification of Time.

But repeatedly, Tobin’s students questioned his judgment. They questioned if the young man was necessarily always the Earl of Southampton, Couldn’t it be a new young man every time?

To avail himself of such happy discoveries, Tobin welcomes all questions. “There is no wrong question.” In fact, he claims, “It is better to be wrong in an interesting way than to be predictably right. The whole class learns.”

Tobin’s graduate seminars take the format of dialogues between and among the students. There is equity between the leader (Tobin) and the students, a “benign democracy” of sorts. His teaching philosophy aligns with his scholarship: We now value the reader as much as the writer. With Tobin’s help his students no longer fear Shakespeare or think that he is some awesome figure, but they become competent with Shakespeare’s language and text.

“You have to do both to be a proper scholar and critic,” insists Tobin. “Preserve the dignity of both the writer and the reader.” The modern reader is just as important as the people watching Shakespeare’s play in the 16th century, but not more important.

Tobin’s new work focuses on a little known contemporary of Shakespeare, a man named Thomas Nashe. Shakespeare borrowed heavily from Nashe. In fact, another one of western literature’s most famous passages, Mark Antony’s forum speech, the source of which has eluded scholars to date, Tobin believes, has its origins in an obscure work by Nashe, called Christ’s Tears over Jerusalem. In this play Christ talks about revenge suffering and makes references to Rome. Tobin believes Shakespeare, the perpetual borrower, put in the mouth of Antony what Nashe put in the mouth of Christ.

Tobin has found this archaeological work of digging up old sources of important text immensely rewarding. Tobin describes himself as “a happy teacher profiting from digging with the help of my students into an old text, and an even older text behind the text.”

In the great house of English literature, Tobin posits, there are many doors, many windows, and many interconnecting corridors. “You can walk down these corridors in any order and discover how one work leads to another. This is a never-ending pursuit that always leads to wonders.”
New Sponsored Awards

**Randy Albelda** *(Professor of Economics, College of Liberal Arts)* was awarded a two-year $30,937 grant by the Boston Public Health Commission for “Health Impact Assessment of Living Wage.”

**Mark Allio** *(Director, Small Business Development Center)* was awarded a one-year $2,500 operational support grant by the Boston Private Bank Trust Company.

**Mark Allio** *(Director, Small Business Development Center)* was awarded a one-year $287,000 operational support grant for the UMass Boston Small Business Development Center.

**Joan Becker** *(Vice Provost for Academic Support Services and Undergraduate Studies)* was awarded a one-year $15,364 grant by the UMass Medical School in support of the “Health Equity Scholars Program.” The National Institutes of Health is the prime sponsor.

**Matthew Bell** *(Assistant Professor of Engineering)* was awarded a one-year $49,154 grant by the Solid State Scientific Corporation for the study “Practical Traveling Wave Parametric Amplifier.” The U.S. Army is the prime sponsor.

**Lois Biener** *(Senior Research Fellow, Center for Survey Research)* was awarded a one-year $7,625 grant by the UMass Medical School to provide technical expertise to the UMass Center for Health Equity Intervention Research.

**Kathrin Boerner** *(Associate Professor of Gerontology)* was awarded a one-year $6,094 grant by Jewish Home Lifecare to collaborate with Lifecare researchers on data analysis and manuscripts based on the following two research studies: Driving Transitions Study; and Staff Bereavement Study.

**Dragana Bolcic-Jankovic** *(Project Manager, Center for Survey Research)* was awarded a one-year $188,230 contract by the Massachusetts Department of Public Health to complete the content and administer the “2015 Youth Health Survey.”

**Deborah Boisvert** *(Research Fellow, College of Advancing and Professional Studies)* was awarded a three-year $106,282 grant by the Education Development Center, Inc., in support of the “Massachusetts Exploring Computer Science Partnership.”

**Dragana Bolcic-Jankovic** *(Project Manager, Center for Survey Research)* was awarded a one-year $252,914 grant by the Lown Institute for a “National Survey of Physician Perceptions of Over Use of Medical Care.”

