Five questions for Wendy Glenn[1]
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Wendy Glenn, Ph.D., is professor of literacy studies and chair of the Secondary Humanities Teacher Licensure program in the School of Education at CU Boulder. Earlier this year she was named[4] one of two new members of the President's Teaching Scholars Program[5] (PTSP), which recognizes CU faculty who skillfully integrate teaching and research at an exceptional level.

Her research centers on literature for young adults (readers ages 12-18) and how story can be used to both foster connection and invite disruption in students, teachers and the learning environments they share.

Glenn's teaching is guided by the assumption that inviting classroom spaces and genuine student learning are predicated on the creation of a community in which each member feels valued, supported and capable.

As far as her free time, it isn't surprising that Glenn says she's always up for reading a book by the wood stove, by the campfire, by the ocean, wherever the opportunity arises. She also counts trying a new restaurant or recipe and enjoying live music in an outdoor venue as favorite activities. She and her husband recently entered the world of overnight backpacking, exploring less accessible parts of the wilderness.

"As someone who is happiest outside, I strive to spend time on the trails, in the tent or on the road as frequently as possible," she said "My family enjoys visiting national and state parks to enjoy and learn more about these natural spaces. We feel deeply fortunate to live so close to Rocky Mountain National Park to the north and Eldorado Canyon State Park to the south."

1. What did young adult literature mean to you as a young person growing up? Does it play the same role in the lives of young people growing up today?
[6]

As a young person, I remember feeling like I was in a perpetual state of moving – packing up our things, saying goodbye to friends made and then lost, wondering what the next new place would offer. Money was elusive, so we didn't have much to pack, but my little collection of books, acquired as birthday and holiday gifts over the years, always found its way into a box labeled "Wendy." So regardless of where I was, the characters I had grown to love in the stories I read were right there with me.

In many ways, books were home. They served as placeholders in my memories, the geographies of self that I carried with me across the years and across state lines.

I think young adult literature means different things to different readers in any time but would argue that story invites both connection and distance for every reader. As we read, we might see ourselves and our communities in the characters and settings described on the page. This might help us feel affirmed and less alone in the world. At the same time, we might see others and their communities in new ways as we are invited to imagine alternate ways of doing, thinking and being. This can invite empathy and open space for sometimes hard but always essential considerations of the dominant narratives that permeate our society.

2. When describing your approach to teaching, you have stressed the importance of creating a community. How do you go about making that happen?
[7]

Yes! My teaching is guided by the assumption that inviting classroom spaces and genuine student learning are predicated on the creation of a community in which each member feels valued, supported and capable. When students and teachers work together to build trusting relationships growing from knowledge of and respect for individual needs and interests, opportunities for authentic learning, growth and humanistic connection are fostered.

I learn about my students both with intention and from a place of genuine curiosity. In addition to asking them to share

elements of themselves as both students in the classroom (How do you learn best? What makes it difficult for you to learn?) and in the world (What is your favorite way to spend a Sunday afternoon?), I design our course activities and assignments in ways that allow students to bring their full selves to the work, building in choice wherever possible and working to ensure that they are invited to engage with content through the lens of their individual lived experiences.

When we honor students as full people who hold intersectional identities (Crenshaw) and bring rich funds of knowledge (Gonzales, Moll and Amanti) into the space, they are more likely to open themselves to learning.

3. You taught junior high and high school students in the Mesa, Arizona, public school system from 1994 to 2001. What are your memories of that experience? Does it influence your university teaching?

I worked with pretty spectacular students. The schools in which I worked were comprehensive and large, with approximately 1,000 students in each grade level. Given my commitments to community, it was thus important for me to create a classroom environment where students felt supported as individuals in a sea of other people.

These students taught me that teaching is relational; it involves people who bring unique experiences, perspectives and passions into the classroom. Getting to know students as people allowed us to build and share in something powerful, something that enriched not only our learning about literature and writing but about ourselves and others.

