CAMPUS NEWS

Claire Sterk named new senior vice provost

BY DEB HAMMACHER

Renowned public health researcher and educator Claire Sterk has been appointed senior vice provost for academic planning and faculty development, effective June 1. Sterk, associate dean for research in the Rollins School of Public Health, currently is moving into her new role.

"Claire Sterk is a highly regarded scholar and researcher, superb administrator and super- rior university citizen," Provost Earl Lewis said. "I am absolutely delighted that she has agreed to join the provost office as the first senior vice provost for academic planning and faculty development. Her contributions to this campus have been tremendous, and I am confident she will make even greater contributions in her new role."

Sterk will oversee the development of academic/research programs in areas including facility retention, recruitment and early retirement, and faculty and student initiatives. Also Charles Howard Candler Professor of Behavioral Sciences and Health Education and chair of her department, Sterk will con- tinue her teaching and ongoing research on topics such as health disparities, HIV/AIDS, women's health, mental health and sub- stance abuse, and community- based prevention interventions.

"I like to build," Sterk said. "This will be a position that allows me to build. It will allow me to bring my experience as an academic scholar together with the exposure I've had in academ- ic leadership. Emory has a rela- tively new leadership team, and and we're all ready for the next stage. I'd love to be part of it and help facilitate infrastructures that allow all of us to have input."

Commenting on the faculty- development aspect of her new role, Sterk said her own career was positively and significantly affected by mentors, and she looks forward to helping design programs that will assist not only junior faculty but those at all stages of their academic careers.

"We refer to it as the 'facul- ty life course,' and I think it's dynamite that Emory is willing to put resources into this effort," Sterk said. "Academic life can be really lonely, but at the same time, you're part of this larger academic world."

Known for her ethnographic skills and work in various areas of public and women's health, Sterk holds doctorate degrees in anthropology from the University of Utrecht and in sociology from Erasmus University, Rotterdam, the Netherlands. She has written three books and more than 80 articles, and has given numer- ous presentations at professional meetings and academic institu- tions in the United States and abroad.

Sterk currently is a Rosalynn Carter Fellow in Public Policy and is the recipient of the Thomas F. Sellers Jr. Award in Public Health. It was her research on teenage sexual behavior that formed the basis for the 1999 PBS special, "The Lost Children of Rockdale County." During the 2000-01 academic year, she served as president of the Emory law faculty since 1992, will return to teaching as soon as arrangements can be made concerning a transition. It has been an honor to be the dean of this law school, and I am proud of all that my colleagues and I have been able to accomplish in the last three years," Arthur said. "But these accomplishments have come at a high cost to my family life, my intellectual life and scholarship, and my teaching, all of which I miss greatly. Consequently I have decided to return to teaching and scholarship. I appreciate the generous support I have received from President Jim Wagner and Provost Lewis in making this decision."

"Tom's decision is the result of several conversations," Lewis said. "We have decided to act on Tom's recommenda- tion that he step aside as dean so as soon as we can put in place a strategy for an interim solu- tion."

Wagner and Lewis with law school faculty last week to
Learning to become global citizens

Thomas Remington is professor and chair of political science.

We at Emory face a challenge in understanding our multiple roles as academics in an American university situated in a large metropolitan community, in the American South, in a country possessing unimaginable military and political power, in a world driven by starkly contradictory processes—on one hand, the accumulation of wealth and spread of prosperity, on the other, the deepening inequality and perpetuation of poverty. These multiple and overlapping roles generate multiple responsibilities for us, posing continual choices over how best to use our collective resources. My question is: What does global learning mean for an American university such as Emory?

Sometimes, in our eagerness to “internationalize” the horizons of teaching and learning, we make the simplistic assumption that the “international” is anywhere but the United States. That idea is, when we stop to think about it, quite the reverse. It overlooks the fact that the United States has extended its influence everywhere, and that our citizens, through their actions, are by contact of all sorts with the rest of the world.

It is true that we and our students often imagine the social world we inhabit is the only possible one. Because of our extraordinary national power and wealth, we in the United States are particularly subject to overlooking our impact on other countries. Exposing students to places larger than themselves, helping them appreciate differences in living standards, cultural values and political arrangements, and enabling them to see themselves as others see us—this, these days, is pretty frightening—is our goal. So the real question is the content of the learning, not where it happens to take place.

