



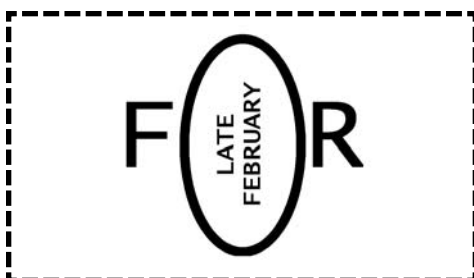
Dr. Gary Margules
Vice President for
Research and
Technology

**HPD WELCOMES
DR. GARY MARGULES, VICE
PRESIDENT FOR
RESEARCH & TECHNOLOGY
TRANSFER**

Focus on Research would like to extend a warm welcome to Dr. Gary Margules. Previously the Assistant Vice Provost for Technology Transfer and Industry Research at the University of Miami, Dr. Margules joined NSU on January 2, 2008 to become its new Vice President for Research and Technology Transfer. In this position he will be responsible for developing an Office for Research that will be the focal point for scholarly, academic, basic, applied, and clinical research. The Office will also include Technology Transfer to commercialize NSU technologies. Growth in all aspects of research will serve to enhance NSU's impact on our community, allow students to participate in research, provide our patients with cutting edge therapies and attract additional high quality faculty.

Since his arrival Dr. Margules has been meeting with various Deans, department heads and college representatives to understand the current research activities within NSU and to hear suggestions for improvement, growth and future projects. He is using that input to develop a comprehensive plan for research at NSU. If you have research concepts, ideas for growth or potential inventions and would like to schedule a meeting with Dr. Margules, you may contact him at (954) 262-7507 or margules@nova.edu.

Welcome aboard Dr. Margules. We look forward to working with you!



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R E S E A R C H : P a r t T w o

NOVA SOUTHEASTERN UNIVERSITY
HEALTH PROFESSIONS DIVISION
Growth of Graduate Programs
Part II - Recommendations

The adoption of the teacher-scholar model signals an important cultural shift for the Health Professions Division at Nova Southeastern University. The challenge facing the Health Professions Division is how to create a scholarly ecosystem in which varied forms of excellence can thrive. One of the first steps in this evolution is the establishment and growth of academic graduate education.

Graduate education is a critical driver for academic research, a crucial initial stage in the development of technologies and processes that, once commercialized, can help spur economic development, create the industries and jobs of the future, and improve national defense and homeland security (Cohen, 2005). But outstanding research requires outstanding graduate students. That's because graduate students form the university's and the nation's research workforce, helping faculty in the lab turn their ideas into useful discoveries and inventions while pursuing their own studies. As any research faculty member will tell you, one excellent student in the lab is worth far more than two mediocre ones (Cohen, 2005).

Student and faculty-conducted research is expensive and does require more lab facilities, as well as grants to fund projects. Training future faculty and generating significant academic research are, however, impossible without graduate programs that attract the best students in the nation and the world. How do universities draw such students?

Simply put, we must pay them, using graduate assistantships that enable students to work as apprentice teachers and researchers in areas related to their programs of study. The better funded these positions are in terms of stipends, tuition fellowships, and health insurance, the more likely they are to attract the type of students who can make the difference between success and failure in the lab. Moreover, the speed with which we can produce future faculty is accelerated when students are paid as graduate assistants. Decreasing the time to degree helps make graduate study an affordable and desirable option for our brightest students (Association of American Universities, 1998).

In closing, while graduate education makes important contributions to the education and research missions of universities, its overriding purpose must be towards the adoption of the teacher-scholar model. Apprenticeship teaching and research activities that, under faculty mentorship, provide progressively increasing levels of responsibility are effective ways to teach graduate students and conduct independent research.

REFERENCES

Association of American Universities Committee on Graduate Education. (October 1998). *Report and recommendations*. Association of American Universities. Retrieved January 17 from <http://www.aau.edu/reports/GradEdRpt.html>

Cohen, P. (2005, November/December). Hey, Capitol Hill: Fund graduate education. *Academe*, 91(6).