I feel so fortunate to remain connected with several of these students, even now, 20 years after being their classroom teacher, and what they taught me in our experiences together in the classroom very much informs my work today with undergraduate and graduate students who aspire to be teachers themselves.

4. What does it mean to you to be named a President's Teaching Scholar at CU?

I am proud and grateful to be a selected member of the President's Teaching Scholar Program. As faculty dedicated to elevating the scholarship of teaching and learning across the CU system, the members of the group hold rich and varied knowledge around teaching and learning. I am excited to think more about collective attempts to share this expertise with others in our campus communities and to serve as resource people for advancing teaching and learning.

As university faculty, we might not always feel as though we hold the power necessary to enact change, particularly at the institutional level. As I learn more about the activities of the PTSP, it becomes increasingly clear that the program honors teaching as important university work and aims to both inform university leadership about issues concerning the current and future direction of university teaching and offer recommendations that matter for students.

5. What's next for your research?

I am excited to pursue a new line of inquiry that explores social class and the representations of rural young people and their communities in young adult fiction. As a first dive into these ideas, I am examining the social narratives around environmentalism that offer particular positionings of people living in rural places. Rural people are depicted as farmers, deeply connected to the land, following the seasons in a beautiful cycle of sow, harvest and share. Or as ranchers who avoid attachment to the animals that they slaughter for profit. Or as small-town folk who abide by ultra-conservative politics and deny that climate change exists. My work seeks to unearth and complicate these competing and often contradictory narratives (and the fictional young people upon whom they are ascribed) by exploring how they appear (and don't) in young adult titles featuring rural youth and centered on environmental content.

Faculty Council Committee Corner: Personnel and Benefits[8]
[9]

Editor's note: This is part of an ongoing CU Connections series in which the Faculty Council[10] highlights each of its committees and their efforts. See past installments here.[11]

Faculty Council's Personnel and Benefits Committee continues to engage the administration in reviewing employment practices and compensation. We work routinely with Michelle Martinez, director of strategic benefits initiatives in Employee Services[12], on a range of topics. In addition, the committee meets as needed with additional administrative leaders to request information and offer feedback on developments.

The committee seeks to protect the role and rights of faculty in salary processes. Ongoing business includes the administrative changes to Regent Policies 10E ("Compensation Principles," formerly "Salary Review to Determine Inequities") and 11B ("Faculty Salary").

The Personnel and Benefits Committee, along with the Educational Policy and University Standards (EPUS) Committee, had represented faculty's perspectives on proposed revisions in 2019 through 2022 to 11B ("Faculty Salary"). A new round of reviews in 2023 will open further discussion. Through this work, the Faculty Council's representatives seek to improve the transparency of salary practices.

Relatedly, the Personnel and Benefits Committee has asked the administration to make salary benchmark data available to faculty. Regent Policy 11B ("Faculty Salary") cites the market as a factor in establishing and adjusting compensation, and the provision of benchmark information will shed light on how salaries stand in relation to market conditions in higher education.

Retirement plans also figure within the purview of the Personnel and Benefits Committee, which receives reports annually and as needed from TIAA and the university's Office of Employee Services. In 2022, Boulder's Faculty Assembly, in concert with other constituencies in the university, questioned whether the TIAA Social Choice retirement funds adequately responded to concerns about climate change. After hearing these concerns in the committee, the administration removed TIAA Social Choice from the university's investment menu and added two options more closely aligned with climate-friendly goals.

On a separate matter, members of the Personnel and Benefits Committee are seeking routine information sessions from the administration in connection with the management and assessment of services in retirement funds.

Other types of benefits have surfaced in the deliberations of the committee. For example, faculty had voiced concerns over uneven parental leave benefits across the four campuses. The committee also is hearing updates about the university's alignment[13] with the state of Colorado's new Family and Medical Leave Insurance (FAMLI) program[14], approved by voters in November 2020; employees began paying the premium in 2023, with the provision of FAMLI benefits to start in 2024.

