Five questions for Jeffrey Montez de Oca[1]
[2]
A college German cinema course opened Jeffrey Montez de Oca's eyes to his future. It was 1994 and he was at the University of California-Berkeley, and the class focused in part on the rise of the Nazi Party. It was also the year that Proposition 187 – known as the "Save Our State" initiative – was a hot topic. The anti-immigrant ballot measure became a key issue in Gov. Pete Wilson's re-election campaign. Montez de Oca remembers seeing a campaign commercial that contained faux surveillance footage of the San Diego-Tijuana, Mexico, border as Mexican families streamed into the United States. Montez de Oca's grandfather was from Mexico and his grandmother was Jewish. "I made the connection between the propaganda of the Third Reich and what Pete Wilson was doing and I realized I never would have noticed it if I hadn't taken that film class," he said. "That's when I realized that education wasn't just an avenue to a better-paying job, it was something very powerful." Montez de Oca also understood that what he wanted to do was become a university professor and help others have similar revelations and experiences.

He went to grad school at New York University to study film, and while there, he wrote a paper on football broadcasting in the 1950s. "That was also revelatory to me; football was the way I had bonded with my father as I grew up," he said. That paper ultimately became a dissertation, which led to more research on the game of football; it later spurred an award-winning book.

Montez de Oca is an assistant professor of sociology at UCCS with interests in sociological theory, sport, media, identity and inequality, the Cold War, and urban food security. He teaches courses on sport, gender-sexuality, and popular culture.

"I want students to have skills to critically analyze the media they consume, whether it is television, movies, music or commercials," he said. "I want them to be able to analyze and understand at a deeper level what's going on so they can be smarter citizens."

1. Your book, "Discipline and Indulgence: College Football, Media, and the American Way of Life during the Cold War (Critical Issues in Sport and Society)," recently was awarded the 2014 North American Society for the Sociology of Sport Outstanding Book Award. Did the book come from your dissertation and what did you learn from your research?

[3]
I revised the dissertation and produced the book. At one level, I'm looking at how United States football fit into a broader cultural cold war. Obviously, when we think of the Cold War, we think of the Berlin Wall, the Korean War, the Vietnam War and all the covert and overt CIA operations around the world. One prong of the U.S. cold war strategy was militaristic, with the goal of containing the Soviet Union to limited spheres of influence. The other half was built around developing an economic infrastructure around the world that centrally was about trade and commerce. We were trying to demonstrate that U.S. capitalism provided the highest standard of living the world had ever seen, and one way that could be measured was through consumer comforts. Football became a big part of the cultural cold war because it demonstrated the American way of life. The other thing I'm trying to argue in the book is that there was a construction of white masculinity during the Cold War and football was central to that construction. I call it fortified masculinity. In one sense, this fortification can be compared to cereals of the times, which were "fortified," which is to say "enriched." White masculinity was enriched by privileges – privileges based in the political economics of the post-war period. It was the rise of unionization and the family wage that allowed a man to buy a home and support his entire family. At the same time, I use the word fortification in the sense of a fortress or bulwarks of defense. Men also served as global policemen in the military. Masculinity became associated with cutting off emotions, of being stoic, self-sacrifices and all of the things that we now call traditional masculinity. Football – in terms of play and of being a fan – encouraged a particular kind of masculinity that was consistent with the broader political economy and culture of the Cold War.

2. In another instance, you examined Super Bowl ads for alcohol in a co-authored paper, "The Male Consumer as Loser: Beer and Liquor Ads in Mega Sports Media Events." I loved this title. What did your research find?

I was fortunate to participate on this project. The first author, Mike Messner, was my graduate adviser. We looked at commercials – the beer and liquor ads during the Super Bowl and in the Sports Illustrated swimsuit edition. We looked

at how these ads communicate to 20-something white men – college-educated men – who are seen as a very active consumer segment.

There's this whole construction of collegiate life that persists beyond college into the early 20s, which is threatened by wives and girlfriends. We talk about two different constructions of women in the ads: There are the "hotties," which we all know are the models and model-types too beautiful for the average guy to have, even though he's always supposed to desire them. The other group is the "bitches" – the wives and girlfriends in the commercials. What makes them bitches is that they are demanding – they want things, they want to talk, they want the guy's attention. But these women draw the men away from the fraternal bonding that they enjoy in their male peer group where they can hang out and have this youthful masculinity for years and years and years. And of course it involves lots of alcohol consumption. The girlfriends and wives become the bad guys in these commercials because they pull the guys away from their buddies.

The guys in the commercials oftentimes are constructed as losers: They can't get the hotties; they're stuck with bitches – if they even have a girlfriend or wife – and oftentimes they are the butt of the joke.

This construction of the average guy as loser is speaking to the broader changes in the political economy of the United States in the early 2000s. The family wage is now gone, and at the same time, women, racial minorities and sexual minorities have made inroads in the labor market, so there is competition for jobs. What we argue is that there is a lot of anxiety among these young, white men and the advertising tapped into that and provided them with a villain – the wives and girlfriends – in order to construct an image of a very desirable lifestyle that involves the consumption of a lot of beer and liquor.

3. Are you currently researching football and how it affects culture?

I'm really excited about my current research that looks at the way the NFL markets to youth. Currently, there is a lot of concern about football and concussions. There are a whole bunch of other health risks, too – injuries to knees, shoulders, backs and necks. And of course there are the issues of domestic violence and bullying.

