Five questions for Angela Gover[1]

Among her many awards, Angela Gover earned the CU Denver School of Public Affairs (SPA) Faculty Teaching Award in 2019, an award she also received honorable mention for in 2018 and 2020. She calls the recognition “truly validating.”

“As the School of Public Affairs (SPA) has increased online course offerings in recent years, I’ve adjusted my teaching philosophy to incorporate much more active engagement on my part to keep all of my students, some of whom I might not meet face-to-face, actively engaged and learning,” she said. “I make a directed effort to be more present, available, and remain aware of each student's progress in my courses. I have a deep passion for the subject matter, and I aim for my teaching to reflect that. My goal is to change students’ lives by bringing awareness to the prevalence and consequences of violence against women.”
[2]

Gover, a professor of criminology and criminal justice, studies intimate partner violence and issues surrounding the topic. She came to CU in 2006 for her “dream job.”

“I had always been an applied researcher and was especially attracted to the exciting community connections, energy, and policy emphasis that SPA offered,” she said. “Additionally, I was born and raised in New Mexico and always wanted to settle down in Colorado as I spent a lot of time skiing and camping here growing up. After I got the job and moved to Denver, it felt like home immediately.”

Although she originally thought she would attend law school, her direction changed after taking an undergraduate course in victimology. She became passionate about the impact of crime on individuals and society and concerned about how the criminal justice system responds to crime.
[3]

Her other passion is travel.

“I caught the travel bug early in life from spending summers on long family road trips in my family’s VW van,” she said. “I have so many fond memories pushing that thing to get it going, from Seattle to New York! So far, I have visited 46 of our 50 states – look-out Maine, lobster sounds pretty good about now.”

She also enjoys international travel and recently had the opportunity to lead a Gender Violence study-abroad class in Barcelona, Spain. It was an amazing teaching experience, she says, incorporating her interests in travel, her passion for the topics of victimology and gender studies, and her personal interest in global culture.

1. Reports of domestic violence have increased across the country in recent weeks. Have stay-at-home orders contributed to the increase?

That is a great question. For people experiencing domestic violence, home can be a very dangerous place. Stay-at-home orders can make an already perilous situation even more dangerous for victims. It’s important to maintain awareness that some victims are being forced to stay at home with their abusers, thus enabling abusers to use the pandemic as a tool to further isolate, coerce and control them.

The ability to reach out for help is almost impossible when your abuser is monitoring every move you make. We are seeing calls for service for domestic violence increase in a number of cities across the country. Reports of domestic violence have definitely increased because of these orders.

2. Are domestic violence patterns different in different segments of society?

Intimate partner violence (IPV) occurs across all cultures, religions, ethnicities, income levels, sexual orientations, age groups and education levels; IPV does not discriminate. Even with IPV being significantly underreported to law enforcement, it is the most commonly reported violent crime that comes to the attention of the police.

One overarching theme to my research has been a focus on how the criminal justice system responds to violence against women. To this end, I've examined interview data from a sample of IPV survivors who interacted with victim services in Denver, in order to better understand why some IPV victims chose not to engage in formal help-seeking, like calling the police.

The most common reason survivors gave for not contacting law enforcement after experiencing an intimate partner violence incident was having been treated badly by the system in the past (i.e., they felt that the police treated them poorly, or they did not agree with the outcome of a previous case).

The second most common reason survivors cited for not reporting was concern that what had happened to them would not be deemed significant enough or that they would not be taken seriously.

The third most common reason victims cited was fear of negative consequences for themselves and/or their children.

It is crucial to shine a light on the nature of IPV victim experiences in order to understand the barriers they face, and to better connect them with effective services.

3. You've also studied personal protective orders. Do these orders generally protect victims?

Protection Orders (PO) are the most utilized form of relief for intimate partner violence victims. The orders aim to deter future violence, threats or intimidation while increasing victim safety. They also provide a pathway to assistance for victims who do not want to pursue a criminal case. Previous studies on the impact of Protection Orders offer mixed results in terms of effectively deterring IPV, with effectiveness usually measured according to PO violations and victims' perceptions.

I recently conducted a nationwide assessment of states' PO statutes according to an empowerment framework (empowering facilitators, for example, include gender-neutral language, inclusion of same-sex couples, waiving of filing fees, and provision filing assistance). Results from this study indicated that there is little consistency across state PO statutes in regard to 23 empowerment facilitators. This research was published in "Journal of Interpersonal Violence" and "Violence Against Women."