But I want to push further. The international is not “out there.” The centuries-old processes of interaction across societies through commerce, conquest and conversion occur in all manners of local and global contexts. Globalization, in other words, happens locally, especially in Atlanta, thanks to institutions like Coca-Cola, CNN—and Emory. The imperative of global learning, then, arises from what today we call globalization, and what in earlier periods was considered to be the progress of civilization, and more recently as modernization. Over and over, in studying globalization, we confront the problem of governance: Who governs the global marketplace?

Today there is growing agreement that simply opening up economies to global investment and trade does not automatically improve welfare. Actually, it is likely to deepen poverty. But today’s countries establish sturdy political and legal regimes that can mitigate inequalities, manage conflicts through redistributive policies, provide, fair and open public administration and legal enforcement, those countries on balance benefit from international trade and investment.

Sadly, however, this is too seldom the case. By blocking a potential of market to raise the well-being of all participants, economic inequality—the accumulation of wealth and power in the hands of the few rather than the many—threatens to overwhelm the fragile mechanisms for checking it that exist in U.S. society. In those still more fragile international institutions that must balance interests between wealthy and powerful states and those ridden by poverty, illness, war and despair, the danger is even greater.

The evidence on inequality is clear. It is growing in the United States; it is growing in many of the countries most deeply affected by globalization; and it is growing across national societies. This is a pernicious, dangerous trend. Why does this matter? Inequality more important than poverty, war or epidemic disease? What about the economic argument that some inequality produces socially beneficial incentives? I wonder if the inequality on the scale we’re witnessing is at least as important as poverty, war and disease. We know inequality is linked to a number of problems that might not, at first glance, appear to be its direct result, such as lower levels of public health. If you take two countries with equal real incomes among their poor—even controlling for differences in education, medical system and fertility—the country with higher inequality between rich and poor is likely to have higher infant mortality.

Inequality is strongly linked with resistance to democratization and is an obstacle to the formation of social capital and cooperation. It is tied to ethnic group cleavages and thus with ethnic conflict. Democracy can be a mechanism for reducing inequality, both through redistribution and through the provision of public goods and infrastructure, but the problem is that where inequality grows too high, democratization is blocked. This is one reason for the backsliding into dictatorships and “hollowed-out democracy” in so many of the newer, “third wave” democratic nations.

The surest route to reducing disparities in income, wealth and well-being is not revolution, but the painless provision of collective goods (particularly education), as well as health and public infrastructure, such as roads, electricity, power, water and sanitation. These are the tasks of government, but good government requires, as we have learned, the cooperation of rulers, market actors and civil society. Here at Emory, we have many examples of mutually reinforced efforts that allow us to pool our resources and help build institutional capacity, both here in Atlanta and “out there” in the world. For starters, we are located in an intensely globalized county, around 15 percent of DeKalb’s inhabitants were born in other countries. Some six miles from the University campus is the community of Clarkston, which has a particularly high concentration of immigrants and refugees. One striking example of an institution in which government and civil society—including Emory—are cooperating to help create collective capacity for poverty to address the extraordinary needs is the New International Community School (ICS) in Clarkston. This is a charter school founded in 2002 by families, teachers and community leaders. ICS’s 180 students represent more than ten nationalities, and Emory faculty, staff and students are helping the school in many ways: by studying its birth and early development (which could help later in replicating the school elsewhere) as well as actively participating in fund-raising and tutoring.

Earnell Nell Hodgson Woodruff School of Nursing is helping provide health care for the International Community School MBA students are working with students’ parents to help them gain the skills they brought with them to this country to improve opportunities in the job market. ICS is a fine example of an institutional partnership that helps meet the challenges of globalization—by forging a new community with new collective capacity, while giving Emory an opportunity to bring our resources, diverse resources, to bear for a public good.

To be sure, there are other, similarly collaborative projects benefitting from the efforts of many people in Emory’s schools; they show us that, by harnessing our academic resources and joining with colleagues outside the University, it is possible to catalyze efforts for the provision of collective resources such as schooling and health care, we can make our own modest contributions to overcoming inequality, poverty and despair.

This, for me, is the link between global learning and global citizenship. Helping the communities of which we are part serve their common needs.

This essay was adapted from Remington’s remarks upon receiving the 2004 Marion V. Cockrooker Award for Internationalization. It first appeared in the spring 2005 issue of International Study and is reprinted with permission.

Yes! I am Catholic, so yes, for history’s sake, I am still a tradition. I follow the tradition of Catholicism, which is reprinted with permission.