There is a lot of concern, particularly among middle-class families – about both the physical health risks as well as the mental health risks because of the culture of football. Surveys have found that middle-class parents do not want their sons to play football and even President Obama said the same thing last year. Terry Bradshaw and Troy Aikman – Hall of Fame quarterbacks – also have said they wouldn't want their sons to play football.

Middle-class parents increasingly are not allowing their sons to play football. In fact, participation in Pop Warner football has been on the decline in recent years. And that constricts the flow of labor into the NFL. More important to the NFL is that the movement has the potential to cause a decline in the number of "avid fans," fans who watch more games and purchase a lot of merchandise. The NFL understands that fandom begins at a young age and begins with the playing of football.

There's also a lot more competition for consumer attention. Soccer is becoming increasingly popular, particularly among immigrants and middle-class, suburban white families. There are the X-games and new technologies, social media and video games. At the same time, gender norms are far less rigid than they were in the '60s and '70s, and girls have a far greater range than they did in the past, particularly in terms of athletics.

The NFL is more aware of this and it is marketing accordingly. In particular, they are trying to address kids where they are and not assume that they will organically become lifelong football fans. The NFL, in partnership with Nickelodeon, has produced a show called "NFL Rush Zone" where a group of kids who play football transform into superheroes and protect NFL football stadiums from evil invaders from outer space. The NFL also has "corporate social responsibility" marketing programs that fall under the rubric of NFL Play 60, a program that encourages youngsters to get 60 minutes of play every day as a way to try to combat childhood obesity. They also have Fuel Up to Play 60, which tries to get more healthy food to kids in schools.

The NFL provides grants to schools to fund athletics or to help fund the nutrition stuff. These grants are competitive and require that the schools turn themselves into brand-pure spaces – meaning they have to remove all other brands

of competing products and promise to include the NFL or football in classes. For instance, they suggest using math word problems that involve football like: “If one team scores two touchdowns, three field goals and a safety …” They encourage art classes to have kids paint logos of their favorite teams. In this way, the NFL is able to sidestep traditional advertising on the Internet and on television, which are regulated spaces, and instead concentrate on schools where there is no regulation on marketing to children who the state sees as a protected population.

Central to this message is that football is safe and healthy even as more people worry that football is dangerous.

The next step in the research is to look at how the NFL markets to women since they realize that women spend money, too. The NFL spends marketing dollars on breast cancer awareness, for instance, and now cut jerseys to fit women. They even invest in flag football for youth that targets girls.

4. In another area of research, you used visual sociology to study photographs of the Thomas Indian School in Western New York State. How did you become interested in this research and what did you learn?

As I mentioned, my paternal grandfather is from Mexico and he met my grandmother who was a full member of the Seneca Nation of Indians. My father lived in the Thomas Indian School from the age of 9 to 18.

When I was doing the dissertation and the book, I was thinking to myself, “Football is a dumb game.” I love the game, but it’s a really dumb game: The whole point is to make the ball disappear, which is hard for fans to follow without an expert narrator telling you what is happening and a camera following the ball. The game represents everything I’m personally opposed to – it is homophobic, violent, misogynistic, tremendously patriarchal, and patriotic and so on down the line.

So I asked myself, “Why am I spending so much time focusing on this dumb game if I’m politically opposed to it,” and I thought, “The reason I’m doing this is because I love my father and that was the basis of our relationship when I was a kid.” But he did not learn the game from his father as I did, he learned it at the Thomas Indian School, which required boys to play football. It was part of the American Indian boarding school mission to take children from the sovereign nations and turn them into citizens of the U.S. and track them into the lowest levels of the labor market. The boys were seen as having a failed masculinity and what they needed was to be instilled with an Anglo-American masculinity or what we call traditional masculinity. Football since the 19th century had been seen as a socializing and masculinizing institution. So I saw a lot consistency with the research I was doing in the sense that football was used as a “cultural technology” to produce a particular kind of masculine subject.

Jeffrey Montez de Oca coaches his children in flag football.

I thought it was fascinating and that got me interested in researching the school. At the Indian School, I came across tons of photographs that were taken at the school. What I argue is that as U.S. racial ideology changed across the history of the boarding school movement, we can see it reflected in the photographs. From the 19th century through the early decades of the 20th century, the photographs were incredibly objectifying, and the kids were always glum and solemn. That shifts in the ’30s, ’40s and ’50s when the state realizes that the project of Americanization is not working and its policies are incredibly brutal. Then the policies change and the state stops abducting children or beating kids for speaking their native languages. The photographs change, too, going from being objectifying to being subjectifying. For instance, we start to see a lot of close-ups.

5. Even though you don’t particularly like football, you said you “love” it because of the bonding experience. Are your children fans?

I have two kids, ages 12 and 9, and it won’t come as a big surprise but they are huge football fans. They love football, just like their dad and grandfather. I won’t let them play tackle football for all the reasons we’ve talked about, but I will let them play flag football. And I coach their flag football teams, and in our league, we have won two park championships in a row. It was a teenage dream of mine to coach high school football and now I’m living out that dream.