4. You've also studied offender interventions and treatment. What have your studies found?

In studying offender treatment on a nationwide level, I have found that the most important aspect of Colorado's approach to domestic violence offender treatment is the state's use of a differentiated treatment approach for offenders. This aspect of treatment makes Colorado a leading and progressive state in the United States with respect to our domestic violence offender treatment philosophy. Other states, for example, follow a "one size fits all" approach to offender treatment, whereby all offenders are sentenced to the same number of weeks of treatment. Colorado, however, follows a non-time-driven treatment philosophy that results in differentiated treatment tailored to the individual offender's risks and needs. This approach is consistent with research, including my own, indicating that offenders are a heterogeneous group of people with a correspondingly diverse set of treatment needs.

5. What area of study are you engaged in currently?

Something I am currently working on that I am really excited about is developing an empirical definition for the term "victim friendly." This is a term that is commonly used in the literature in reference to statutes, policies, procedures, guiding philosophies, court systems, direct services, legal responses, and criminal justice system interventions that are subjectively determined to be favorable to crime victims in some way. Despite the widespread use of this term (I've used it in my own research), it has yet to be defined. I am working with a colleague from another institution to analyze interview data with victim advocates who were asked about their opinions as to what constitutes a "victim-friendly" court. In addition to providing the literature with a definition of this concept, we hope that this work will assist practitioners in the development of victim-friendly court systems.

[CU to substantially ramp up online education efforts][4]

CU is taking steps to bolster its online presence and offerings as the months-long project to evaluate capabilities and gauge opportunities transitions from assessment to implementation.

A team of faculty, staff and administrators worked with vendor EY-Parthenon throughout the academic year to look at CU's current offerings and compare against market demand and opportunity. It found that market demand is significant and diverse (by discipline, degree level and cost), and that CU's offerings align with that demand. Yet it also found that despite "pockets of excellence," on the whole, CU lags national market leaders in offerings and capabilities.

While stressing that CU has significant strengths in selected online programs, CU President Mark Kennedy said what the university and all of higher education have experienced with the hasty move to remote teaching caused by COVID-19 highlights the need for robust online capabilities.

"We have had some success and are increasingly moving this direction, but the crisis lends a sense of urgency to our efforts," Kennedy said. "I recognize that moving quickly comes with its own challenges, and that there are questions we need to answer and things we need to figure out and other things we will learn as we go, but I have every confidence that we will succeed.

"Perhaps most important, we have great faculty delivering stellar online programs, and their knowledge and ongoing involvement will be crucial to success."

He told the Board of Regents that CU will approach implementation in two separate and distinct efforts – offering supplemental marketing and enrollment management support to about a dozen current online programs (with each campus contributing programs) in fall 2020. Concurrently, an "Online Accelerator Committee" will be established to frame the foundation for a sustainable online effort that aligns with CU's mission and which will have a significant rollout in fall 2021.

To facilitate both, the Office of Digital Education (ODE) will expand its charter from the Denver and Anschutz campuses to become a system resource (reporting to the president's office) for all four campuses. According to EY-Parthenon, ODE has provided "best in class services," ranging from enrollment marketing and recruiting to student success and instructional design for online programs.

Kennedy had originally intended a search for a leader of CU's coordinated online effort, but given looming budget constraints, he appointed internal co-leads for the project. ODE's Scot Chadwick will serve as interim associate vice president for online learning and Dr. Sheana Bull will serve as interim senior faculty fellow for online learning.

Kennedy and the chancellors agreed on the direction, taking into account some key guiding principles that emerged from the EY-Parthenon recommendations. One is that CU collectively is committed to investing in and growing online offerings representative of the CU brand. Another is that systemwide coordination is necessary to bring the best of what CU offers to market in a high-quality way. A third guiding principle notes that sharing online learning services and operations will best enable growth in a cost-efficient way.

The fall 2020 effort will involve at least three programs from each campus, and some will draw on cross-campus collaboration. Kennedy will put additional enrollment marketing funding behind the programs that have been chosen to participate. Part of the aim of the fall effort is not only to jump-start the online effort, but also to learn about how to expand ODE to work at scale across four campuses rather than two.

Concurrently, the president is funding a larger branding and marketing effort to support fall 2021 programming, which will be the official launch of the coordinated online effort. The larger marketing effort will be managed by a team of system and campus marketing professionals.