With regard to CU's Faculty Housing Assistance Program[15], the Personnel and Benefits Committee has advocated for the resuming of a down-payment assistance benefit available to eligible faculty, as soon as market conditions permit; this benefit is currently placed on hold and remains limited to accepting applicants onto a waitlist[16].

Finally, the committee also expressed interest in assessing dental benefits in 2023.

The Personnel and Benefits Committee meets on the first Friday of each month throughout the academic year, and our members welcome inquiries and concerns from our colleagues across all ranks of faculty from the four campuses.

Personnel and Benefits Committee Members, 2022-23
Jeffrey Schrader, Chair, CU Denver, College of Arts and Media **Tamara Terzian**, Immediate Past Chair, CU Anschutz, Dermatology **Jeff Zax**, Vice Chair, CU Boulder, College of Arts and Sciences **Celine Dauverd,** Secretary, CU Boulder, College of Arts and Sciences **Larry Cunningham**, CU Denver, Business School **Melanie Joy,** CU Anschutz, Skaggs School of Pharmacy and Pharmaceutical Sciences **Matthew Lyle,** CU Colorado Springs, College of Business **Sherry McCormick**, CU Colorado Springs, College of Nursing and Health Sciences **Joseph Rosse,** CU Boulder, Leeds School of Business, Emeritus **Sloan Speck**, CU Boulder, School of Law **Lindsey Yates**, CU Anschutz, School of Dental Medicine **Tom Zwirlein**, CU Colorado Springs, Finance, Emeritus **Michelle Martinez**, CU system, Employee Services Liaison (non-voting member)

2023 vendor fair is your Open Enrollment book club[17]
[18]

Your Open Enrollment story has begun, and now is the best time to review your benefits, understand what's changing and ensure they will continue to be the right options for you.

Reading into your benefits features can be overwhelming, but there are tools and resources on the Open Enrollment Sessions and Fairs website[19] to take the mystery out of your decision.

Open Enrollment began with the enrollment portal becoming available on April 17 and will last through 5 p.m. MDT May 5.

If your life circumstances have changed, this is a good time to review your health plan needs and compare them to all your CU plan options. The Open Enrollment sessions and vendor resources are your study guide to understand the details of each plan and make the best decision for your healthy ever after.

"Having the opportunity to review your plan options ensures that your choices are still in line with your life goals," said Deborah Lowe, Employee Services outreach program manager. "The employee educational programming and resources will give you a valuable overview, letting you focus in on the things that are of interest to you."

Plan information is an open book

On-demand courses on the Open Enrollment Sessions and Fairs website provide a full walk-through of CU Health Plans and changes that have been made. The two courses are offered in both English and Spanish.

The Basics of CU Health Plans course[20] helps you find the right health plan for your needs. The course assists by considering three variables: plan network, including covered providers and possible out-of-state coverage; cost to maintain the plan; and cost to access care. In addition to medical plans, this course highlights dental and vision plan options as well as pretax savings account plan options.

The Open Enrollment Overview on-demand course will give you a sneak peek at all the changes coming in the new plan year, which begins July 1.

"Understanding how a health plan supports both your health care needs and your financial goals makes a difference in the choices you make," Lowe said.

A variety of helpful resources await you

Webinars

Health insurance is a complex and confusing topic for many people, and it can be easy to get overwhelmed with all the moving parts and variables. The vendor fair webinars are a great platform to learn from the experts and ask questions regarding Open Enrollment and benefits plans.

During the second week of Open Enrollment, April 24-28, Employee Services will host multiple informational webinars hosted by representatives of our plan providers, including CVS Caremark, Anthem, Kaiser Permanente and Delta Dental. This is your best opportunity to learn more about each plan and have your questions answered.