Principles of ethical conduct spotlighted on new CU Web page[5]

A new Web page on the CU Board of Regents' website[6] provides easy access to the university's Principles of Ethical Behavior, a regent law that makes members of the university community responsible for understanding and upholding the highest standards of legal and ethical conduct.

The principles were approved in 2010 and revised in 2013.

Based on a best practice recommendation from Internal Audit, the Office of Policy and Efficiency worked with University Relations and others to develop a website with links to policies, procedures, guidelines and training related to ethical behavior at the University of Colorado.

The home page provides links to details on provisions relating to nine key areas:
Responsible Conduct Respect for Others Conflicts of Interest Research and Academic Integrity Stewardship of University Property Contributing to a Safe Workplace Privacy and Confidentiality Open and Effective Communication Reporting Suspected Misconduct
The site also features links to a comprehensive guide to training related to the ethical principles, and to the EthicsPoint Hotline website, where members of the CU community may report concerns about suspected misconduct.

CU Advancement team shows off new offices in Broomfield[7]

Members of CU's Advancement team and colleagues from across the CU system on Dec. 4 welcomed more than 100 visitors to an open house at new office space in Broomfield. (Photo: Patrick Campbell/University of Colorado)

More than 100 visitors last week helped members of the CU Advancement team celebrate their new offices, just south of Broomfield's Interlocken business park.

CU President Bruce Benson and his wife, Marcy, were among those greeting well-wishers and touring the 20,000-square-foot office suite on the second floor of 10901 W. 120th Ave., 1 mile west of the Wadsworth Boulevard interchange on U.S. 36.

Attendees on Dec. 4 enjoyed food and beverages while admiring views of the nearby Flatirons and catching up with 60 Advancement team members from the Broomfield location and several CU campuses. About 70 percent of Broomfield office staff serve Advancement under auspices of the CU System, with the remainder being under jurisdiction of its partner CU Foundation.

"We're a centralized brain for the CU Advancement operation," said Associate Vice President Patrick Kramer of the office. Processing of gifts and operation of the **fund for CU** annual giving program are among several operations sited at the Broomfield offices, which opened Sept. 29 after moving from Boulder.

Among the team's numbers from the past year as highlighted in material handed out at the open house:

- 66,176 gifts processed
- 317,927 direct mail pieces sent for annual giving solicitations
- 309 marketing communication requests

Giving Tuesday establishes strong roots across CU system[9]

[10]
CU supporters showed just how “UNselfie” they were by joining together on #GivingTuesday Dec. 2 to support their campus through the **fund for CU**[11].

During this inaugural initiative by the university, the CU system saw a 60 percent increase in total dollars given, as well as a 44 percent increase in total number of gifts, compared to the same time period last year. These numbers reflect data collected during the promotion of CU’s #GivingTuesday initiative (Nov. 25 through Dec. 4).

Performances by UCCS and CU Denver were especially notable, with 495 percent and 316 percent increases in total dollars given, respectively, over this time last year.

#GivingTuesday, founded in 2012, celebrates generosity and giving back. This year, CU decided to join the fun and help raise awareness through the fund for CU, a collective annual-giving effort that unites alumni, parents, students, faculty, staff, family and friends in the common cause of supporting the four CU campuses.

Individuals took “UNselfies,” or self-portraits with signs showing the reasons why they support CU, which were posted to social media channels such as Facebook, Twitter and Instagram. University leadership – including President Bruce and Marcy Benson, the chancellors, vice chancellors and campus chairs for the fund for CU – joined alumni, parents, students, faculty, staff, family and friends in CU’s #GivingTuesday efforts. See their generosity in action through tweets, posts and photos here[12], and check out all the UNselfies on Supporting CU’s Facebook Page[13]. The fund for CU is grateful to all those who participated and collaborated in this effort.

Faculty Council hears update on review of retirement plans[14]

CU’s first review of retirement offerings in 20 years is nearing a conclusion.

E. Jill Pollock, vice president of employee and information services, told Faculty Council at its Dec. 4 meeting in Denver that the committee that reviewed retirement plan vendors has presented a recommendation to President Bruce Benson. Should university leadership adopt the recommendation, the potentially new lineup of retirement plan vendors could be in place by July 1.

The committee – composed of 12 current or retired faculty, staff and administration members – began analyzing proposals from vendors in August.

The university has two retirement options: a mandatory savings plan for faculty and university staff, which has three vendors; and an additional plan, with eight vendors, that is optional for all employees. The university’s options had not been reviewed for more than two decades, according to CU officials, who want to ensure that vendors are providing the best rates, educational opportunities and return on investment.

Among the potential outcomes of the study: CU might have determined that having only one or two vendors for the mandatory savings plan might be more efficient and beneficial for CU and retirement plan members. Retaining all three vendors is possible, too, Pollock said.

Pollock also told the council that administrators are in the final stages of adding gender transition surgery as a medical benefit to Health Plan participants; the topic was discussed at last month’s GLBTI Symposium.[15]

“President Benson commented on both your Diversity Summit and GLBTI Symposium at the recent regents meeting,” Pollock told the council. “Your symposia raise these conversations that we need to have to prominence in front of our regents and the campuses and the rest of us. Thank you for doing that.”

Pollock also introduced her soon-to-be successor, Kathy Nesbitt, who will take over Pollock’s vice president role while Pollock transitions into a new leadership position[16] at CU.

