

[College of Business launches online entrepreneurship program](#)[1]

The University of Colorado Colorado Springs College of Business wants to help aspiring entrepreneurs get a jump start on their business ideas.

UCCS will offer an online course, the Practical Entrepreneurship Program, in coordination with the Business StartUp Institute, Colorado Springs. The program features curriculum developed and presented by Tom Duening, El Pomar Chair of Business and Entrepreneurship, and director of the Center for Entrepreneurship.

“This program will further our vision of building successful futures for our stakeholders who are interested in starting their own businesses,” said Venkat Reddy, dean of the College of Business.

The Practical Entrepreneurship Program consists of 21 lessons delivered via a digital chalkboard providing video, illustrations, templates, downloadable attachments and learning tools. The content of the program is arranged around three core areas: developing a business plan, launching the business, and growing and planning an exit. A list of lessons is available at <http://www.uccs.edu/~business/onlineprograms.html>[2]. Individual lessons are \$29; the entire 21-lesson program is \$299.

“We wanted to make this noncredit program available at a reasonable price so that beginning entrepreneurs could beat the learning curve and succeed with their first startup business,” Duening said. “I share my experiences and what I’ve learned through years of research and teaching.”

While a college graduate student, Duening launched his first business in 1984 and has started seven businesses in his career. He has written 12 books on business, management and entrepreneurship.

The Business StartUp Institute is a subsidiary of Businesses2Learn LLC, a Colorado Springs-based company founded in 2009 by Jim Holley, an entrepreneur and inventor. He realized that the many lessons he learned while building his consumer product company would be valuable to other aspiring entrepreneurs.

[Michaels honored for professionalism at School of Medicine](#)[3]

Michaels

The University of Colorado School of Medicine has awarded **Robin Michaels**, Ph.D., the Fifth Annual Faculty Professionalism Award in recognition of her 17 years of educational, research and administrative work.

One of the nominating letters described Michaels’ “unwavering commitment to students and most importantly her ability to model and inspire professional behavior to the next generation of physicians.” Michaels is an associate professor in the department of cell and developmental biology and an assistant dean of the Essentials Core Medical Curriculum.

[Math circles round up teachers for immersive experience](#)[5]

Mickey Adams-Forrest studies a plastic rhombicosidodecahedron during the Rocky Mountain Math Teachers' Circle workshop July 21 at CU Denver. (Photo by Jay Dedrick)

It's mid-summer and two dozen Colorado middle-school teachers have returned to a college classroom in the CU Denver Building, sitting where the students usually do. They've come from the mountains, the eastern plains and the Front Range to be immersed in math.

Josh Hagin, a math teacher at Altona Middle School in Longmont, is leading one of the week's sessions, asking his peers to consider the holes covering the plastic, marble-sized orbs in their hands. The holes are cut in various geometric shapes to accommodate corresponding pegs. When connected, the objects look like brightly colored toys; participants look like they're at play.

But the problem Hagin poses requires considerable thought – how to count and sort the types of holes? What application of math can succeed where the eye fails? From their tables, the teachers take turns venturing to white boards at the front of the room, jotting down potential solutions.

"A lot of teachers have only experienced math as procedural, and never experienced it as problem solving," says Diana White, an assistant professor in the Department of Mathematical and Statistical Sciences at the University of Colorado Denver. "They're more likely to teach it well if they've experienced it as learners, too."

White leads the year-old [Rocky Mountain Math Teachers' Circle](#)[7], one of three math circle outreach efforts across the CU system. As part of the larger aim to boost STEM (Science, Technology, Engineering and Math) education nationwide, [math circles](#)[8] expose middle-school and high-school teachers and students to unconventional ways of exploring a discipline often viewed as dull or intimidating.

At the University of Colorado Colorado Springs, the [Pikes Peak Math Teachers' Circle](#)[9] reaches middle-school teachers in Southern Colorado; at the University of Colorado Boulder, the [Colorado Math Circle](#)[10] takes aim at engaging middle- and high-school students. Activities are largely paid for by grants; the Mikkelson Foundation supported the Rocky Mountain workshop at CU Denver.

"As teachers, it's really hard to find the time to do mathematics and hone your own problem-solving skills – self-development gets squeezed out by other demands," says Carmen Rubino, a teacher at Longmont's Silver Creek High School. She helped organize the recent Denver workshop. "An event like this is refreshing and re-energizes you to go back into the classroom. Our large hope is to build a community of teachers who can continue to talk about what's going on in their classrooms with problem solving."

Linda Goertz, another Altona teacher, says she had to talk herself into spending a week focusing on her own learning and development.

"I realized that the more I can do for myself, the more it translates into help for my kids," she says. "It takes energy to convince them that they can be problem solvers, but it's been very rewarding. I call it discovery math – it's a paradigm change."

From left, Jennifer Cornish, Anita Chakraborty-Spotts, Ellie Decker and Barbara Frazier collaborate on problem solving with Zometools at the Rocky Mountain Math Teachers' Circle workshop July 21 at CU Denver. (Photo by Jay Dedrick)

Circle organizers present events throughout the year, but the summer workshops are the most intense. At UCCS, Mathematics Professor Gene Abrams recently wrapped up his circle's third annual summer session at Breckenridge, requiring the 19 participants to get away from their homes and complete 25 hours of rigorous math activity over the course of a week.

"It's really enlightening for the teachers when they're asked during the summer academy to really sit down and become students again," Abrams says. "We're asking the teachers to really do some work where the questions are open-ended."