**Dragana Bolcic-Jankovic** *(Project Manager, Center for Survey Research)* was awarded a one-year, $18,635 grant by Beth Israel Deaconess Medical Center for the “Assessment of Bariatric Surgery Study.”

**Laura Bozeman** *(Associate Professor, School of Global Inclusion and Social Development)* was awarded a five-year $1,249,656 grant by the U.S. Department of Education in support of “Collaborative Partnerships in Orientation & Mobility.”

**William Brah** *(Director, Venture Development Center)* was awarded a two-year $60,000 grant by the Massachusetts Technology Collaborative in support of the “Global Entrepreneur in Residence Pilot Program.”

**William Brah** *(Director, Venture Development Center)* was awarded a one-year $588,848 grant by the Massachusetts Life Sciences Center to “Increase the Capacity of the Venture Development Center to Launch Additional High-potential Life Science Companies.”

**Solang Braut** *(Associate Professor, Department of Biology)* was awarded a two-year $33,176 award for Graduate Fellowship support by the National Oceanic and Atmospheric Administration.

**Francoise Carre** *(Research Director, Center for Social Policy)* was awarded a one-year $125,005 by the United Way of Massachusetts Bay to continue the “Thrive in Five” project for an additional year.

**Francoise Carre** *(Research Director, Center for Social Policy)* was awarded a one-year $125,005 by the Just a Start Corporation for the “Assessment for the Cambridge Biomedical Careers Program.”

**Jonathan Celli** *(Assistant Professor of Physics)* was awarded a two-year $363,905 grant by the Massachusetts General Hospital for the study “Low-Cost Enabling Technology for Image-Guided Photodynamic Therapy.”

**Lisa Cosgrove** *(Professor of Counseling and School Psychology)* was awarded a one-year $87,837 grant by the National Institutes of Health to conduct the study “Cross-Sectional Study of Clinical Practice Guidelines for Depression.”
Anamarija Frankic (Research Fellow, School for the Environment) was awarded a one-year grant of $5,765 by the National Oceanic and Atmospheric Administration via the Massachusetts Institute of Technology for “Assessing Water Quality Issues in the Savin Hill Cove Living Labs.”

Karen Gales (Director of Student Support Services, College of Nursing and Health Sciences) was awarded a one-year $100,000 grant by Harvard Pilgrim Health Care in support of the “Sail for Success Program.”

Michael Gilbert (Assistant Professor of Curriculum and Instruction) was awarded a one-year $9,750 grant by the Public School System of Framingham, Massachusetts for the study “Assessing Student Learning Growth Using Math, Science, and Engineering Practices.”

Mary Grigal (Senior Research Fellow, Institute for Community Inclusion) was awarded a five-year, $500,000 grant by the National Institute on Disability and Rehabilitation Research via Transcen, Inc. for “Vocational Rehabilitation Practices for Youth and Young Adults.”

Peter Golden (Staff Assistant, Institute for Learning and Teaching) was awarded a two-year $20,000 National Writing Project grant by the U.S. Department of Education to design and deliver “Teacher Leadership Development” activities for teachers in the Boston Public Schools.

Lisa Gonsalves (Associate Professor of Curriculum and Instruction) was awarded a one-year $42,000 grant by the Boston Public Schools (BPS) to support the “BPS/UMass Boston Teach Next Year Cohort of Color Pilot Program.”

Steven Gray (Assistant Professor, School for the Environment) was awarded a two-year $18,392 grant by Portland State University for the project “Scenarios for Fire-Adapted Communities: Understanding Stakeholder Risk-Perception.” The prime sponsor is the U.S. Department of the Interior.

Stelios Gragoudas (Research Associate, Institute for Community Inclusion) was awarded a one-year $35,000 grant by the Massachusetts Department of Elementary and Secondary Education to support the 2014 Summer Institute in Foundations of Secondary Transition.

Jason Green (Assistant Professor of Chemistry) was awarded a one-year $110,000 grant by the American Chemical Society for the study of the “Emergence of Entropy from the Mixing Dynamics of Complex Liquids.”