CU Health Plans are expanding fertility coverage to provide additional treatments for families who require medical fertility assistance. WINFertility administers fertility treatment benefits for Anthem plan members, and OviaHealth is accessible to all health plan members, providing a suite of resources designed to aid families and parents in navigating conception, pregnancy, parenthood and menopause.

Learn all about what WINFertility and OviaHealth have to offer in their April 27 webinar[21].

In addition to the CU Health Plan presentations, TIAA is offering a workshop on April 27[22] highlighting the benefits of CU's mandatory 401(a) Plan and increasing savings through the voluntary 403(b) Plan.

Digital resources

Webinars are just one resource that can help those looking to review or change their plans. The Open Enrollment fair [19] is a hub of digital resources — from videos to written guides — explaining plan options such as pharmacy, life insurance and mental health care.

Prizes

Anyone visiting the virtual sessions and fair can enter to win one of 42 prizes, including Yeti Tumblers, $25 Target gift cards, muscle percussion massagers and more.

More resources

Visit the Open Enrollment website[23] to access all the resources you need to find the most advantageous plan for you. Act before Open Enrollment ends at 5 p.m. MDT May 5.

If the vendor fair information, on-demand courses and webinars don't provide the answers you're seeking, don't hesitate to contact our benefits professionals.

Reach an Employee Services benefits professional by email at benefits@cu.edu[24] or call 303-860-4200, option 3.

Regents' University Affairs Committee hears input on campus safety, weapons policy[25]

The CU Board of Regents' University Affairs Committee on Tuesday heard presentations from campus law enforcement and safety professionals, as well as public comment from students and faculty who support or oppose changing the university's weapons policy.

The focal point for those who spoke in the public comment portion of the meeting was one facet of the university's weapons policy, Colorado's concealed carry law. It was extended to CU's campuses after the state Supreme Court ruled against CU in 2012 in an appeal of a lawsuit won by Students for Concealed Carry, which in earlier legal actions argued that CU's weapons policy violated Colorado's Concealed Carry Act. In 2022, the Colorado Legislature passed a bill that returned the authority to set weapons policies to university governing boards.

Students and faculty on both sides of the issue spoke to regents at the meeting via Zoom while governance groups and others submitted resolutions, letters and statements in writing to the board for consideration. A video[26] of the meeting is on the Board of Regents website, as are materials submitted.

"Students are scared, they're scared of gun violence," said Rachel Hill, one of the CU Student Government's tri-executives. "I want you to know we're not going to let up, we're not going to stop coming. We're not going to stop talking about it."

But CU Boulder junior and active-duty U.S. Marine Justice Appiah criticized a CU student government survey that was used to bolster the case for a change to the weapons policy for only engaging a small, selected slice of students. "I urge you to pause this initiative until students can be engaged," he said.

CU Boulder Mechanical Engineering Professor (and Boulder Faculty Assembly member) Shelly Miller echoed Hill's comments. "Faculty are also scared. We are very concerned about the possibility of concealed carry in our classrooms." She urged the board to treat it as it would any other public health issue.

Jeff Deickman, an adjunct faculty member and doctoral student at UCCS, suggested that reversing the weapons policy will hurt enrollment on the campus due to its substantial active duty military and veteran student base. He also said a change would draw an immediate legal challenge. “It will be challenged and overturned in court,” he said.

Before it took public comment, the board heard presentations from all the campus police chiefs (the Auraria Police serve CU Denver) and/or top safety professionals. Board members had requested to hear about current campus safety efforts. The police chiefs and safety officials detailed myriad efforts they engage in aimed at furthering campus safety, including physical initiatives such as the ability to electronically lock down buildings, camera systems, alert systems and card entry. They also discussed robust teams that deal with threat assessments and behavioral intervention. All focused on increased efforts to incorporate mental health programs into safety efforts.

“We take a holistic approach to safety, and a tiered approach,” said CU Boulder Police Chief Doreen Jokerst.