A STEM education grant from the Air Force Office of Scientific Research boosts the Pikes Peak circle. The idea: Better education of young students and their teachers will lead to a stronger future cadre of engineers.

"For me, it's really rewarding because a lot of these middle-school math teachers were not math major themselves at their universities," Abrams says. "They've come to teach math by a circuitous route. So it's nice to share with them some of the bigger ideas of mathematics."

In Boulder, lecturer Silva Chang leads the Colorado Math Circle, which has sponsored talks and problem-solving sessions for middle- and high-school students from across the state for the past five years.

"The math circle challenges students to use creativity and ingenuity to tackle different problems," Chang says. "The main goal is to build a community where students can meet peers who share their love for mathematics."

Sponsored by the Department of Applied Mathematics and the CU Office of Outreach, the Colorado Math Circle offers summer workshops, too. Some are quite targeted in their audience aim: At Sophie Math workshops, middle-school girls learn through puzzles, games and problem-solving activities. High school students are served with Zeta Math programming.

"We're trying to get both teachers and students to understand that math is really more than doing a set of problems from some book," Abrams says. "We want to give teachers a sense of what mathematicians do. It's not just, 'Well, we're trying to build a better algorithm.' There's a theoretical side of mathematics. Some problems have lots of different answers. And there are some problems out there that have not been solved yet."

[Public Health Academy gets under way with first class of high schoolers](#)[12]

Students sport CU T-shirts to pose with Rep. Rhonda Fields during a visit to the Capitol.

What do you get when you ask a high school sophomore, "What is public health?"

If the sophomore was one of the recent high school students selected to participate in the Public Health Academy, you will likely be amazed by the response. Her answer will incorporate a working knowledge of the five core areas of public health along with a personal account of why she believes public health is important in her life and that of her community.

From July 18-29, the Colorado School of Public Health – in coordination with [Aurora LIGHTS](#)[14] , [Colorado Area Health Education Center](#)[15] and [Aurora Public Schools](#)[16] – played host to 10 local high school students for the inaugural Public Health Academy at the Anschutz Medical Campus.

Each day for two weeks, academy students delved into a deeper understanding of public health through guest lectures, field trips and hands-on activities. Their learning experiences were developed by a collaboration of public health staff, faculty and stakeholders, and were designed to showcase the relevancy and career opportunities available through public health.

"Our goal was to give students an overview of the field of public health and to make the field real to them as a possible career choice," says program organizer Fayette Augillard of the Colorado School of Public Health.

Activities included a trip to the State Capitol to meet Rep. Rhonda Fields, House District 42 and member of the health and environment committee; to DeLaney Community Farm to understand the connection between the environment and health; and to the Colorado Department of Public Health and Environment to explore how the state prepares for and responds to emergencies and disasters.

The daily experiences gave each student an opportunity to interact with practicing professionals. The process aided students in understanding how a career in public health will enable them to better serve their communities now and in the future.

Because of the community focus, the program selected local high school students from groups traditionally underrepresented as health professionals. Each student received a stipend sponsored by the [Mountain and Plains Education Research Center](#)[17] and their program expenses were covered with financial support from [Aurora LIGHTS](#) [14].

“Since its inception in 2008, Aurora LIGHTS has involved more than 800 educationally disadvantaged or economically disadvantaged students in their health careers pipeline,” Augillard says. “The school’s collaboration with Aurora LIGHTS, Colorado Area Health Education Center and Aurora Public Schools gives CSPH the opportunity for community engagement, youth learning, and helps us to build a diverse and representative academic community committed to social and economic justice in health.”

Students rounded out the program by leading a public health forum in front of their families and program mentors. Each student explained his/her favorite discipline within public health and how that role was related to building the foundation of public health in their community.

“The students did a phenomenal job with their presentations. We could not have asked for more from them nor had a better group of students to participate in the inaugural Public Health Academy,” Augillard says.

Additional information about the Public Health Academy is available on the [Aurora LIGHTS program website](#)[14].

[Dropping names ...](#) [18]

Scholes

Hartnett

Two University of Colorado Colorado Springs representatives traveled to the White House last week to meet with officials in the White House Office of Faith-based and Neighborhood Partnerships. **Peg Bacon**, provost, and **Jeff Scholes**, instructor in the department of philosophy, discussed UCCS involvement with President Obama’s Interfaith and Community Service Campus Challenge for the upcoming academic year. ... **David Nelson**, associate professor in the communication department at the University of Colorado Colorado Springs, recently received a bronze award in the commercial category of the 32nd Annual [Telly Awards](#)[21] Competition. Nelson received the award for “Jigsaw Puzzle,” a 30-second commercial about UCCS. ... **Margarita Bianco**, **Bryn Harris**, **Dorothy Garrison-Wade** and **Nancy Leech** of the University of Colorado Denver’s School of Education and Human Development collaborated on “Gifted Girls: Gender Bias in Gifted Referrals” published in the Roeper Review, Vol. 33 Issue 3, 170-181. The school’s **Erin Barton** worked with others on “An investigation of circle time for children with autism: A reminder of the importance of individualization. Young Exceptional Children,” 14, 2-21. ... University of Colorado Denver Health Sciences Library Director **Jerry Perry** is featured in a book recently published by the American Library Association. “Working in the Virtual Stacks: The New Library and Information Science” is by Laura Townsend Kane, University of South Carolina School of Medicine Library. Kane interviewed Perry for the book about a year ago and a spotlight section is included in the “Librarians as Administrators” chapter. ... The University of Colorado Denver College of