Lee Hargraves (Interim Director, Center for Survey Research) was awarded a one-year $67,000 grant by the Harvard School of Public Health for the study “Understanding Consumer Choice Dynamics in the Affordable Care Act State Marketplaces.”

Lee Hargraves (Interim Director, Center for Survey Research) was awarded a one-year $128,000 grant by the University of Connecticut for “Data Collection Contracting Services.”

Lee Hargraves (Interim Director, Center for Survey Research) was awarded a one-year $930,431 grant by Yale University to support the ongoing “Consumer Assessment of Healthcare Providers and Systems (CAHPS IV).” The National Institutes of Health is the prime sponsor.

Lee Hargraves (Interim Director, Center for Survey Research) was awarded a one-year, $40,000 grant by the Massachusetts General Hospital for a “National Survey on HIV in Black Americans.”

Lee Hargraves (Interim Director, Center for Survey Research) was awarded a six-month, $3,661 grant by the National Institutes of Health Clinical Center for the project “Preparation for Development of a Measure of Health.”

David Helm (Senior Research Fellow, Institute for Community Inclusion) was awarded a one-year 2014 Barbara Wilensky Gopen Fellowship ($20,000) by the Massachusetts Developmental Disabilities Council.

David Helm (Senior Research Fellow, Institute for Community Inclusion) was awarded a one-year $140,853 grant by Children’s Hospital Boston to support the Leadership Education in Neuro-developmental and Related Disabilities (LEND) Program.

Maria Ivanova (Associate Professor of Environmental Global Governance) was awarded a one-year $100,000 grant by the Swiss Confederation for the Environment as support for the “2014 Environmental Conventions Initiative.”

Lisa Kennedy Sheldon (Assistant Professor of Nursing) was awarded a one-year $4,499 grant by the UMass Medical School to contribute her expertise in “Strengthening Clinical and Research Capacity for Cervical Cancer.”
New Sponsored Awards

**Sun Kim** (Associate Professor of Nursing) was awarded a one-year $228,750 grant by the National Institutes of Health to conduct “A Video Conferencing Tobacco Cessation Research Study.”

**Rahul Kulkarni** (Associate Professor of Physics) was awarded a three-year $170,000 grant by the National Science Foundation to conduct a study on the “Analytical Representation of Protein Distributions.”

**Zhongping Lee** (Professor, School for the Environment) was awarded a three-year, $438,582 grant by the National Aero and Space Administration Goddard Space Flight Center for the project “Upgrade the Kd (490) Product to Normalized Diffuse Attenuation Coefficient at 49n”.

**Zhongping Lee** (Professor, School for the Environment) was awarded a three-year $557,952 by NASA for the study “Removing Bottom Effects and Restoring Water-Column Properties.”

**Zhongping Lee** (Professor of Remote Sensing, School for the Environment) was awarded a one-year $89,243 grant by the National Aero and Space Administration to “Improve Understanding of Remote Sensing Reflectance in the Coastal Zones.”

**Zhongping Lee** (Professor of Remote Sensing, School for the Environment) was awarded a one-year $430,551 grant by NASA for “Studies to Maximize the Retrieval of Hyperspectral IOPs.”

**Zhongping Lee** (Professor of Remote Sensing, School for the Environment) was awarded a one-year $72,977 grant by the National Oceanic and Atmospheric Administration (via Mississippi State University) for the “Evaluation of VIIRS AOP/IOP Products.”

**Mary Lu Love** (Director of Early Literacy Programs, Institute for Community Inclusion) was awarded a one-year $214,146 grant by the Massachusetts Department of Early Education and Care to “Develop Preschool-Kindergarten Learning Standards for Promoting Social and Emotional Development.”

**Robert McCulley** (Program Manager, Northeast Regional Center for Vision Education, Institute for Community Inclusion) was awarded a one-year $40,000 grant by the Massachusetts Department of Elementary and Secondary Education to provide professional development services to “Teachers of the Visually Impaired.”

**Robert McCulley** (Program Manager, Institute for Community Inclusion) was awarded a one-year $50,000 by the Boston Public Schools for a one-year continuation of “Vision Therapy Services.”