“Thank you for letting me serve you these six years – it’s been a pleasure,” Pollock said.

In other business at last week’s Faculty Council meeting, held at the Warwick Hotel:

- The council heard about a pilot project aimed at reducing the administrative burden felt by researchers across the university. Leonard Dinegar, senior vice president and chief of staff, said he has begun working with the council’s David Port to establish a task force that could address ways of “solving problems without getting overly bureaucratic.” The pilot will initially focus on the CU Anschutz Medical Campus only, but could be broadened in the future.

- Faculty Council Chair Laura Borgelt encouraged faculty to join CU Advocates[17], the grassroots program based in the Office of the President. Michele McKinney, assistant vice president for External Relations and Advocacy, said 270 CU faculty currently are part of the group, and that she would love to see more faculty as advocates. “Faculty are the reputation builders for the University of Colorado,” she said. “You are the quality that drives students to come to our campuses, that drives alumni to give.”

CU campuses to benefit from Daniels Fund Ethics Initiative’s $11.25 million[18]

Three schools across the University of Colorado system are among the 11 institutions in the Rocky Mountain West chosen to benefit from funding of $11.25 million over five years (2015-2019) to continue the Daniels Fund Ethics Initiative.

Launched in 2010, the initiative supports teaching principle-based ethics, emphasizing real-world applications that extend beyond campus and into the community.

The Daniels Fund Board of Directors recently approved the continuation of the Daniels Fund Ethics Initiative. The decision, which was announced Monday, comes after the board evaluated the success of the five-year pilot program in eight universities in Colorado, New Mexico, Utah and Wyoming, and opted to increase the number of participants and, subsequently, the number of students reached.

The CU Denver Business School and CU Law School at CU-Boulder are among the three new colleges or schools that have been accepted into this five-year Daniels Fund Ethics Initiative, increasing the total number to 11. Among the original eight, the UCCS College of Business also will continue in the initiative.

Other institutions receiving funding: Colorado Mesa University Department of Business, Colorado State University College of Business, New Mexico State University College of Business, University of Denver Daniels College of Business, University of New Mexico Anderson School of Management, University of Northern Colorado Monfort College of Business, University of Utah David Eccles School of Business and University of Wyoming College of Business.

Reflecting Bill Daniels’ personal commitment to ethics and integrity, the Ethics Initiative was established to strengthen the teaching of principle-based ethics, fostering a high standard of ethics in students – even beyond the campus and into the community.

Executive leaders from these colleges – all members of the Ethics Consortium – work collaboratively to share expertise

and resources through the Ethics Consortium website. Each college's grant provides for development and implementation of new curriculum, programs, and activities that engage their students in real-world application of ethical principles. As well, students, faculty, and community leaders participate in the annual Daniels Fund Ethics Consortium Case Competition and Daniels Fund Ethics Consortium Summit.

Bill Daniels, a pioneer in cable television known for his generosity, established the Daniels Fund to extend his legacy of giving far beyond his lifetime. The Daniels Fund operates the Daniels Fund Scholarship Program, the Daniels Fund Grants Program, and the Daniels Fund Ethics Initiative in Colorado, New Mexico, Utah, and Wyoming. Learn more at www.DanielsFund.org[19].

December forum to touch on multiple topics[20]

Pam Shockley-Zalabak

A chancellor's all-campus forum on Friday will touch on a new higher education funding formula, the Colorado Springs City for Champions project, 50th Anniversary planning and UCCS student leadership programs.

The one-hour forum will begin at 10 a.m. in the University Center Theater. Chancellor Pam Shockley-Zalabak will provide an update on House Bill 1319 to restructure Colorado higher education finance, the Colorado Springs City for Champions Project and 50th Anniversary Plans. Garrett Gatlin, interim director, Chancellor's Leadership Class, will provide an overview of the UCCSlead program, an effort to expand leadership training to more UCCS students through a series of certificate programs.

HB-1319 is a bill passed last year that requires the Colorado Department of Higher Education to develop a new base funding formula to allocate state general fund dollars among the state's public institutions of higher education. This new funding model will be implemented in the 2015-16 fiscal year and will include allocation of Colorado Opportunity Fund stipends, which reflect enrollment, and new Fee-for-Service contracts that will reflect state higher education priorities. Shockley-Zalabak served on a group that recommended performance measures used to allocate funds.

Garrett Gatlin

Shockley-Zalabak will also update the status of the Colorado Springs City for Champions project, a four-project $120 million community improvement program. One of the projects is a sports medicine facility at UCCS.

Shockley-Zalabak will also share information about spring semester events planned as part of the campus 50th Anniversary celebrations.

Gatlin will outline a plan to expand leadership programs to more students including the offering of certificates to students who complete specific outside of the classroom activities in addition to their academic pursuits.

All faculty and staff are encouraged to attend forums. For those unable to attend, a summary of the forum will be posted in Communique, usually within 24 hours of the event.

Colorado's broad economic expansion to continue in 2015, says CU-Boulder's Leeds School[23]

[24]
With 2014 marking Colorado's highest employment growth since the start of the 21st century, the state will continue to expand in 2015, adding a variety of jobs in almost every business sector, according to economist Richard Wobbekind of the University of Colorado Boulder's Leeds School of Business.