Yes. This morning I saw the black smoke. I followed the selection even though I’m not Catholic. I find the tradition very interesting.

Yes. I’m Episcopal, and it’s an interesting process. The Catholics have changed this year from past selections.

Michael Jacobu
da

Yes. Even though I’m not Catholic, the choice could have a lot of effects throughout the world.

Jermaine Zanders
ga

I am Catholic, so yes, for history’s sake, the choice could have a lot of effects throughout the world.
Ann Hulton has bounced around a bit. She studied journalism in college and spent time working for several radio stations in Florida. Her first job after moving to Georgia in the early 1980s was in banking. “It was a good job,” she said. “But there was a lot of room to move up and … I hated it.” When a job opened at Emory in what was then known as the Medical Library, Hulton, who in college had worked the circulation desk among other library jobs, jumped at it. That sustained her for a few years, until 1990, when Hulton decided to leave Emory to go into business for herself. She kept her relationships on campus, though, and four years later returned on a part-time basis to work in circulation. There was, however, a slight difference in her responsibilities at what had been renamed the Woodruff Health Sciences Center (WHSC) Library. They expanded when she returned full-time in 1998.

“For me, things started to come together when I had an opportunity to work with technology,” said Hulton, head of library systems and media services in WHSC Library since 2001. “I guess I’m just a computer geek. We run Linux machines.”

Hulton’s computer-based sense of humor is as low-key as the rest of her personality, a trait most apparent when she discusses, with some hesitation, the Award of Distinction she received last month. “It’s a little sense of humor is as low-key as a computer geek. We run Linux computers in the library,” Hulton continued. “Ann is visionary and creative,” Bryan said, adding that Hulton is an ultimate team player who rarely seeks glory for herself. “She is very good at knowing where the group needs to be headed.”

Like most jobs involving information technology, Hulton’s work is not always easily translated to laypeople. “I tell people that I work with computers in the library,” Hulton said, giving her Cliff’s Notes, matter-of-fact description of her job. “I’m head of the media services and systems area for the Health Sciences Library, so that actually encompasses a lot.”

Hulton leads a six-person team responsible for the library’s technology initiatives. Not only is that team responsible for maintaining servers and providing desktop support, but it’s also in charge of running—and expanding—its web presence.

“We’re kind of hidden,” said Hulton, whose windowless office is tucked comfortably downstairs in the library. “But we are, in a sense, the most visible department here because you see the results of our work on the web.”

Hulton is one of the project leaders of the University’s electronic journals management database working group. “The stacks” (like those Hulton is leaning against in the picture above) have long been and probably always will be the backbone of any academic library. However, that’s not where those libraries are going to grow.

Because of space considerations, printing costs, sustainability and host of other considerations—not the least of which is rapidly improving technology—academic publishing is expanding in the online world. About five years ago, when the cloudbased database was started, the WHSC Library had access to about 200 electronic full-text journals. Now Emory users have access to nearly 18,000 electronic journals through University licenses (and 12,000 more with Emory’s membership in the statewide GALILEO project). And it’s a lot more than a simple, computer-based card catalog.

“We are able to support everyone’s learning, teaching and research,” Hulton said. “Since all of this information is available in digital form, it’s helping us connect the dots. For instance, there are faculty in public health doing very broad research. They need sociology or psychology materials, and they can find those online.”

“Libraries play an important role in developing and adapting new classification systems,” Hulton continued. “We help pull information together and make sure things are catalogued electronically in such a way that not only users, but computers can understand.”

Hulton literally grew up in the library—both her parents were librarians. She spent her childhood in Manhattan, walking after school to the New York Public Library branch where her mother worked to read until it was time to go home.

When Hulton came to Emory in 1982 as the medical library’s photocopier and stacks supervisor, she felt completely at home. Always interested in technology, she taught herself most of the systems on which she now works and even went back to school, earning a bachelor’s degree in information technology in 2003. “I think libraries have a responsibility to provide the best information they can in the best way they can,” Hulton said. “It empowers people, especially in health care. And students who are coming out of school now are going to be more sophisticated than we are, so we have to keep changing to stay ahead.”

Currently, Hulton is team leader for revising MedWeb, an Emory-created Internet search tool specializing in medical information. When it was first created in the 1990s by Hulton’s predecessor Steve Foste, MedWeb (www.medweb.emory.edu) was state of the art. Now, standard search tools such as Google often are better equipped to handle medical searches.