The initial program portfolio for fall 2021, and ongoing process for program expansion, will be determined through the

work of the CU Online Accelerator Committee. It will have seven working groups: Academic, Online Services, Finance, Campus Engagement, Marketing/Communication and Information Technology. The broader committee will consider recommendations from the working groups for detailed academic support, operating and financial model, as well as a plan for the fall 2021 launch, which will include recommendations on which programs to invite. Programs offered in fall of 2020 will be eligible, as will additional programs on each campus.

The working groups will include representatives from each campus and, where appropriate, system administration.

CU on the Air podcast: President Kennedy's coronavirus updates[5]

CU leaders consider range of revenue disruptions[6]

CU leaders are in the midst of much careful planning, but many unknowns remain.
[7]

That was the message of President Mark Kennedy during the public portion of Wednesday's Board of Regents meeting, held virtually via Zoom and livestreamed. A link to a recording of the meeting will be posted here[8].

Todd Saliman, vice president of budget and finance and chief financial officer, gave a presentation[9] that provided a timeline of budget actions that the state and CU will be taking in the coming months. CU leaders are considering scenarios with varying degrees of budget impacts, all of them severe.
[10]

"Obviously we're in for some revenue disruptions," Saliman said. "The question is how deep those disruptions will be."

Three scenarios being considered: revenue drops of 5%, 10% or 20%.

CU has joined with higher education institutions across the state to articulate the broad impact of the COVID-19 pandemic and the accompanying economic downturn. Even after accounting for relief funding from the federal CARES Act, universities and colleges in the state have seen estimated additional expenses and losses of $274.1 million in the current fiscal year; CU's share of that is $185.7 million.

Statewide, total revenue losses – not including potential state budget cuts – next year could range anywhere from $374 million to $2.15 billion; for CU, that could mean a range of $227 million to $1.1 billion in lost revenue.

The alarming figures continue when considering potential gaps between operations budgets and revenue combined with changes in state funding. Even if state funding remains flat in the coming year, CU could see a gap of $115 million to $360 million. A worst case, which assumes the maximum allowed cut in state funding, 16.9%, could mean gaps for CU of $157 million to $402 million.

As far as budget-balancing options, Saliman said, "the number of tools in our toolbox are limited." The list includes: Reduce or eliminate planned compensation increases Reduce controlled maintenance Reduce travel Improve space utilization Targeted operating cuts Compensation or workforce reductions Program elimination or consolidation Reduced institutional aid Reduced student services
Beginning Friday, CU leaders will be refining budget assumptions for the campuses, in anticipation of a May 19 Board of Regents vote on tuition, fees and compensation for the 2020-21 fiscal year.

The state's Joint Budget Committee will convene Monday to begin the public portion of its budget-balancing

conversation. Mid-May will see the release of updated revenue forecasts for the state, as well as the introduction of the budget in the Legislature. The governor will approve the budget at the end of May.

Throughout May and early June, the campuses and system administration will develop the 2020-21 budget, with the regents expected to consider it for approval on June 18.
[11]

“There’s no getting back to normal,” Board of Regents Chair Glen Gallegos said. “I think we’re going to be deciding on what the new normal is.”

Faculty Council extends workload into summer, skips elections[12]

Faculty Council leaders will continue in their current roles for longer than may have been expected.

During the April 23 meeting of the Faculty Senate, held via Zoom, the senate dispensed with the election of officers to serve in the coming academic year after members passed a motion allowing the current chair, vice chair and secretary of Faculty Council, as well as committee chairs and members, to remain in their current roles. Ordinarily, elections would have been held at the April meeting.

The motion acknowledges the impact of COVID-19 on teaching, research and governance, and stresses a need for continuity and institutional knowledge at a time when face-to-face meetings aren’t possible.

Chair Joanne Addison also announced that Faculty Council won’t take the usual break from meeting this summer. The council’s executive committee and chairs from standing council committees will continue working at a time when decisions about the state and CU budgets will be in process.

The council’s next regularly scheduled meeting is May 14, when further detail about state revenue is expected to inform decisions that have been delayed because of disruption from the coronavirus.

As is customary at the April meeting of Faculty Senate, the university president appeared to discuss the state of the system. President Mark Kennedy highlighted the university’s response to the pandemic and focused on budget questions that he also had reviewed with the Board of Regents[13] earlier in April.

“We know how much of a burden it’s put on you,” Kennedy said of the mid-semester shift to remote teaching and learning. “We know what great work you’re doing and we are appreciative of it.”