Architecture and Planning's Colorado Center for Community Development (CCCD) was awarded a 2011 Mobilization and Planning grant from LiveWell Colorado on behalf of the metro area neighborhoods of Globeville, Elyria and Swansea. The grant funds the first year of a seven-year project designed to sustainably increase healthy eating and active living in the target communities. **Justin Park**, CCCD's community engagement and communications coordinator, will be the project coordinator. ... University of Colorado Denver English Associate Professor **Rick VanDeWeghe**'s article, "A Literacy Education for our Times," appeared as the "EJ in Focus" article in English Journal, the professional journal for secondary English/Language Arts teachers published by the National Council of Teachers of English. This issue focuses on ethics in the English classroom and VanDeWeghe's article reflects on the ethical dimensions of teaching English in the context of the new common core state standards for English language arts and literacy that have been adopted by nearly every state in the country. ... Associate Professor and University of Colorado Denver College Liberal Arts and Sciences communications department Chair **Stephen John Hartnett**'s essay "Communication, Social Justice and Joyful Commitment," published in The Western Journal of Communication, Vol. 74, No. 1 (January-February 2010), has been chosen to receive the National Communication Association's (NCA) 2011 Golden Anniversary Monograph Award. This is the NCA's annual award for the best journal article published in the preceding year in a communication journal. The award will be presented in November at the annual NCA convention in New Orleans.

[Five questions for Peter Simons](#)[22]

The first time Peter Simons remembers being in a "service role" was in junior high school, when a teacher asked him to work with a girl who was shy and withdrawn. Even then, he understood that part of him was geared to trying to make the world a little bit better. His efforts continued in high school and at the University of Colorado, where he was an undergraduate psychology major and earned his master's degree in public administration. He also holds liberal studies and elementary education degrees.

Much of his career has focused on child and youth development in varying venues that range from nonprofits to the Colorado Legislature. He also has dedicated much of his free time to child-focused volunteering: working with at-risk kids and those in the juvenile justice system, as an instructor for Eldora's disabled ski program, in early childhood education, and serving on boards that concentrate on children and youth.

A decade ago, he took a job at CU-Boulder as director of parent relations, but within a year he was asked to run some civic engagement programs. After a few years of doing double duty, he transitioned into full-time engagement work as director of the Institute for Ethical and Civic Engagement. Under his leadership are 11 programs, with the Peace Corps being the most visible. Last year, the school ranked No. 1 in the country for Peace Corps volunteers after several years of ranking second.

Peter Simons honors Kayann Short at the fourth annual IECE Serving Communities Award Ceremony. Short, a senior instructor in the Farrand Residential Academic Program, received the 2011 Faculty Award.

Some 117 CU graduates are serving with the Peace Corps; over the course of 50 years, about 2,400 have made the commitment. In 1961, when the Peace Corps was formed, CU provided one of the first planeloads of recruits. Graduates serve for 27 months in one of the 70 countries the organization serves, conducting service projects that range from education work to health to small business development.

"We believe very strongly that the university has a public purpose and that is to serve society," Simons said. "We do that in both academic and nonacademic ways. As an institute, our job is to be a facilitator, a catalyst and a strong proponent to try to make that happen."

While CU has a reputation for emphasizing civic engagement, it does not require a service component, as do some schools across the country. Personally, Simons said, he would love to see service become a requisite.

Although there's some controversy about requiring "volunteerism," many students relish the opportunity.

"From my knowledge, even the students who didn't realize their classes had a service aspect, say it was the best experience they've ever had. It makes education so much more enriching. I'm not sure what we'd do with 30,000 students, in terms of getting them out in the community, but I think civic engagement should be a requirement."

1. Why has CU been so successful at recruiting volunteers, especially for the Peace Corps?

CU attracts a lot of students who have the urge to serve and want adventure, the excitement of being overseas. Another reason is we have an excellent Peace Corps office here that does a bang-up job in terms of working with students. We also have in the Boulder-Denver area a very large number of RPCVs (return Peace Corps volunteers) who are active in our recruitment efforts. Quite frankly, I don't think I've ever met an RPCV who hasn't said it's the top experience of their lifetimes, or one of the two top experiences.

We also have a student body that is very receptive. We use every means available within our budget to get the word out about the Peace Corps, from large events twice a year, to monthly general information meetings, to using every kind of social media you can think of. We put ads on city and CU buses, print fliers and place yard signs all over campus. We moved into the No. 1 position last year, and as far as I can tell, our current recruitment activity has been just as strong or stronger than last year.

2. While Peace Corps may get more media coverage, you have other programs at the Institute for Ethical and Civic Engagement. What are they?

The institute's mission is to make civic engagement a core part of education at CU so that all students are doing service at one point or another. As part of academic affairs, we work very closely with faculty. We provide money to faculty to develop new courses or redesign existing courses where service learning or civic engagement is woven throughout the curriculum. In that way, students learn content in the classroom – say, in education psychology – at the same time they're placed in the community working with kids in applicable programs. They can apply what they are learning in the classroom with what they're learning in the community and vice versa. If it's done well, it's transformative. You're not just sitting there being an empty receptacle where information is being poured into you and then you spit it back up on a test or a paper. You're actually using what you're learning and applying it.

We also have model projects, which are a more intentional way of institutionalizing civic engagement on campus. We find a department, school or college that has a chair or dean who is enthusiastic about this, and also has a core group of faculty who want to do it, and has money to match ours. We have six or seven of these models right now.

We also provide education training, and we put on workshops, conferences, symposiums.