CU system spokesman Ken McConnellogue said the regents found the session valuable. “The Board of Regents continues to gather and digest information about CU’s weapons policy from members of the university community, as it did at Tuesday’s University Affairs Committee. The board appreciates the perspectives, opinions and engagement from a wide spectrum of students, faculty, staff and others,” he said. “The board also welcomed hearing from CU’s law enforcement and safety professionals on our four campuses regarding the extensive and effective measures they take to advance campus safety.”

At the board’s regular meeting on Feb. 9, several CU students encouraged the board to reverse the university’s weapons policy, articulated in Regent Policy 14.I[27], which allows those with a state concealed carry permit to possess handguns on campuses (with the exception of most residence halls and ticketed cultural and athletic events). Board Chair Lesley Smith referred the issue to the board’s University Affairs Committee for discussion and information gathering. She noted that the three new regents who began their terms in January are broadening their understanding of the issue and will continue to, while veteran board members also benefit from the discussions. All three of the newest regents attended the University Affairs Committee meeting on Tuesday.

New designation to recognize dispatchers at three CU campuses [28]

CU Boulder doubles size of CU Promise free tuition and fees program[29]

CU to showcase 75 years of innovation and impact at the 38th Space Symposium[30]

CU Denver researchers confront climate crisis on all fronts[31]

Attend ThinqStudio’s UnConference April 21[32]

A new way to conduct research: Streamlining the clinical trial[33]

Award-winning plant geneticist Ronald to give Rose M. Litman Lecture [34]

Nakassis wins National Endowment for the Humanities fellowship [35]

Candrian film ‘Just Us’ to premiere May 21 in Boulder [36]

Astrophysicists use Exmouth solar eclipse to help solve mystery of why Sun’s corona is so hot[37]

Climate-displaced Americans face discrimination[38]

Everything parents need to know about ear infections in babies, toddlers & kids[39]

Links
[1] https://connections.cu.edu/spotlights/five-questions-wendy-glenn[2] https://connections.cu.edu/sites/default/files/5q_glenn_top.jpg[3] https://connections.cu.edu/sites/default/files/5q_glenn_award.jpg[4] https://connections.cu.edu/stories/president-s-teaching-scholars-joined-two-new-members[5] https://www.cu.edu/ptsp[6] https://connections.cu.edu/sites/default/files/5q_glenn_01.jpg[7] https://connections.cu.edu/sites/default/files/5q_glenn_02.jpg[8] https://connections.cu.edu/stories/faculty-council-committee-corner-personnel-and-benefits-0[9] https://connections.cu.edu/sites/default/files/fccc_pb_top.jpg[10] https://www.cu.edu/faculty-council[11] https://connections.cu.edu/tag/faculty-council-committee-corner[12] https://www.cu.edu/employee-services[13] https://www.cu.edu/employee-services/collaborative-hr-services/cu-campuses/colorado-famli-program[14] https://famli.colorado.gov/[15] https://www.cu.edu/treasurer/housing-assistance-programs[16] https://www.cu.edu/employee-services/worklife-blog/landed-housing-down-payment-assistance-and-education-program[17] https://connections.cu.edu/stories/2023-vendor-fair-your-open-enrollment-book-club[18] https://connections.cu.edu/sites/default/files/oe23_feat.jpg[19] https://www.cu.edu/employee-services/open-enrollment-sessions-fairs[20] https://www.cu.edu/employee-services/benefits-wellness/basics-cu-health-plans-and-pretax-savings[21]

https://cusystem.zoom.us/webinar/register/WN_9EUOPbXKSXK4W4UFcZ9dHA[22]
https://event.on24.com/wcc/r/4154152/88DEBB7319897EC20306B047CAB68BF1[23] https://www.cu.edu/employee-services/open-enrollment[24] mailto:benefits@cu.edu?subject=[25] https://connections.cu.edu/stories/regents-university-affairs-committee-hears-input-campus-safety-weapons-policy[26]
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