Wobbekind's announcement was part of the 50th annual Colorado Business Economic Outlook Forum presented Monday by the Leeds School's Business Research Division[24]. The comprehensive outlook report for 2015 features forecasts and trends for 13 business sectors prepared by more than 100 key business, government and industry professionals.

"Not only is the state's economy solidly in positive territory, but it is ranking in the top five nationally for population growth, employment growth, wage and salary growth and personal income growth," said Wobbekind, who's also the senior associate dean for academic programs at the Leeds School. "With Colorado's low unemployment rate, we are now hearing about worker shortages for some industries, as well as upward wage pressures."

Overall, the forecast calls for a gain of 61,300 jobs in Colorado in 2015. All sectors of the state's economy are predicted to grow in 2015 with the exception of the information industry, which is expected to remain flat.

Colorado is expected to be in the top 10 states for job growth in 2015 with workers added in both goods- and services-producing sectors.

The strongest sector for projected job growth in Colorado in 2015 is the professional and business services sector, which is expected to add 12,800 jobs, or grow by 3.3 percent.

"Part of the strength in the professional and business services sector is linked to innovation and high tech in the state, and part is attributable to infrastructure development and repair in the state," said Wobbekind.

Other leading job growth sectors for 2015 include the leisure and hospitality sector, which is expected to add 11,200 jobs, and the education and health services sector, which is expected to add 9,300 jobs.

The trade, transportation and utilities sector -- which includes everything from wholesale and retail trade to a variety of transportation features such as Denver International Airport and gas pipelines, as well as utilities -- is the largest provider of jobs in Colorado. It is expected to add 9,100 jobs in 2015.

DIA, which served more than 52.5 million passengers in 2013 and is the 15th busiest airport in the world, is projected to hit records in 2015 despite construction at the facility and roadwork in the area.

Retail sales in the state are anticipated to rise by 7 percent in 2015, down slightly from 8 percent growth in 2014.

Though it was one of the greatest casualties of the recession, the construction sector has exhibited strong growth in recent years in values, permits and employment, according to Wobbekind. It's expected to add 6,000 jobs in 2015.

Colorado's total construction activity, which will be reported at just under $12 billion for 2014, is forecast to increase by $1.4 billion in 2015 with infrastructure volumes and residential permit values expected to rise. Also, a surge will be seen in nonresidential building.

Colorado's unemployment rate is expected to remain below 5 percent in 2015, around 4.6 percent, which is comparatively better than the national unemployment rate.

"We are quite fortunate for the jobs being created in the state," said Wobbekind. "Between 2013 and 2015, Colorado will record the three best years for job growth since 2000."

Colorado's population is the fourth fastest growing in the country by percentage behind North Dakota, the District of

Columbia and Utah. The state's population is projected to grow by 1.7 percent, or by 89,000 people, to a total of about 5.4 million people by July 2015.

To view the entire economic outlook for Colorado in 2015 including other sectors -- such as agriculture, natural resources and mining, financial activities and government -- visit http://leeds.colorado.edu/BRD[25].

Assistive Technology Partners ready to help aging population[26]

[27]

Although Assistive Technology Partners[28] (ATP) is a program of both CU Anschutz[29] (the School of Medicine[30]) and CU Denver[31] (the College of Engineering and Applied Science[32]), it is located on neither campus. In a low-slung building at East 18th Avenue and Pearl Street in Denver, 15 faculty, staff and students – including engineers, clinicians, therapists and educators – transform lives and society every day.

Cathy Bodine, Executive Director

They are led by the boundless energy of Executive Director Cathy Bodine[34], PhD, CCC-SLP, who has been with the organization for 18 years and can remember when it operated with a single grant and four people.

"I've been working in the field of assistive technology since 1985, before the Internet, before cell phones, before hard drives," Bodine said. "When I got started there were 100 devices on the market for people with disabilities. Now, they are ubiquitous."

A Toy for Jadyn

When Chelsea Arenas tried to find toys for her 6-year-old son, she always came up empty-handed—until the faculty and staff at Assistive Technology Partners[28] (ATP) decided to take on the challenge of creating a toy for a child like Jadyn.

[35]

"With most toys, you have to hit a button, flip a switch, squeeze, push or pull," Arenas explained. "Since Jadyn can't do any of those things, there was no toy we could find that he could play with by himself."

Read More[36]

Assistive technology is anything that helps a person with disabilities function more effectively. It can be something that anyone could buy at the store, or it can include solutions designed and built for one individual person. It can be as simple as a zipper pull or as complex as a communication device for someone who cannot speak. ATP helps individuals with cognitive, sensory or physical disabilities by providing a variety of services:

Clinical care Outreach and information Research and engineering Product testing Workplace adaptation Education Information about accessibility

The organization has served thousands of individuals with complex disabilities and has connected with millions of others through outreach. It has brought $47 million in grants and funding to the university and the state of Colorado. But Bodine will argue that the future of assistive technology is even more exciting because of one demographic: baby boomers.

'Aging into disabilities'

[37]

Between 2010 and 2020, Colorado's population aged 65 and older is expected to increase by 61 percent, from about 550,000 to 892,000. About one-third of people over age 64 have a disability; that percentage is expected to rise as seniors age. Some experts call this increasing number of seniors a "silver tsunami." Bodine calls it "a perfect storm" of supply and demand for assistive technology.