Last week’s meeting also included an update on the strategic planning process, which also has been slowed by the pandemic. Lists of action steps originally were due from committees last Friday, but that deadline has been extended to a date to be announced. Review and tentative approval of the completed plan, originally set for July, has been moved to September.

Progress continues on the university’s online initiative, now being led by Sheana Bull, interim senior faculty fellow, and Scot Chadwick, interim AVP of online. The Online Acceleration Committee, being supported by consultants EY-Parthenon, has established working groups that will make recommendations in five areas: academic, online services, finance, campus engagement and IT. Online programs launching in fall 2020 will receive additional marketing support from the president’s office, which also will undertake a longer-term branding and marketing effort for the online initiative aimed at a fall 2021 launch.

Also ramping up across the system is a diversity campaign, requested by the Board of Regents to stress a message of respect among members of the CU community, and to celebrate successes in diversity of all forms – while aiming to make continued strides.

“What the regents have said to us is, we want to make sure diversity remains front and center, top of mind at the university,” said Ken McConnellogue, vice president of communication, who appeared with representatives of Denver firm Essencialize, which has been engaged to create campaign material. “We want to celebrate CU’s commitment to diversity.”

Open Enrollment: Wake up on the right side of the bed with Sleepio[14]
[15]

This Open Enrollment[16], the University of Colorado is introducing Sleepio[17], a wellness program dedicated to developing healthier sleep habits and improving mental wellness. Beginning July 1, CU Health Plan members, spouses and dependents can participate in Sleepio at no additional cost.

Whether you struggle with catching Z’s or you sleep like a baby, Sleepio has the tools to help you better understand your current sleep patterns and their effect on your mental health.

How do I know if Sleepio is right for me?

When you reflect on your current sleep patterns, do they leave you feeling well-rested or sleep-deprived? How often do you sleep through the night without waking up? How many hours of sleep do you typically get? Do you feel your mental or emotional wellness could improve, if only you weren’t tired? If any of these questions resonate with you, Sleepio could be a great resource to get some answers.

How does Sleepio work?

Sleepio works by providing participants with the level of help they need, when they need it, using a three-step approach composed of the Sleep Test, Lite Sleep Help and the Sleepio program.

The first step is to evaluate your current ‘Sleep Score’ using Sleepio’s Sleep Test. The Sleep Test is a brief, clinically validated online assessment of overall sleep health. The test asks questions related to your sleep routine and your goals for better sleep. Many test questions allow you to select multiple answers as they apply to you.
[18]

At the end of your sleep test, you’ll receive an evaluation of potential sleep issues and a tip to get started on improving sleep right away.

[19]

Once you have your sleep score, browse Sleepio’s personalized Lite Sleep Help guides designed to improve your sleep routine. These guides are accessible through your online Sleepio account or you can choose to have them delivered straight to your inbox. The Lite Sleep Help topics include, but are not limited to, sleep basics, overcoming jetlag, improving sleep during pregnancy, wearable sleep trackers and sleep for shift-work employees.

The third resource in Sleepio’s approach to sleep improvement is the scientifically proven Sleepio program, which includes a self-help tool featuring information on cognitive and behavioral techniques for better sleep.

There are many ways you can use the Sleepio program tools, including:

Manually track your sleep or link your account with a wearable activity tracker
View progress on your goals over time
Search the resource library for specific questions and topics

Connect with other Sleepio peers and program graduates

[20]

How do I know Sleepio really works?

Sleepio is a fully automated, highly personalized and stigma-free way to improve sleep and mental health. It is available to over 2 million employees.

Sleepio is backed by 40 peer-reviewed papers, including 10 randomized controlled trials. The program is recommended as a first-line solution by the American College of Physicians.

Plus, you'll have your very own virtual sleep expert, The Prof, and his dog, Pavlov, cheering you on the whole way through this fun and engaging wellness program.

image

Sleepio will be available at no additional cost to CU Health Plan members, spouses and their dependents on July 1. CU employees will receive additional information about this wellness program and its benefits as the July launch gets closer, so stay tuned.

For questions about the Sleepio program, reach out to the CU Health Plan team at Info@BeColorado.org[21] and be sure to visit BeColorado.org/program for a comprehensive list of wellness programs available to eligible CU Health Plan members.