**Stephen McGoldrick** (Director, Collins Center for Public Management) was awarded a one-year $20,900 grant by the Massachusetts Board of Library Commissioners for the “Massachusetts-Boston Library Consortium Project.”

**Stephen McGoldrick** (Director, Collins Center for Public Management) was awarded a one-year $14,000 grant by the Massachusetts Department of Fire Services to provide management consultant services to Massachusetts Firefighting Academy for its “Chief Fire Officer Training” program.

**Stephen McGoldrick** (Director, Collins Center for Public Management) was awarded a one-year $899,899 grant by the Massachusetts Executive Office of Administration and Finance to support the 2014 MassGOALS project.

**Stephen McGoldrick** (Director, Collins Center for Public Management) was awarded a one-year $62,000 grant by the Committee for Public Counsel Services (Committee) to conduct a job classification study for the Committee.

**Stephen McGoldrick** (Director, Collins Center for Public Management) was awarded a one-year $12,057 grant by the Massachusetts Department of Fire Services to provide management consultant services in advertising and recruiting for a director of the Massachusetts Firefighting Academy.

**Jeanne Medeiros** (Research Fellow, Gerontology Institute) was awarded a one-year $119,131 grant by The Retirement Research Foundation in support of the “Pension Assistance Project.”

**Jeanne Medeiros** (Research Fellow, Gerontology Institute) was awarded a one-year $20,000 grant by Investor Protection Trust in support of the “Pension Assistance Project.”
Rosalyn Negron (Assistant Professor of Anthropology) was awarded a three-year $299,991 grant by the National Science Foundation for the study “Multiculturalism, Social Networks and Underrepresented Minority Students in STEM Fields.”

Ming Ouyang (Assistant Professor of Computer Science) was awarded a one-year $124,193 grant by the Federal Aviation Administration for the project “Computational Assessment of Landing Performance.”

Dimity Peter (Assistant Professor, School of Global Inclusion and Social Development) was awarded a five-year $750,000 grant by the U.S. Department of Education in support of the “RSA Long-Term Training Program for Mentally Ill.”

Helen Poynton (Assistant Professor, School for the Environment) was awarded a three-year $177,689 grant by the National Science Foundation to conduct the study “Collaborative Research: Characterization of Environmental Transformation, Exposure from Sediment, and Toxicity (E-TEST) for ZnO Nanomaterials in Natural Systems.”

Stephen Reuys (Director, Adult Literacy Resource Institute) was awarded a one-year $75,763 grant by the Massachusetts Department of Elementary and Secondary Education as assistance for operating the “Program and Staff Development Regional Support Centers for Adult Basic Education.”

Anthony Roman (Senior Research Fellow, Center for Survey Research) was awarded a one-year, $104,797 grant by the U.S. Department of Health and Human Services, via the Massachusetts Department of Public Health, for “PFS II SEOW Research and Data Analysis Services.”

Crystal Schaaf (Professor, School for the Environment) was awarded a three-year, $591,000 grant by the National Aero and Space Administration for the project “Suomi NPP VIIRS BRDF/Albedo/NBAR to Extend MODIS Record.”

Mohinish Shukla (Assistant Professor of Psychology) was awarded a three-year $6,450 grant by Lehigh University to provide technical expertise in eye-tracking for the study “Contributions of Motor and Social Milestones to Infants’ Intention Understanding.”

Nina Silverstein (Professor, Gerontology Center) was awarded a one-year $50,000 grant by the Alzheimer’s Association to “Evaluate the Effectiveness of the Association’s Dementia C Coordination Program.”

John Steinberg (Senior Research Scientist, Department of Anthropology) was awarded a three-year, $682,893 grant by the National Science Foundation for the project “Colonization and Christianity: the Development of Viking Age and Medieval Hierarchy.”

John Steinberg (Research Scientist of Historical Anthropology) was awarded a one-year $7,737 grant by Historic Boston, Inc., to perform a “Geophysical Survey of the Fowler Clark Farm in Mattapan, Massachusetts.”