“This baby boomer population will want to work longer, remain in their own homes longer and stay engaged in their local community activities longer,” Bodine said. “At the same time they will be aging into various disabilities.”

Bodine points out that most people use disability-related technology without even realizing it—including smartphones with volume enhancements and visual cues, computer screens with format-sizing options and camera phones to aid record-keeping and memory. In the past, devices such as those would have been expensive and only available by prescription.

But even though aging seniors may have more options, not all devices are ideal for seniors—especially those that are too miniaturized for arthritic hands to manipulate easily or so loaded with options even tech-savvy boomers can’t figure them out. ATP sees huge potential to aid older members of society who require ways of maintaining sight, hearing, mobility and cognition.

”The demand for assistive technology will explode,” Bodine said.
'Touching thousands of people'
Bodine also sees a need for assistive technology to serve veterans returning from combat zones, many of whom have post-traumatic stress disorder or multiple injuries. ATP has trained more than 1,200 clinicians on how to use assistive technology with returning veterans who have hearing and vision loss, brain injuries and lost limbs.

“We’re incredibly good with complex injuries, from low-tech assistive technology to high tech,” Bodine said.

Jim Sandstrum, coordinator of business services

Jim Sandstrum[39], MA, CCC-SLP, coordinator of business services, spearheads consulting and testing for companies trying to make their products more accessible. ATP works on websites to make sure they are accessible, including Connect for Health Colorado[40], the state’s health insurance marketplace. ATP has also tested a set-top box for Time Warner Cable to make sure it’s accessible for visually impaired individuals, consulted with educational testing companies to ensure that high-stakes exams— such as the GED—are accessible to students who have disabilities, and set up accessible computers in libraries across the state.

“If I’m providing clinical care to individuals, I might be able to help 30 or 40 people a year,” Sandstrum said. “But when I work with businesses and their products, I’m touching thousands of people.”

Bodine tells the story of a 12-month-old who came to ATP with a diagnosis of severe cerebral palsy. He was non-verbal, non-ambulatory and couldn’t use his hands. Today, that baby is in his mid-20s, a college graduate with a career, and living independently with the help of an aide. When undergraduate and graduate students find their way to work and study at ATP, Bodine sees potential for more success stories in the years to come.

“We want to grow the next generation of professionals,” she said. “They will be able to solve accessibility problems even better than we have done.”

Romero Troupe's political theater starts in the classroom[41]

[42]

Outside his Immigration Politics class, senior instructor James Walsh[43], Ph.D., stands in a huddle with five of his students and hands one of them an extraterrestrial mask—a last-minute prop for the play they are about to perform.

"Is everyone OK?" Walsh asks his students. They nod. "We had fun practicing," he says. "Now let's have fun performing."

This play tells the story of the first immigrant to resist deportation by living in sanctuary in a local church. The performance is free, but donations will be accepted at the door to benefit Arturo Garcia Hernandez and the Metro Denver Sanctuary Coalition.

The students lead the way into the classroom and begin their performance, a short play they have written, inspired by the book they're reading in class. The play presents a girl of Mexican heritage debating whether she should work for U.S. Border Patrol. Costumed as an old man, Walsh joins his students in the play as the girl's father, urging her to choose her culture over the job. At first, the class laughs when one of the performers dons the extraterrestrial mask and pulls the girl away from the Border Patrol recruiter. But the students quickly realize that the mask is the play's way of challenging some people's view of immigrants. The students may laugh, but they are learning.

This is a normal day in Walsh's classroom. When Walsh started teaching at CU Denver[44] 17 years ago, he didn't think he was doing enough to help students digest and understand the real-world implications of his coursework. So, 14 years ago, he decided to reinvent his classroom in a way that would inspire his students and encourage active learning. He decided to do it with theater.
Teaching with theater
[45]
When Walsh replaced traditional lectures with group skits written by students and swapped textbooks for literature, poetry and memoirs, he immediately noticed a difference. The number of students doing their reading shot up, and students who had been quiet all semester suddenly came to life when the performances began.

"The plays allow student-on-student teaching moments," Walsh says. "Just like with writing research papers, when creating a play you have to interpret the data, really understand it. My students research political science topics, create a representation of that information, and make it accessible for their classmates through performance and discussion. It's beautiful."

Walsh allows his students to invite him to participate in their performances (he says he never asks his students to do anything he won't do himself), which often reverses the teacher-student role familiar to most students. For the weeks spent developing the play, the students are the ones doing the directing, the teaching, and Walsh happily accepts whatever role they assign him.

This kind of active learning is clearly working. When Walsh runs into former students around Denver, they always ask if he remembers their play.

"Students will say, 'Remember me? I played Cesar Chavez,'" Walsh says. "I always love that moment, because if they remember their character, they remember the story, and if they remember the story, they remember the lesson."

By 2005, Walsh knew he had a good thing going. If it works so well in the classroom, he thought, what about the community? Then, the Romero Theater Troupe[46] was born.
The Romero Troupe
[47]
This Spring, Walsh was awarded CU Denver's Rosa Parks Diversity Award[48] for his work educating the public with the Romero Troupe, an "organic," all-volunteer, not-for-profit theater group. They are not actors in the traditional sense. They are community members—moms, immigrants, students—joining together to bring social justice issues to light.