Another program is the Puksta Scholars program where students who are high-achieving and invested in the community get a large scholarship from us in return for them being involved in developing an intensive civic engagement project. We also created a paid summer internship program so students can follow their passion but don't necessarily have to work in service jobs to try to earn money for rent and food and save up some for school. These are fully funded outside the university through foundations and donors.

We were one of the first universities affiliated with Teach for America and we also have a service learning abroad program, since as many as 25 percent of our student body studies abroad. Another program we oversee is called SWAP (Student Worker Alliance Program) and is a student-run program that matches students with service workers on campus who are basically an invisible population that holds the campus together physically. Students receive English as a second language training then help workers as needed.

When we started the institute, we found there were excellent programs on campus, but they were scattered and small, and students self-selected into them. The programs have definitely proliferated in the past 10 years, but by no means do we reach all of campus. Our estimates are that we have about 13,000 students who are serving. Some departments have no interest in this, but others do. Engineering has a very strong program with Engineers Without Borders, and the Leeds Business School is trying to make civic engagement a requirement for all business students. Architecture and

planning also has a policy on its books that will be implemented so that all students have to be involved in service.

3. Why do you feel civic engagement is important for CU? For students? For the communities you serve?

The idea of service and being an engaged and informed citizen is one of the core values and core principles of democracy. For our society to be healthy and function well, we need a citizenry that's engaged and informed. Unfortunately, that is not quite the case in many places. We also think that giving back is a core value. We also believe CU has a very strong public purpose. The university is an economic engine for the state, but another part of service is doing a whole variety of things to make the world better. We think it's very important for every CU student to have these values and attitudes, and develop the skill sets to do so. When they leave here, they will be civically engaged and socially responsible citizens who understand that you can't just take, you have to give back and we all have a responsibility to do that.

4. If money were no object, what would you add to or change about the institute?

We're a small institute and very different from other science-based institutes on campus, especially in terms of staff and funding. We definitely push the envelope when it comes to doing what we can with funds. Right now we're evaluating programs to decide whether to continue some or go in another direction. We're always looking for a big endowment. Some schools that have institutes like ours get \$5 million or \$10 million. Duke just got \$30 million. If we had the money, we could hire civic engagement coordinators in departments, schools and colleges. These people would train faculty, provide resources and help with course development. Programs on campus now that have these coordinators are doing very well. With more money we could create an infrastructure throughout campus so this whole effort is sustained and institutionalized.

5. Is volunteerism changing since the economy has deteriorated and both young and old have found it harder to find work or well-paying jobs?

I would venture to say it has changed somewhat. For people who have been laid off, there may not be job opportunities in what they were doing. If they're inclined to be civically engaged, they may volunteer to gain experience. We have nowhere near the number of people volunteering that need to volunteer across the board. On the other hand, some people may be so preoccupied with trying to find a job and trying to make ends meet, they don't have time to volunteer.

[Study: Exercise might stave off memory loss](#)[24]

(Photo by Glenn Asakawa/University of Colorado)

A new University of Colorado Boulder study shows that a small amount of physical exercise could profoundly protect the elderly from long-term memory loss that can happen suddenly following infection, illnesses or injury in old age.

In the study, CU-Boulder Research Associate Ruth Barrientos and her colleagues showed that aging rats that ran just over half a kilometer each week were protected against infection-induced memory loss.

"Our research shows that a small amount of physical exercise by late middle-aged rats profoundly protects against exaggerated inflammation in the brain and long-lasting memory impairments that follow a serious bacterial infection," said Barrientos of the psychology and neuroscience department.

The results of the study will appear in the Aug. 10 edition of *The Journal of Neuroscience*.

"Strikingly, this small amount of running was sufficient to confer robust benefits for those that ran over those that did not run," Barrientos said. "This is an important finding because those of advanced age are more vulnerable to memory

impairments following immune challenges such as bacterial infections or surgery. With baby boomers currently at retirement age, the risk of diminished memory function in this population is of great concern. Thus, effective noninvasive therapies are of substantial clinical value.”

Past research has shown that exercise in humans protects against declines in cognitive function associated with aging and protects against dementia. Researchers also have shown that dementia is often preceded by bacterial infections, such as pneumonia, or other immune challenges.

“To the best of our knowledge, this is the first study to show that voluntary exercise in rats reduces aging-induced susceptibility to the cognitive impairments that follow a bacterial infection, and the processes thought to underlie these impairments,” Barrientos said.

In the study, the researchers found that rats infected with *E. coli* bacteria experienced detrimental effects on the hippocampus, an area of the brain that mediates learning and memory.

Previous research has shown that immune cells of the brain, called microglia, become more reactive with age. When the older rats in the study encountered a bacterial infection, these immune cells released inflammatory molecules called cytokines in an exaggerated and prolonged manner.

“In the current study we found that small amounts of voluntary exercise prevented the priming of microglia, the exaggerated inflammation in the brain, and the decrease of growth factors,” Barrientos said.

The next step of this research is to examine the role that stress hormones might play in sensitizing microglia, and whether physical exercise slows these hormones in older rats, she said.

Barrientos co-authored the paper with CU-Boulder professors of psychology and neuroscience Steven Maier, Linda Watkins, Serge Campeau, Heidi Day and Susan Patterson; and CU-Boulder psychology research assistants Timothy Chapman, Matthew Frank, Nicole Crysedale and Jared Ahrendsen.

The research was funded by the National Institute on Aging, which is part of the National Institutes of Health.

[Adjunct faculty member appointed to Colorado House](#)^[26]

Young

Dave Young, an adjunct faculty member at the University of Colorado Denver School of Education and Human Development, recently was sworn in as a representative for State House District 50, which covers a portion of northeastern Colorado, including Greeley.