“We need to take MedWeb to another level,” Hulton said. “We don’t need to replicate what Google or anyone else is doing. They can do it better anyway.”

Instead, what Hulton’s group has in mind is a site beyond a simple search engine. “We want to make it more of a community product,” she said. “It could be a site where news feeds are available—something more interactive. People post comments or start their own blogs. We’d like more faculty participation. Perhaps they could upload their own content themselves.”

In all, Hulton’s career has come full circle. Although libraries have always been part of her life, she originally thought she would pursue a career in radio broadcasting. “To me, what we’re doing with the web is what’s broadcast- ing in a sense,” she said. “We have the capability to do not only text, but audio and video. My job is a perfect fit. I love it.”
A t its April 19 meeting in 400 Administration, the Presi- dential town hall for the Emory Community on LGTB Concerns 2005 was billed as the third of a new—with a review—welcoming new members and going over its accomplishments during the 2004-05 academic year. The 2004-05 academic year has been an important year of this commission. From strengthening its relationship with President Jim Wagner, who Chair Cathi Wentworth listed as one of the major commission achievements this year, to simply asking new members to explain their individual moti- vations for joining the commission, communication came up frequently as a subject of concern.

Several other accomplishments Wentworth listed involved outreach and more communication. They included two recent community lunch forums where attendees could air concerns; a holiday gathering went well, and attended by more than 75 LGBT community members; co-sponsorship with Human Resources of a now-annual information session on domestic partner benefits; new information tables at freshman orienta- tion and the upcoming Staff Fest; an intensified membership drive that led to a nearly 50 percent increase in applications for the commission; and an increased sense of visibility within the community during the November election concerning the Georgia constitutional amendment that defined marriage as being between a man and a woman.

Still, despite all these efforts, Wentworth said, the com- mission’s work is only beginning. “It’s great that people are hearing about who the commission is,” she said. “Now we have to talk about what the commission does.”

The results of the Campus Climate Survey were distributed and commission members were encouraged by the statistic that 90 percent of respondents identified as LGBT (242 out of around 3,100 total) replied positively regarding the importance of valuing diversity on campus.

According to the survey results soon will be communicated to the entire campus, the commission decided to focus its efforts on the responses of the 242 LGBT respondents. Wentworth said it would be possible to break down the statistics to accomplish this.

Leading new business, the commission held officer elec- tions for 2005-06. Andy Wilson from Campus Life and Paige Parvin from Development and University Relations were elected as co-chairs elect. LGBT’s bylaws state that chairs (and, therefore, chairs-elect) must rotate on a male-female basis.

The current chair-elect is male, so the bylaws were suspend- ed—which does not require a two-meeting discussion, as changing them would—allowing for Wilson’s election. Jaclyn Barberov, a junior in Emory College, was elected secretary, and Rebecca Quintana from the Institute for Comparative and International Studies was re-elected treasurer.

Ex officio member Saralyn Chenut said a new LGBT affinity organization, known as the Alumni and Group, will hold its first event during Emory Weekend on May 15. The $10 brunch in the Math & Science Center atrium will be held on Saturday, May 14, between 11 a.m. and 1 p.m. Attendees are encouraged to bring a brown- bag lunch; light refreshments will be served.

“Interacting with staff at the town hall is a great opportu- nity for communications that are so essential to progress,” Wagner said. “I’m looking forward to an honest and open exchange based upon our common interest in making Emory a better place.”

Questions can be asked prior to the event by sending e-mail to TownHall2005@learnlink. emory.edu. A live web feed will be available by visit- ing the Employee Council website (www.emory.edu/ EmployeeCouncil.edu) and clicking on “Town Hall.” Staff unable to attend the event in person can upload questions during the event.

“We’ve created a great foundation not only for the council but for staff in general to get involved in decision-making at Emory,” Lackey said.
Med students, Eye Center partner for glaucoma screening

BY JOY BELL

Eye Center professionals are assisting School of Medicine (SOM) third- and fourth-year students in administering the Student Sight Savers Program, a national program to help screen for glaucoma. The screening is at no cost to the public.

Those at risk for developing glaucoma include African Americans over 35 years of age and persons with diabetes. The screening includes optic nerve assessment, pressure check and visual field assessment. Any patients needing follow-up will be seen at Grady Hospital’s eye clinic.

Maria Aaron, a comprehensive ophthalmologist at Emory Eye Center, and Susan Primo, the center’s director of vision and optical health, are the leads on the project, funded by a Friends of the Congressional Glaucoma Foundation grant.