Featured Researcher



José Luis Calderón, MD
Research Associate Professor
College of Pharmacy

What is your research focus at Nova Southeastern University?

I am a health services researcher. Health Services Research (HSR) seeks answers to questions about the distribution, utilization and process of healthcare as well as access to and cost of healthcare. Within translational research models HSR also looks for ways to translate new medical interventions into community level practice among both providers and recipients of healthcare. The overarching aim of my research is to end the health disparities that exist for multi-cultural vulnerable populations (e.g. the elderly, racial/ethnic minorities). This means the research I conduct is necessarily multi-focal with respect to research questions asked, hypotheses tested, and study designs and methodology used to achieve this goal. The conceptual framework that guides most of my research is Ethnomedical Science. Ethnomedical Science is the comparative study of different cultural perception of health and disease, alignment to healthcare and the social organization of the healthcare chosen. The latter is often traditional before biomedical

in multi-cultural populations like Southern Florida. Mixed research methods (quantitative/qualitative) are my modus operandi for facilitating community-based participatory research. One of my main focuses is on developing educational interventions aimed at improving health communication and enhancing chronic disease health literacy (knowledge of disease and disease causation, awareness of evidence based prevention and treatment, and experience and facility with negotiating healthcare delivery systems). This is particularly germane to vulnerable populations who tend to have limited literacy skills.

What is your educational background and how long have you been conducting research?

I graduated high school in Brooklyn, received a BS in Biology from the University at Albany, NY and an MD from Harvard Medical School. I then trained in family medicine at the State University of New York's Brooklyn Health Sciences Center and later in neurology at New York University before taking a full time research faculty position at the Charles R. Drew University of Medicine and Science in Los Angeles. Charles Drew is a sister school to UCLA so all of my research has been in collaboration with UCLA faculty. As a faculty member I completed a graduate fellowship at the John Hopkins School of Public Health and Hygiene and a fellowship with the Health Services Research Institute of the Association of American Medical Colleges, Washington, DC.

Why did you choose to conduct research at NSU?

From a professional perspective I was drawn by the challenge of building a research infrastructure at the College of Pharmacy and the HPD. Here I would

have a rare opportunity to test the efficacy of outcomes from multi-cultural community focused health services research conducted in Southern California in another multi-cultural population that is Southern Florida. To my knowledge there is no established research collaborative between institutions in Southern California and Southern Florida that address health disparities. With intramural support from the NSU, HPD we are in a good position to make this happen. In this regard I was motivated by Dean Malavé's vision to develop a research infrastructure that would conduct nationally and internationally recognized research and that would disseminate results at the community level as well as within the health professions. To accomplish this he has recruited four new faculty and a director of professional operations this year. Last but not least I'm here because I have a son and daughter in college in Florida and a daughter who graduated from the U. Miami who with the help of a wonderful son-in-law has made me a grandfather three times! This plus the above mentioned reasons made the decision to come to NSU a no-brainer!

Save the Date
Hispanic and HBCU
Grant Writing Workshop for
Health Services and
Health Disparities Researchers

Thursday, April 3 & Friday, April 4, 2008
 8:30 AM to 4:40 PM
 Nova Southeastern University
 Ft. Lauderdale, FL 33328
 Alvin Sherman Library, Research,
 and IT Center
 No fee/Registration required

Please share this notice with researchers, colleagues and graduate students.

For more information contact:
 Dr. Patrick C. Hardigan
 Fort Lauderdale, Florida
 (952) 262-1524
 E-mail: patrick@nova.edu

Hosted by: Nova Southeastern University
 Sponsored by: The Centers for Medicare & Medicaid Services and the National HBCU Research Network for Health Services and Health Disparities

The Office of Research in the Health Professions Division provides support for the faculty and staff of the Health Professions Division in their efforts to obtain and conduct research, while ensuring compliance with NSU policy, sponsor policy, and applicable law.

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