Young, who teaches in the information and technologies program, replaces Rep. Jim Riesberg, who was appointed the State Insurance Commissioner by Gov. John Hickenlooper. Young was sworn in July 28, a few days after being selected for the position by a vacancy committee.

He earned his master’s degree in information and learning technologies from CU-Denver in 2000. Part of his CU duties included designing and delivering online instruction to teachers and corporate trainers.

[Assistant professor uses film to reveal human impact of tobacco production](#)^[28]

Marty Otañez, Assistant Professor of Anthropology

After years of reading warning labels, smokers are aware of the health risks of their habit. Many, however, are not aware of the economic, environmental and human rights abuses associated with the industry they support.

Assistant Professor of [Anthropology](#)[30] Marty Otañez has spent the better part of his career studying — and making films about — Malawi’s tobacco industry, a critical and debilitating force in the country’s economy. Because of his expertise, Plan International, one of the world’s oldest and largest nongovernmental organizations, asked Otañez to serve as an expert for the media on its 2009 report about child laborers and nicotine exposure, “Hard Work, Long Hours and Little Pay.”

According to Plan International’s report, about 78,000 children, some as young as age 5, work on Malawi’s tobacco estates, absorbing estimated amounts of nicotine equivalent to smoking 50 cigarettes a day. Besides suffering symptoms of nicotine poisoning — headaches, stomach pain, muscle weakness, coughing and breathlessness — children reported incidents of sexual and emotional abuse at the hands of supervisors, and missed school opportunities because of their work.

“Part of their culture,” he says, “is for a boy or girl to help their families in the fields. And due to extreme poverty, they have no choice but to help their parents meet the requirements of tobacco farming.”

Since his initial visit in the mid-1990s to conduct research for his second master’s degree, Otañez has visited Malawi 10 times and spent a total of 22 months in the country. His initial studies involved the role of the labor movement in the country’s democratization, but his focus inevitably turned to Malawi’s hottest topic: tobacco.

An expert on the country and the problems wrought by its dependence on tobacco, Otañez explains that the crop is a legacy of British colonization. Tobacco now accounts for about 70 percent of Malawi’s export revenues. Based on large estates, tobacco production has fostered a system of exploitive tenant farming, wherein poor farming families contract with large landowners for materials and acreage. Because of increased global competition and corporate parsimony, leaf prices are depressed, making it impossible for families to pay off their debts; this perpetuates the vicious cycle of poverty, illiteracy and poor health that prevents Malawi from prospering.

“I want people to see the humanity in the cigarettes,” he says, “to see the people who devote their lives to growing the tobacco, to understand the health and human rights and environmental effects” behind the smoke.

To get his message out, Otañez has used traditional scholarly outlets, journals and book chapters, but he has also produced films, among them [Up in Smoke](#)[31], [Thangata: Social Bondage and Big Tobacco in Malawi](#)[32] and [120,000 Lives a Year: The Case Against Smoking in Movies. And the Solution](#)[33], to make his point.

“Publishing my research as videos,” he says, “allows me to share my work with people outside academia and promote visual text as equal in importance to the traditional written text in universities.”

Otañez teaches students visual storytelling as an alternative way to communicate their anthropological research. To the best of Otañez’s knowledge, at least two students have quit smoking since they began working with him.

[Service anniversaries recognized](#)[34]

Honorees (left to right) Brenda Crawford, School of Medicine; Micheline Heckler, University Communications; Florie Montoya, Human Resources; Mollie Young and Patricia Balodis, School of Medicine; and Mary Lassiter, Undergraduate Research Opportunities Program.

On July 20, the University of Colorado Denver honored more than 250 employees for service of five to 30 years during a luncheon on the Anschutz Medical Campus.

Vice President for Health Affairs and Executive Vice Chancellor of the Anschutz Medical Campus -- and longtime employee herself -- Lilly Marks tallied the years represented by the honorees. Depending on how you count, she noted, the total represented in the room was in the range of 2,600 years!

Chancellor Jerry Wartgow told the honorees, "You all have a right to feel a sense of pride. Your work makes our strained resources go further."

?Assistant Vice Chancellor Kevin Jacobs, human resources, served as program master of ceremonies. He explained that each year employees are honored for anniversaries in increments of five years. While five, 10, 15, 20 and 25 years of service certainly are significant accomplishments for any individual, two honorees topped the charts with 30 years of service each. They are **Mary Lassiter**, program assistant, Educational Opportunity Programs, Denver Campus, and **Susan Geraghty**, nurse specialist, Hemophilia and Thrombosis Center, Anschutz Medical Campus.

Lassiter began work at the University of Colorado Denver Center, formerly known as the "extension center." "It remains my desire to serve the university for a few more years and then I want to volunteer in an area in this community serving homeless individuals in need of transitional housing," she said. "I also want to continue telling stories through my quilting."

Jacobs also congratulated six employees who were named 2010 Employees of the Month as selected by the University Staff Council: **Mark Arge**, **Mary Francavilla**, **Perina Morgan**, **Francine Olivas-Zarate**, and now-retired **Deborah Kornblith** and **LuJuana Cotton**.

[Retirees appeal dismissal of class action suit against PERA](#)[36]

A group of retirees has appealed the dismissal of a class-action lawsuit against the state of Colorado and the Public Employees' Retirement Association (PERA). The lawsuit claimed that passage of Senate Bill 10-001 violated members' constitutional rights to receive an annual increase or Cost of Living Adjustment (COLA).