More Open Enrollment details

Open Enrollment is your annual opportunity to keep, waive or enroll in the University of Colorado's medical, dental, vision, flexible spending accounts, life and disability insurance. Use this period to examine your current health and wellness options, then adjust your benefits accordingly by 5 p.m. May 8.

Changes to health benefits for the 2020-21 plan year were made with member satisfaction, process improvement and efficiency in mind. If you would like to keep the same benefit plans, no action is required and you will be automatically re-enrolled. There's one exception: If you have a Health Care Flexible Spending Account and a Dependent Care Flexible Spending Account, you must re-enroll.

For more information, check out what's changing for the 2020-21 plan year.

Questions about your benefits? CU's benefits counselors are here to help

As always, CU Employee Services benefits counselors are available to answer questions and to direct you to resources to inform your health care decisions. Benefits office hours are 8 a.m.-5 p.m. Monday through Friday. Please don't hesitate to reach out.

Visit the Open Enrollment website
Email benefits@cu.edu[22] Contact a benefits professional at 303-860-4200, option 3. Para Español, escoja 4.

Coronavirus drifts through the air in microscopic droplets—here's the science of infectious aerosols[23]

Why are we acting like wolves at night?[24]

Virtual Town Hall answers COVID-19 questions from campus community [25]

School of Education and Human Development uses resources to support communities[26]

Experts: Our mental strength depends on us all reaching out to each other [27]

Multiple COVID-19 clinical trials underway at CU Anschutz [28]

Sasson helping on New York's front lines of pandemic[29]

Cutter receives CU Gee Memorial Lectureship Award [30]

Martinez reflects on 43 years at the Kraemer Family Library [31]

Links
[1] https://connections.cu.edu/spotlights/five-questions-angela-gover[2] https://connections.cu.edu/sites/default/files/gover_award.jpg[3] https://connections.cu.edu/sites/default/files/gover_travel.jpg[4] https://connections.cu.edu/stories/cu-substantially-ramp-online-education-efforts[5] https://connections.cu.edu/stories/cu-air-podcast-president-kennedy-s-coronavirus-updates [6] https://connections.cu.edu/stories/cu-leaders-consider-range-revenue-disruptions[7] https://connections.cu.edu/sites/default/files/bor-mtg_kennedy.jpg[8] https://cu.new.swagit.com/views/92/[9] https://go.boarddocs.com/co/cu/Board.nsf/files/BP5NDN5F6FE6/$file/State%20and%20CU%20Budget%20Update%20(April%2029th)%20-%20Final%20.pdf[10] https://connections.cu.edu/sites/default/files/bor-mtg_saliman.jpg[11] https://connections.cu.edu/sites/default/files/bor-mtg_gallegos.jpg[12] https://connections.cu.edu/stories/faculty-council-extends-workload-summer-skips-elections[13] https://connections.cu.edu/stories/leadership-takes-pay-cuts-budget-questions-remain[14] https://connections.cu.edu/stories/open-enrollment-wake-right-side-bed-sleepio[15]

https://connections.cu.edu/sites/default/files/oe_top_0.jpg[16] http://www.cu.edu/oe[17] https://www.cu.edu/employee-services/open-enrollment/sessions-fairs/sleepio[18] https://connections.cu.edu/sites/default/files/oe_sleepio_01.jpg[19]
https://connections.cu.edu/sites/default/files/oe_sleepio_02.jpg[20]
https://connections.cu.edu/sites/default/files/oe_sleepio_04.jpg[21] mailto:Info@BeColorado.org[22]
mailto:benefits@cu.edu[23] https://connections.cu.edu/stories/coronavirus-drifts-through-air-microscopic-droplets-here-s-science-infectious-aerosols[24] https://connections.cu.edu/stories/why-are-we-acting-wolves-night[25]
https://connections.cu.edu/stories/virtual-town-hall-answers-covid-19-questions-campus-community[26]
https://connections.cu.edu/stories/school-education-and-human-development-uses-resources-support-communities[27]
https://connections.cu.edu/stories/experts-our-mental-strength-depends-us-all-reaching-out-each-other[28]
https://connections.cu.edu/stories/multiple-covid-19-clinical-trials-underway-cu-anschutz[29]
https://connections.cu.edu/people/sasson-helping-new-york-s-front-lines-pandemic[30]
https://connections.cu.edu/people/cutter-receives-cu-gee-memorial-lectureship-award[31]
https://connections.cu.edu/people/martinez-reflects-43-years-kraemer-family-library