Medical students identify and target-at-risk individuals in Fulton and DeKalb counties, screen them for glaucoma, and provide for follow-up and education. Some 33 schools of medicine across the country are participating in this program. Emory fourth-year medical student Vincent Gills has coordinated the Atlanta effort.

“Since glaucoma is a leading cause of blindness, particularly for African Americans, Atlanta is a perfect location to perform screenings,” Aaron said. “[The students in] the Students for Sight Savers program have dedicated a significant amount of time and resources to an extremely rewarding project. They are really doing good work in a number of glaucoma patients.”

“The Student Sight Savers program is an incredibly important project that not only has a tremendous public health impact for the citizens of the metro Atlanta, but it also provides yet another vehicle for medical students to get involved in community service, especially those interested in ophthalmology,” Primo said.

Emory held its first free glaucoma screening on Saturday, April 9, at the Butler Park Recreation Center with Eye Center professionals Paul Larson and Ken Rosengren, who assisted the SOM students who coordinated the program.

“As with many students in the School of Medicine, my primary reason for pursuing medicine is to give back to my community and pursue academic curiosity,” Gills said. “The Student Sight Savers program provides opportunities for both these objectives. This program also gives students clinical exposure to the field of ophthalmology. We look forward to more opportunities to work with the faculty at the Emory Eye Center.”

For more information on the Sight Savers Programs, visit www.glaucomacongress.org/sssp.asp.

The Emory Eye Center’s Susan Primo conducts a glaucoma screening on a patient as part of the Student Sight Savers, a national program whose local is teaming up Eye Center professionals with third- and fourth-year School of Medicine students.

Emtech from page 1

Celebrating its 25th anniversary this year, ATDC is more than just a model for Emtech; the two are related by administration.

I’m more hands on at ATDC,” said Emtech CEO Lee Herron, who serves as ATDC general manager for bioscience. Despite his title, Herron credits much of Emtech’s success to the cooperation of institutions and has to do with the institutions; it depends on the goodwill and resources of the institutions; it depends on the environment of the community, how good Atlanta is, and how well the environment of the community; how good Atlanta is.

Growing businesses is not just a model for Emtech. Emtech’s six-person board of trustees; Emory’s three slots are filled by Michael Johns and Mike Mandl, executive vice presidents for health affairs and finance and administration, respectively; and Charles Liotta, senior associate dean for research in Emory College. Don Giddens, dean of Georgia Tech’s College of Engineering; Bob Thompson, senior vice president for administration and finance; and Charles Liotta, vice president for academic affairs (and older brother of Emory’s Ernest Liotta), are Emtech’s board members from North Avenue. Emtech has been a very successful venture,” Johns said. “In fact, it has been so successful that we have created a ‘good problem to have’ by filling the space to capacity, and then some.”

Johns said both Emory and Georgia Tech are reviewing project needs over the next five or so years to gauge how best to grow Emtech. He said Phase II research space (like that at Emtech) is in relatively short supply in Atlanta, and with bio-technology poised to become one of the more important industries of the 21st century, the incubator’s future looks like a bright one.

To be sure, not all Emtech programs hing on physical space. ‘In addition to the physical space, it offers business management and public relations expertise to its startups, both those already in residence and those who apply. Herron and Snipes said companies that apply for space are given feedback on their business model, even if they’re not granted a lab.

Also the center just completed the third round of its bio seed grant program, which supplies funds to Emory or Georgia Tech researchers whose projects show realizable commercial promise. Three Emory professors—Hyun Suk Shin, assistant professor in the Winship Cancer Institute; Jonathan Glass, associate professor of neuroscience; and Mauricio Rojas, assistant professor of medicine—received one-year grants in this latest round.

But ultimately the success of Emtech as an incubator will depend on the number and nature of companies it moves “out of the nest.” At the moment, Herron said, two companies—FOB Synthesis and Aderans Research Institute (formerly BioAmide)—are the leading candidates.

Growing businesses is not something universities are used to doing,” Lieskendt said. “It depends on more than just the goodwill and resources of the institutions; it depends on the environment of the community, how good Atlanta is at attracting companies into the area and helping them grow. Georgia and the Atlanta region have nowhere near reached the potential they have with institutions like Emory and Georgia Tech.

It goes beyond those two institutions and has to do with the business climate in the state and having people who want to invest money.”