Angela Stone-MacDonald (Assistant Professor of Curriculum and Instruction) was awarded a four-year $1,037,391 grant by the U.S. Department of Education for the “Native American Early Childhood Scholars Program.”

Rob Stevenson (Associate Professor of Biology) was awarded a one-year $35,098 grant by the National Science Foundation to develop and deliver “A Symposium and Workshop to Recommend Biodiversity Informatics.”

Eileen Stuart-Shor (Associate Professor of Nursing) was awarded a one-year $24,858 grant by the National League for Nursing to conduct a “Case Study of Partnerships in International Service.”

Cynthia Thomas (Coordinator of Employment Services, Training, and Technical Assistance, Institute for Community Inclusion) was awarded a one-year $190,000 grant by the U.S. Department of Health and Human Services for “Community of Practice for Supporting Competitive Integrated Employment.”

Cynthia Thomas (Coordinator of Employment Services, Training, and Technical Assistance, Institute for Community Inclusion) was awarded a one-year $73,762 grant by the Massachusetts Executive Office of Health and Human Services to provide “Competitive Integrated Employment Services.”

Cynthia Thomas (Coordinator of Employment Services, Training, and Technical Assistance, Institute for Community Inclusion) was awarded a one-year $90,353 grant by the Massachusetts Department of Developmental Services to provide “Competitive Integrated Employment Services.”

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New Sponsored Awards...continued from p. 15

**Cynthia Thomas** (Coordinator of Employment Services, Training, and Technical Assistance, Institute for Community Inclusion) was awarded a one-year $50,000 grant by the North Carolina Counsel on Developmental Services to provide “Reaching the Summit of Success: Transition to Work and Employment First.”

**Jaimie Timmons** (Research Associate, Institute for Community Inclusion) was awarded a one-year $25,000 grant by the University of Southern Florida for the study “The Learning Academy Evaluation.”

**Maria Idali Torres** (Director, Gaston Institute for Latino Public Policy and Community Development) was awarded a two-year grant by the U.S. Department of Health and Human Services Office of Minority Health to establish “Partnership to Increase Coverage in Communities Initiative.”

**Lisa Van Thiel** (Senior Early Childhood Specialist, Institute for Community Inclusion) was awarded a one-year $411,127 “Improving Teacher Quality” grant by the Massachusetts Department of Higher Education.

**Vesela Veleva** (Lecturer of Management and Marketing) was awarded a one-year $8,000 grant by Pfizer, Inc., address issues of “The Environmental and Business Benefits of Green Chemistry.”

**Mark Warren** (Associate Professor of Public Policy and Public Affairs) was awarded a one-year $25,000 grant by the William T. Grant Foundation for the project “Action and Equity in Education.”

**Heather Whitney** (Assistant Director of Community Engagement, Office of Students Affairs) was awarded a one-year $2,500 grant by the Massachusetts Service Alliance for the “Management, Oversight, Operation, and Evaluation of the September 11th and AmeriCorps 20th Anniversary Project.”

**Jack Wiggin** (Director, Urban Harbors Institute) was awarded a one-year $23,382 from the American Planning Association for “APA-MA Chapter Coordination.”

**Jack Wiggin** (Director, Urban Harbors Institute) was awarded a one-year $21,756 contract by Vannase Hangen Brustlin, Inc., for Citizen Planner Training Collaborative Coordinator.

**Carolyn Wong** (Research Associate, Institute for Asian American Studies) was awarded a two-year $454,992 grant by the National Institutes of Health for the study “Visualizing Highway Pollution: A Study of Intergenerational Health Communication.”

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**Editor’s Acknowledgements**

**Colleen Locke**, digital communications editor, Office of University Communications, wrote “UMass Boston Celebrates Research Achievements at 8th Annual Luncheon.”

**Anna Pinkert**, digital communications specialist, wrote “Scientists Move to New State-of-the-Art Integrated Sciences Complex.”

**Francine Berger**, former director of marketing, College of Advancing and Professional Studies, wrote “Fulbright-Funded China Program Opens Swinging Doors.”