In a June 29 ruling, Denver District Court Judge Robert S. Hyatt said, "... based on numerous and steady changes in the PERA COLA formula for retirees, Plaintiffs could not have had a reasonable expectation that the COLA formula that happened to be in place at the date of their retirement would be unchangeable for the rest of their lives."

Hyatt said that while retirees have a "contractual right to the base PERA retirement plan benefits ... there is no contract right to a specific COLA formula frozen at retirement for life."

The plaintiffs' appeal is based on their original claims that the Colorado Supreme Court ruled in 1959 and 1961 police pension cases that COLA is part of a retiree's contractual right and cannot be reduced.

"SB10-001 endangers the economic well-being of close to 100,000 retirees," said Gary R. Justus, one of the plaintiffs in the case. "If this decision stands, then whenever Colorado wants to renege on a contract again, it can now just pass a law changing the terms of that contract."

SB10-001 was signed into law Feb. 23, 2010, by Gov. Bill Ritter and was intended to help the beleaguered pension fund remain solvent. At the time, PERA officials said large payouts and stock market volatility had led to a nearly \$30 billion decline in assets. The bill eliminated the 2010 annual benefit increases for retirees and those eligible to retire, which had been fixed at 3.5 percent per year (3.25 percent for Denver Schools). It also called for a new formula to calculate COLAs and capped any future increases at 2 percent.

Before the bill was passed, projections by PERA showed that, on its current path, the state division of the retirement

plan, which includes the University of Colorado, could run out of money in as little as 16 years. PERA investment returns for 2010 exceeded actuarial assumptions, according to fund officials. The plan earned a 14 percent return on investments and ended 2010 with \$38.7 billion in defined benefit assets.

The plaintiffs in the appeal are represented by Richard Rosenblatt & Associates of Greenwood Village and the Pittsburgh, Penn., firm of Stember Feinstein Doyle & Payne, which also is representing plaintiffs in a similar Minnesota pension case.

[Webinars to discuss online accessibility for students with disabilities](#)[37]

The online environment has the potential to be a more accessible infrastructure for learning than face-to-face classes. This is true for all students, including those who have disabilities. But when online environments are technologically “inaccessible,” they can inadvertently create more barriers for students with disabilities – making learning more difficult or even impossible.

The Auraria Library has announced two online webinar sessions to discuss current and proposed legislation supporting the needs of all students, particularly those with visual, auditory, cognitive and motor disabilities in online environments.

Sessions are set for Sept. 6 and 8. The webinars will include best practices, consequences of lack of accessibility, technology availability, suggestions for creating an accessible website, and benefits and challenges of moving toward a more universally accessible online environment.

For more information, see [Auraria Library's FYI](#)[38].

[Tenure for 12 faculty members](#)[39]

The Board of Regents today made appointments and awards of tenure to 12 faculty members across the University of Colorado system.

The newly tenured are:

University of Colorado Boulder:

Brian Catlos, Department of Religious Studies **Eliana Colunga**, Department of Psychology and Neuroscience
Elizabeth Fenn, Department of History **Erik Gerding**, School of Law **Peter Huang**, School of Law **Katherine Little**,
Department of English **William Penuel**, School of Education **Jaroslav Tir**, Department of Political Science

University of Colorado Colorado Springs:

Mary L. Snyder, Department of Leadership, Research and Foundations

University of Colorado Denver:

Leland Fan, Department of Pediatrics **Carol Runyan**, Department of Epidemiology **Frederick Suchy**, Department of Pediatrics

[Lineberger confirmed for National Science Board](#)[40]

Lineberger

The U.S. Senate has voted to confirm University of Colorado Boulder Distinguished Professor **Carl Lineberger** as a member of the National Science Board. He was nominated for the position by President Obama in April.

The National Science Board's duties include establishing the policies of the National Science Foundation and serving as an advisory board to the president and Congress on issues involving science and engineering.

Lineberger also is a fellow of JILA, a joint institute of CU-Boulder and the National Institute of Standards and Technology.

The U.S. Senate this week also confirmed **Dan Arvizu**, chief executive of the National Renewable Energy Laboratory in Golden. Both of their terms expire in 2016.

"Colorado is home to some of the best and the brightest in the country, supporting and inspiring top-notch scientific work across Colorado and the country," U.S. Sen. Mark Udall said in a statement. "Carl has contributed decades of pioneering research to the fields of physics and chemistry, and Dan has played a key role in Colorado's leadership in renewable energy. I am proud these two eminent thinkers have been recognized and entrusted with helping shape the course of science and engineering fields in our country."

Lineberger is the E.U. Condon Distinguished Professor of Chemistry at CU-Boulder. He is a member of the National Academy of Sciences and the American Academy of Arts and Sciences and currently serves on the Report Review Committee of the National Research Council and the NRC Decadal Survey on Biological and Physical Sciences in Space. His graduate students and postdoctoral associates hold major research-related positions throughout the world.

Lineberger has chaired the National Science Foundation Advisory Committees on Mathematical and Physical Sciences, and Science and Technology Centers, the U.S. Department of Energy's Basic Energy Sciences Advisory Committee, and the NAS/NRC Commission on Physical Sciences, Mathematics and Applications. He recently completed service on the National Academy of Sciences Council, the NAS/NRC Committee on Science, Engineering and Public Policy and the NRC Governing Board.