Nobel laureate to speak in WHSCAB

Paul Greengard, winner of the 2000 Nobel Prize in Physiology or Medicine for his work on signal transduction in the nervous system, is speaking today, April 25, at 4 p.m. in WHSCAB Auditorium as part of the 2005 Excellence in Neuroscience Lecture Series, presented by the Graduates in Neuroscience and the Center for Neurodegenerative Diseases. Greengard’s work focuses specifically on the process by which neurotransmitters such as dopamine activate their receptors to induce a cellular signal cascade in post-synaptic neurons. He has been on the faculty of The Rockefeller University (New York) since 1981, and before that was professor of pharmacology and psychiatry at Yale University School of Medicine. Greengard’s lecture is free and open to the public. For more information, call 404-727-3707.
EmoryGT program brings engineering students to Grady

BY ALICIA SANDS LURRY

E ntered by School of Medicine resident emergency medicine physician David Wright, a group of Georgia Tech students are working in Grady Hospital to design real-world solutions to real-life problems every hospital must face.

The Biomedical Engineering Emergency Medicine Clinical Immersion (BEEMAC) program at Grady, funded by an endowment from the Coulter Foundation at Georgia Tech, is meant to introduce engineering students to the daily clinical practice of medicine. For six weeks, the engineering students shadow Emory emergency physicians over more than 40 hours to better understand the emergency department environment and develop ways to improve clinical operations. Wright hopes the Georgia Tech students will develop ideas for new clinical technologies such as wireless vital sign-assessment systems, new intravenous devices, or new monitoring devices.

An assistant professor of emergency medicine and assistant director of the Emory Emergency Medicine Research Center at Grady, Wright designed the program. He said the Emory and Georgia Tech collaboration is a perfect marriage, thanks to Emory’s medical school, Georgia Tech’s reputation in engineering and the need for innovative clinical technologies in biomedical engineering. The joint Emory-Georgia Tech Department of Biomedical Engineering recently was ranked third in the nation by U.S. News & World Report.

“There are very few programs providing an actual course or oppor- tunity for students to become truly immersed,” Wright said. “What we’re talking about is engineers understanding the culture of medicine and developing the language to be able to cross-talk between clinical medicine and engineering. Engineers are trained to think in a very different way.

“The engineering world has its own language, but only clini- cians know their own [needs]; getting engineers to understand the medical environment and the real limitations of and oppor- tunities for technologies is a relatively novel concept,” he added. “This is a great opportunity for Georgia Tech students to learn and observe the American-style workplace, working abroad as well.

Doesn’t this present a particular problem for those writing business communication?

We interviewed hundreds of international students and business people, as well as Americans in the workplace and in the university setting. We also drew from research of experts in the field. Our goal was to take the research and put it into a form that is challenging enough to be interesting and yet simple enough so that the reader doesn’t need an English-lan- guage dictionary.

We wanted the reader to understand the way things work in America to ease the frustra- tion they often feel in their business dealings. The key is to aid in the process, so the foreign-born person can work away from a negotiation or a business project and not misconstrue American interaction as disrespectful. Once these activities are ingrained in someone’s behavior, are they impossible to change?

The culture you’re from really dictates what is the most difficult thing to relearn. For instance, someone coming from a Latin culture, where there is a more relaxed orientation towards time, might find it more difficult to adjust to the more exacting definition of meeting time in the United States. Some Asians might have trouble participating in the American-style workplace, especially when they are used to a more hierarchical structure and less direct input.

However, some are more culturally adept or more flexible than others. It can apply on either side. I give my U.S. students a quiz on whether they should accept a job assignment abroad. I ask them questions such as, “Are you comfortable with ambiguity?” or “How willing are you to adjust your behaviors?” This applies to those coming from abroad to work here or Americans working abroad as well. Objectively speaking, effective communication is a two-way street; just as much can be learned by U.S. employees and managers working with foreign-born colleagues. Can you give an example of such a situation?

A business colleague from Buenos Aires has been living in the United States for 10 years and speaks English proficiently. I asked a question by a U.S. manager. The Chinese person might think that the executive is not paying attention before offering an answer. Managers here tend to interpret silence as negative; sometimes they need to learn to take time and let others collect their thoughts. How common is it for corporate trainers to deal with multicultural communi- cation issues?

My co-author, Sana Reynolds, does this full-time for a variety of industries. Anyone can benefit from cross-cultural knowledge; for example, anyone who has a sales force will be calling on many different nationalities. Companies provide cross-cultural communication training because it improves the bottom line. Your book devotes consider- able attention to effective business communication. Doesn’t this present a particu- lar problem for those writing in English when it is the second language?