The first story the Romero Troupe told was Oscar Romero's, a bishop from El Salvador murdered for his social activism. After telling his story, they adopted his name.

"His mission was to speak truth to power," Walsh says. "That's our mission too."

Like the performances in Walsh's classroom, the Romero performances are raw. There are no auditions, no formal

directors and rarely more than one full rehearsal before a performance. But that model is working. The average lifespan of a new theater company is three years. The Romero Troupe is in year 10.

The troupe is not officially connected to CU Denver ("we don't belong to an institution. We belong to the community"), but its roots are in Walsh's classroom and about half the members are CU Denver students or alumni.

Vera Schaffer is one Romero member who started in Walsh's classroom. She says she will never forget the first day of class when Walsh came into the room dressed as an Irish miner and, instead of giving the normal first-day-of-class lecture, delivered a monologue about the struggles of the mines. That lesson stuck with her, so when offered the opportunity to keep working with Walsh, she took it.

"It teaches me to be more mindful of people who are suffering," Schaffer says. "That's a worthy cause."

Walsh admits he had no idea what he was doing when he decided to begin a theater troupe, so he began with the people he did know—his students. He called former students who had loved acting, and asked if they were interested in community performances. Almost all of them were.

From that first group of students, the troupe has grown from seven to 75 active members who span every decade. The oldest member is 91, and the youngest is in elementary school, which means everyone has a unique perspective to bring to the stage.

"Romero members are from the community," Walsh says. "They're the ones that the stories are about. They're immigrants, veterans, educators telling their stories. They're real, and that gives them an amazing authenticity on stage. Audiences hunger for that kind of organic theater without outside additives. Our theater is grown right from our own soil—from our heart of hearts."

Opening the Door

The troupe's mission is to build community members up and help them find their voices, which they do both through workshops across the city and by spontaneously inviting audience members on stage to share their experience of the story just related in the play. In the last year, the Romero Troupe has invited military veterans to share their experiences of reintegrating into society, homeless women to act out their own struggles, and immigrants to tell stories of separation and deportation.

The Romero Troupe has tapped into something important—a way to challenge traditional theater, enhance academia and build community. This year, they have been drawing audiences of 200 to 400 people and donating all the profits to other organizations doing social work in Denver. They are providing the space for people to bring their own buried stories to the surface, and giving a voice to the voiceless. For Walsh, the Romero Troupe is a dream come true.

"It's every academic's dream to not just be effective with students, but to actually impact the community," he says.

Still, 30 years ago, if he had been told he would make his impact with theater, Walsh wouldn't have believed it. He still has a clear memory of his first encounter with theater in college when, drawn by voices, he stumbled on a thespian meeting. The door closed, Walsh stood outside the room and listened to the voices inside, but he never opened the door. Now, years later, with a troupe practicing for another set of stories about education reform, Walsh says he has finally opened that door.

"I think that's what all this is," Walsh says, "the drama in the classroom, the Romero Troupe—it's all a way of opening that door that I didn't open all those years ago. Now, it's about opening the door to my students and my community so they can hear these stories. After all, if we don't tell them, who will?"

Romero Troupe Performs

'An A(ctual) P(eople's) History of Colorado: A Play in Solidarity With Arturo Garcia Hernandez'

When:

Dec. 11, 2014

7 p.m.

Where:

First Unitarian Society of Denver
1400 Lafayette St.
Denver, CO 80218

Photos courtesy Graham Hunt

Finkelstein named first Timmerhaus Teaching Ambassador[49]

[50]
Noah Finkelstein, President's Teaching Scholar and professor of physics at CU-Boulder, recently was chosen as the inaugural Timmerhaus Teaching Ambassador.

The Timmerhaus Teaching Ambassador award honors the memory of professor Klaus Timmerhaus, a member of the faculty of chemical and biological engineering at CU-Boulder from 1953 until his retirement in 1995. Timmerhaus received many honors, including being named to the National Academy of Engineering and being selected to the first group of President's Teaching Scholars at the university. An active and enthusiastic advocate of teaching, Timmerhaus provided a bequest to support designated faculty members in promoting discussion of teaching and learning in schools and communities around the state.

Finkelstein was selected for the award because of his enthusiasm and vitality for teaching and learning, his leadership in his field of study, his success at advising and encouraging students, and his willingness to represent the enterprise of teaching at learning at CU.

He was chosen after a lengthy selection process. Finkelstein will begin his work in concert with the Timmerhaus Award committee consisting of teaching scholars from the College of Engineering and Applied Sciences at Boulder; Klaus's daughter, Carol Getty; and Klaus's granddaughter, Kristina Getty.

Finkelstein's first order of business will be to work with the committee to create goals. Ambassadors will present talks about education and learning around the state at a variety of venues for a period of one year.

This year, the awardee was selected from the Boulder campus, but in subsequent years, faculty across the system will be eligible to be honored with the award.

Four CU-Boulder faculty named prestigious AAAS fellows[51]

Four CU-Boulder faculty members – **David Jonas**, professor of chemistry and biochemistry; **Lise Menn**, professor emerita of linguistics; **Jim White**, professor of geological sciences and director of the Institute for Arctic and Alpine Research; and **Mark Winey**, professor and chair of molecular, cellular and developmental biology – have been named fellows of the American Association for the Advancement of Science (AAAS).