Last September, CU-Boulder Distinguished Professor and JILA Fellow **Carl Wieman** was confirmed as associate director for science in the White House Office of Science and Technology Policy and former CU-Boulder Chancellor **G.P. "Bud" Peterson** in September 2008 was nominated by President Bush and subsequently appointed to serve on the National Science Board.

For more information about the members of the National Science Board visit <http://www.nsf.gov/nsb/members/>[42].

[ARRA boost helps CU scientists secure \\$847 million in research funding](#)[43]

University of Colorado faculty researchers on four campuses secured more than \$847 million in sponsored research funding in fiscal year 2009-10 to advance scientific work in laboratories and in the field, allowing them to remain highly competitive among peers despite the economic downturn.

According to preliminary numbers, the university's sponsored research funding for 2009-10 tops the record \$711 million CU researchers drew in fiscal year 2008-09. However, one-time federal stimulus dollars allocated through the American Recovery and Reinvestment Act, or [ARRA](#)[44], boosted the total received in the 2009-10 fiscal year.

To date, CU researchers have won nearly \$162 million in [stimulus grants](#)[45] to support work in virtually every field – from cancer research to renewable energy. Federal agencies such as the National Science Foundation (NSF), the National Institutes of Health (NIH) and NASA provided a much-needed infusion of ARRA-funded research grants, but this money will disappear when the stimulus act sunsets at the end of fiscal year 2010-11. Because many research projects in this reporting period received ARRA money intertwined with traditional funding sources, it is difficult to break out stimulus funding by fiscal year.

Sponsored research funding is targeted for specific scientific projects, and universities cannot divert this money to fund non-related expenses such as utilities, administrative salaries, student financial aid and grounds maintenance. Research money does help pay for research-related capital improvements, scientific equipment, travel and salaries for research and support staff. Local, state and federal agencies provide these critically needed funds, which support researchers and serve as a barometer of academic and research prestige.

"Our faculty attracts research funding that advances important scientific work and has a significant multiplier effect on the Colorado economy through new jobs and business startups," said CU President Bruce D. Benson. "This type of support also shows how CU is expanding human knowledge, propelling innovation and providing health-care solutions right here in Colorado."

Here is how CU campuses fared with sponsored research funding in fiscal year 2009-10 (totals include ARRA funding): **CU-Boulder** researchers received more than \$454 million in sponsored research funding. ARRA grants received by the campus included a \$15 million award to help complete the construction of the Jennie Smoly Caruthers Biotechnology Building, and a \$26 million NASA award for a satellite project that will monitor global climate change. **UC Denver** and **Anschutz Medical Campus** researchers received almost \$385 million in combined sponsored research funding. Significant ARRA grants included a \$2.6 million NIH award to the College of Nursing to expand the state's health care information technology work force, and a \$13,000 NIH award to fund dental students working with American Indians in Colorado. **UCCS** researchers received more than \$8 million in sponsored research funding. Important ARRA-funded projects included the \$415,000 NSF grant won by an engineering professor to develop high-performance batteries for hybrid vehicles, and a \$314,000 grant won by a psychology professor to support geriatrics research.

Of the more than \$847 million in sponsored research funding received in fiscal year 2009-10, more than \$648 million came from federal sources and more than \$199 million came from nonfederal sources.

Included with the ARRA funding CU researchers received were 17 NIH "challenge grants" to advance high-priority investigative research in clinical care, stem cells, genomics, health-care disparities and regenerative medicine. CU researchers are involved in several large biomedical initiatives that stand to have a large economic impact on Colorado, including the Jennie Smoly Caruthers Biotechnology Building at CU-Boulder, a stepped-up stem cell research effort at Anschutz Medical Campus, and partnerships between UCCS and other universities.

Other granting agencies included the U.S. Department of Commerce; Veterans Affairs; the U.S. Department of Defense; the U.S. Energy Department; the U.S. Department of Health and Human Services; and the U.S. Department of Education.

Read more about CU and ARRA at www.cu.edu/stimulus[46].

[Volunteers to help new students move in next week](#)[47]

Volunteers from a variety of campus groups will help new students move their belongings into residence halls at the University of Colorado at Boulder on Tuesday, Aug. 17, and Thursday, Aug. 19, as New Student Move-In begins.

New students will move in Aug. 17-19 with the majority of freshmen moving in on Aug. 19, according to Kambiz Khalili, executive director for Housing and Dining Services.

The volunteers will be stationed near all campus residence halls to help students and their parents make quick work of the moves.

Volunteers from the Residence Hall Association, returning residence hall students and students from several student

groups will wear green CU Welcoming Assembly 2010-11 T-shirts identifying them as move-in staff. Residence Life staff members will wear building-specific T-shirts with the residence life logo and a 2010 marking. They'll assist from 8 a.m. to noon Tuesday, Aug. 17, and 9 a.m. to 3 p.m. Thursday, Aug. 19. Other groups supporting volunteers include CU-Boulder football and women's basketball, Army ROTC, Hillel, Black Student Alliance, Panhellenic Association, St. Thomas Aquinas Catholic Center and Canterbury Colorado. Throughout the Move-In days, more than 100 volunteers will be on campus to assist.

Students who attended an orientation session in the summer will move in on Aug. 19. All new students are required to move in by 5 p.m. Aug. 19, but returning students may move into residence hall rooms anytime from Aug. 19 through the weekend, said John Fox, associate director of Residence Life.

"We're excited to welcome the new incoming class and assist them as they adjust from home to college," Fox said. "This is a time of significant change for incoming students and their families and we strive to make this experience memorable and successful."

Information tables with handouts for new students will be set up in key locations. "On both Tuesday and Thursday, information tents will be set up at Williams Village, the Kittredge complex and the Regent Administrative Center near Farrand Field," Fox said.