One of the hardest things for people to learn is to be flexible depending on the needs of the recipient of that communication. It’s important to analyze your audience before you collect, organize and present your information correctly.

I teach a class at Goizueta called “Business Communication for International Students,” and the idea of this course is to help foreign-born students understand our cultural values and how they play out in business. My French students, for example, write beautifully and are well trained and smart. But the way they approach problem-solving is very different than in the United States. They talk around a subject, and they lead into a conclusion. So, their papers tend to be a lot longer. I teach them to break it down, and raise the “skim factor.” Good headings and bullet points are key.

They initially think it’s rude to approach an important subject from that point of view, but I con- vinced them that this will get what they want in U.S. business situations.

This article first appeared in Knowledge@Emory (http://knowledge.emory.edu) and is reprinted with permission.

The Biomedical Engineering Emergency Medicine Clinical Immersion program brings together engineering students from Georgia Tech and School of Medicine physician David Wright for a crash course in the cross-fertilization of clinical medicine and engineering. The program is a three-semester course. Students spend the first semester at Grady shadowing a team of Emory emergency medicine physicians, gathering information, examining technical questions, and learning logistics and how various equipment and technol- ogies can be used. The following two semesters are spent completing a senior design project, where a physician resident or an Emory emergency room charge nurse becomes a student’s “client” as he or she develops technology that can improve how patients are evaluated and treated in the emergency room. The empha- sis, Wright, said, is on coming up with innovative but realistic ideas.

“We want to know if stu- dents can accomplish their ideas within a specific period of time,” he said. “If they’re looking to create a MIR scanner, that’s a big, grandiose idea. Their ideas have to be feasible.”

But Newstetter said she has had no disappointments.

“The only way students will design well and design appropri- ately,” she said, “is to live in the place where they’re designing, to totally understand the environ- ment, the needs of the people, the urgency of the situation, the ebb and flows and the pacing of the environment, so that when they do design, it’s authentic to the people in the systems that are in place there.

“There’s a real danger in any kind of design when people—particularly engi- neers—don’t pay attention to or get to know those envi- ronments.”

Wright said, “This is a great opportunity for students to learn and observe the emergency room setting first hand.”
Biology department cleans up in 2004–05 teaching awards

BY ERIC RANGUS

Recipients of the University’s various faculty teaching awards were announced earlier this month, and the Department of Biology cleaned up.

Biology faculty were among those receiving Emory Williams Awards for Distinguished Teaching, the University’s oldest awards for excellence in the classroom; Crystal Apple Awards, the highest student-voted honor; and the Center for Teaching and Curriculum (CTC) Award for Excellence in Teaching, given by the organization specifically created to support work in the classroom.

“It’s not a fluke,” said CTC Award winner Alex Escobar, a senior lecturer. Joining him as honorees are Associate Professor Barry Yedvobnick (Williams Award) and Senior Lecturer Gregg Orloff (Crystal Apple). “There is a lot of energy in biology and a lot of administrative support,” Escobar continued. “It’s very common for teaching faculty to help each other and introduce each other to new types of pedagogy. Barry and I were told at the same time, so that was very exciting.”

“I was exhilarated,” said Yedvobnick, recalling when he was informed that he was one of three Emory College faculty to receive a Williams award. “This is perhaps the highlight of my 20 years at Emory.”

All three professors do vibrant work outside the classroom. Orloff led the development of CancerQuest (www.cancerquest.org), a website designed to give practical, detailed, yet easy-to-understand information about the biology of cancer. The site, which went online in 2002 and recently became available in Spanish, was created with the assistance of many of Orloff’s students.

Escobar was a faculty leader for a 2004 Journey of Reconciliation to Mexico City and Oaxaca, Mexico, that explored the various social, religious, economic and educational ties between the United States and its neighbor to the south. Yedvobnick’s research is currently focused on the Notch pathway, which has a fundamental but not well understood role in a range of developmental and disease-related processes. In 2004, he was co-writer for two papers on the subject (along with several of his undergraduates), and his lab’s research is continuing.

While research, especially in the hard sciences, is important, the immediacy of the classroom and hands-on involvement with students is crucial and rarely takes a backseat, the professors said. “It’s a struggle we all have,” Yedvobnick said. “But if an experiment doesn’t get done, that has less effect than if a lecture isn’t prepared.”

“There is a lot of energy in biology and a lot of administrative support,” said Senior Lecturer Alex Escobar (right). Also feeding off that energy are Gregg Orloff and Barry Yedvobnick (left and center); the three professors each won teaching awards this year.

At Emory, students may not always be able to say that they were inspired by their professors to take up a career in science, but they may be able to say that they learned how to think. This is not a small part of what we do,” Watson said. “We are here to be a service provider and a part of the community.”

The next Employee Council meeting will be held Wednesday, May 18, at noon on the Grady campus, room 101 of the faculty building. Van transportation will not be available for staff on the main campus; riding the Grady shuttle is encouraged.”

If you have a question or comment for Employee Council, send e-mail to President Susie Lackey at slackey@emory.edu.
EVENTS FOR THE EMORY COMMUNITY

For online event information, visit www.emory.edu/today

**Performing Arts**

**TUESDAY, APRIL 26**

**Concert**

Emory Chamber Ensemble, performing. 8 p.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

**WEDNESDAY, APRIL 27**

**The World in Black and White Film Series**

Dead Man. Jim Jarmusch, director. 7:30 p.m. 205 White Hall. Free. 404-727-6761.

**THURSDAY, APRIL 28**

**Film**

Decasia. Bill Morrison, director. 7:30 p.m. 205 White Hall. Free. 404-727-6315.

**Concert**

Emory Guitar Ensemble, performing. Brian Lackett, director. 8 p.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

**SATURDAY, APRIL 30**

**Concert**

Emory University Concert Choir, performing. Eric Nelson, director. 8 p.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

**SUNDAY, MAY 1**

**Concert**

Emory Early Music Ensemble, performing. Brian Luckett, Emory Guitar Ensemble, presenting. 8 p.m. 205 White Hall. Free. 404-727-0096.

**LECTURES**

**MONDAY, APRIL 25**

**Biomedical Research Lecture**

“Signal Integration in the Striatum.” Paul Greengard, Laboratory of Molecular Neurology and Cellular Neuroscience, Laboratory of Molecular Neurology, presenting. 5 p.m. 206 White Hall. Free. 404-727-0096.

**Beyond the Boardroom**

**Public Health Lecture**


**Rosalynn Carter Distinguished Lecture**


**TUESDAY, APRIL 26**

**Woodruff Library Lecture and Book Signing**


**WEDNESDAY, APRIL 27**

**Women’s Health and Wellness Lecture**


**RELIGION**

**MONDAY, APRIL 25**

**Zen Buddhist Meditation**

3 p.m. 251 Clifton Road. Free. 404-727-6225.

**Baptist Bible Study**

7 p.m. Baptist Center, 1227 Clifton Road. Free. 404-727-6225.

**TUESDAY, APRIL 26**

**Episcopal Noon Prayers**


**THURSDAY, APRIL 28**

**Surgical Grand Rounds**


**Physiology Lecture**

“Deciphering the Molecular Mechanism of Active Transport Via P-Type ATPases.” Craig Gatto, Illinois State University, presenting. 4:30 p.m. 415B Briarcliff Campus. Free. 404-727-3440.

**Robert Lehman Art Lecture**

“Agrotorment Preparedness in Georgia.” Lee Myers, Georgia Department of Agriculture, presenting. 6 p.m. P01 Nursing School. Free. 404-727-8340.

**Zen Meditation and Instruction**

4:30 p.m. Clarmont Campus. Free. 404-688-1299.

**THURSDAY, APRIL 28**

**Episcopal Evenings**

5:30 p.m. Episcopal Student Center. Free. 404-727-6225.

**Emory Christian Fellowship Meeting**

7 p.m. 303 Geosciences Building. Free. 404-727-6225.

**FRIDAY, APRIL 29**

**Baptist Reflections**

4:30 p.m. Baptist Center, 1227 Clifton Road. Free. 404-727-6225.

**Shabbat Services**

6 p.m. 355 Dobbs Center. Free. 404-727-6225.

**SUNDAY, MAY 1**

**Catholic Mass**

9 a.m. Sanctuary, Cannon Chapel. Free. 404-727-6225.

**SPECIAL**

**MONDAY, MAY 2**

**Bloodborne Pathogen Training**

10 a.m. 106 Dental School Building. Free. 404-727-4910.

**THURSDAY, MAY 3**

**Google Workshop**

2:30 p.m. 310 Woodruff Library. Free. 404-727-0178.