Social activities for new residence hall students will be held the evenings of Aug. 19 and Aug. 20 and all first-year residence hall students will be required to attend a hall meeting with other students from their floors to get acquainted and to learn about policies, services, the roommate agreement and other activities planned for the week.

For a complete schedule of CU-Boulder new student welcome activities, visit <http://www.colorado.edu/inthemix>[48].

[New director of internal audit named](#)[49]

Louise A. Vale is the new director of internal audit with CU system administration. Vale has been with the University of Colorado since 1990, serving in various internal audit, budget and finance positions. Most recently she served as the associate vice chancellor for budget and operations at the University of Colorado Denver.

Vale has a master's degree in management from the University of Colorado Denver and a bachelor's degree in comprehensive business management from the University of Nebraska-Kearney. She also is a Certified Fraud Examiner.

The director of internal audit position reports to the Board of Regents through its audit committee and to the president for administrative issues.

[Director honored as 'behavioral health champion'](#)[50]

Lisnow

The executive director of University of Colorado Hospital's Center for Dependency, Addiction and Rehabilitation (CeDAR) has been recognized as a "Behavioral Health Champion" by Behavioral Healthcare magazine, the

professional journal serving the executive, clinical and operating leadership of mental health and substance abuse centers nationwide.

The magazine says **Franklin Lisnow** plays an important role in leading, or reinventing, approaches that help thousands recover from addiction and reclaim their lives.

"We (CeDAR) are recognized as a world-class center for residential addiction and co-occurring disorders treatment," Lisnow said. "We can deal with more difficult patients – patients that not every facility can handle. This truly is a place where people can get everything they need to turn their lives around."

Lisnow has more than 35 years of experience in treating chemically dependent people and their families and has served as executive director of CeDAR since the facility opened in November 2005. He also is a member of the board of directors for the Society of Addiction Counselors of Colorado (SACC). Lisnow is past president and a 10-year board member of the National Association of Alcoholism and Drug Abuse Counselors (NAADAC).

"I am pleased and honored to be named a 2010 Behavioral Health Champion. CeDAR and University of Colorado Hospital gave me the chance to practice what I believe is quality behavioral health treatment in a quality chemical dependency center," Lisnow said.

The 2010 champions were nominated by their peers and selected by the editorial team of Behavioral Healthcare magazine. They rank among the most active and accomplished executives and leaders in the fields of community mental health care and substance abuse treatment and recovery. Each will be recognized at an awards luncheon in Washington, D.C., at the National Conference on Addiction Disorders on Sept. 10.

Links

[1] <https://connections.cu.edu/stories/college-business-launches-online-entrepreneurship-program>[2] <http://www.uccs.edu/%7Ebusiness/onlineprograms.html>[3] <https://connections.cu.edu/people/michaels-honored-professionalism-school-medicine>[4] <https://connections.cu.edu/people/michaels-honored-for-professionalism-at-school-of-medicine/people-michaels>[5] <https://connections.cu.edu/stories/math-circles-round-teachers-immersive-experience> [6] <https://connections.cu.edu/news/math-circles-round-up-teachers-for-immersive-experience/math1>[7] <http://rmmtc.ucdenver.edu/>[8] <http://www.mathcircles.org/>[9] <http://www.uccs.edu/%7Epipes/ppmtc2.html>[10] <http://www.coloradomath.org/index.htm>[11] <https://connections.cu.edu/news/math-circles-round-up-teachers-for-immersive-experience/math2-3>[12] <https://connections.cu.edu/stories/public-health-academy-gets-under-way-first-class-high-schoolers>[13] <https://connections.cu.edu/across-cu/public-health-academy-gets-under-way-with-first-class-of-high-schoolers/campus-amc-public-health>[14] <http://lights.aurorak12.org/>[15] <http://www.ucdenver.edu/life/services/AHEC>[16] <http://aurorak12.org/>[17] <http://maperc.udenver.edu/>[18] <https://connections.cu.edu/people/dropping-names-112>[19] <https://connections.cu.edu/people/dropping-names-%E2%80%A6-2/people-scholes>[20] <https://connections.cu.edu/people/dropping-names-%E2%80%A6-2/people-hartnett>[21] <http://www.tellyawards.com/awards/>[22] <https://connections.cu.edu/stories/five-questions-peter-simons>[23] <https://connections.cu.edu/news/five-questions-for-peter-simons/5q-page2>[24] <https://connections.cu.edu/stories/study-exercise-might-stave-memory-loss>[25] <https://connections.cu.edu/across-cu/study-exercise-might-stave-off-memory-loss/campus-ucb-memoryloss-2>[26] <https://connections.cu.edu/people/adjunct-faculty-member-appointed-colorado-house>[27] <https://connections.cu.edu/people/adjunct-faculty-member-appointed-to-colorado-house/people-young-2>[28] <https://connections.cu.edu/stories/assistant-professor-uses-film-reveal-human-impact-tobacco-production>[29] <https://connections.cu.edu/across-cu/assistant-professor-uses-film-to-reveal-human-impact-of-tobacco-production/campus-ucd-otanez>[30] <http://clas.ucdenver.edu/anthropology/>[31] <http://www.sidewalkradio.net/?p=26>[32] <http://www.sidewalkradio.net/?p=23>[33] <http://www.youtube.com/watch?v=SjZo0qsl43k>[34] <https://connections.cu.edu/people/service-anniversaries-recognized>[35] <https://connections.cu.edu/people/service->

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