The honor recognizes their scientifically or socially distinguished efforts to advance science or its applications. This year, 401 members of AAAS were named fellows.

The new fellows, who join more than 20 previous CU-Boulder faculty AAAS fellows, will be presented their awards on Feb. 14 at the 2015 AAAS Annual Meeting in San Jose, California. AAAS, which was founded in 1848, is the world's largest general scientific society and publisher of the journal Science.

Buszek invited to teach at national humanities institute[52]

[53]
Maria Elena Buszek, professor of art history at the College of Arts and Media Associate at CU Denver, has been invited to join a group of international scholars in Philadelphia this summer to teach a National Endowment for the Humanities (NEH) summer institute on the history of modern design.

The institute, aimed at teaching college and university professors, was planned by the NEH due to the dearth of qualified faculty who teach design history. Faculty were chosen by NEH Program Director David Raizman based on their work on researching and teaching design history with the goal of training more colleagues on the basics of this curriculum.

Buszek designed CU Denver's History of Modern Design course in 2012, after having taught the course for eight years at the Kansas City Art Institute. CAM is one of the few campuses in the United States that offers this curriculum taught by an art historian with a significant scholarly/pedagogical background in the subject.

Runyan wins award for distinguished career in injury control[54]

[55]
Carol Runyan, professor of epidemiology and community and behavioral health at the Colorado School of Public Health, and director of the Pediatric Injury Prevention, Education and Research (PIPER) program, and professor of pediatrics at the CU School of Medicine, was awarded the 2014 Distinguished Career Award from the American Public Health Association's (APHA) Injury Control and Emergency Health Services (ICEHS) Section.

The award is presented for outstanding dedication and leadership in the field of injury control, with contributions and achievements that have significant and long-term impact on the field.

"Dr. Runyan's name and career are synonymous with excellence in research, as well as advancing injury and violence prevention practice. Her selection for this award is richly deserved," said Shelli Stephens-Stidham, chair of the ICEHS Section of APHA.

Over the past 30 years, Runyan's work has bridged science with local, state and national policies and identified priorities. She has broken new scientific ground on injury and violence prevention, including safety in the home, such as fire prevention, poison prevention, and safe storage of firearms; safety on college campuses; worker safety, especially among young workers; and clinical practices related to patient counseling (e.g., pediatric anticipatory guidance and family violence, and suicide prevention).

Runyan has developed improvements in injury surveillance; created U.S.-Canadian research and policy agendas for young worker safety; fashioned guidelines for evaluating injury research programs; and led the National Training Initiative in Injury and Violence Prevention. Her work has contributed to the creation of core competencies for the field and was the genesis of the PREVENT Institute, a national program that trained more than 900 practitioners. She has consulted with numerous organizations in the U.S. and abroad including the CDC, the International Labor Organization, and multiple universities, and has mentored scores of public health and medical professionals.

When Runyan joined the Colorado School of Public Health in 2011, she founded the PIPER program, a collaboration of the Colorado School of Public Health, CU School of Medicine, and Children's Hospital Colorado. Before coming to Colorado, she was a faculty member from 1984 to 2011 at UNC-Chapel Hill, where she co-founded and directed the

UNC Injury Prevention Research Center for 22 years. Today, the center is one of most esteemed injury research centers in the world.

Runyan also is an adjunct professor of health behavior at the University of North Carolina (UNC) Gillings School of Global Public Health. She earned a Master of Public Health from the University of Minnesota, a PhD from UNC, and completed a postdoctoral fellowship at Johns Hopkins University. She has been honored for her research and service, and for integrating research with practice, including the U.S. Secretary of Defense Medal for Outstanding Public Service and recognition by the Centers for Disease Control and Prevention as one of the 20 most influential leaders in the injury field over the last 20 years.

Dropping names ...[56]

Qualls

Morgan

Ferguson

Sara Qualls, Kraemer Family Professor of Aging, Department of Psychology at UCCS, will receive the Distinguished Pioneer in Aging Award today at the 35th Annual Meeting of the Colorado Gerontological Society. The award recognizes individuals who demonstrate originality and ingenuity in addressing the needs of Colorado seniors. Individuals who have made significant advances at the national, state and local level for more than 30 years are honored for their services to the field of aging. … **Stuart Linas**, School of Medicine professor of medicine and chief of nephrology at Denver Health Medical Center, recently received the Robert G. Nairns Award at the American Society of Nephrology (ASN) annual meeting in Philadelphia. Linas was recognized during ASN's Kidney Week 2014 for his leadership in the fight against kidney disease. … **Leann Morgan**, assistant professor, UCCS College of Education, recently published with two co-authors, "School Counselors' Perceptions of Competency in Career Counseling." The article was published in Volume 4, Issue 5 of "The Professional Counselor." … **Jeff Ferguson**, professor in the College of Business at UCCS, was recently inducted into the Lewis-Palmer School District's Hall of Fame. Ferguson was one of nine honored during induction ceremonies in September. Ferguson served on the District 38 Board of Education from 1987 to 2003 and from 2009 to 2013 and was board president for 10 years. He was twice awarded the McGuffey Award by the Colorado Association of School Boards for his service. … **Linda Alcott**, assistant professor of French, clinical teaching track, at the College of Liberal Arts and Sciences at CU Denver, presented papers at two conferences this fall. As an invited teaching panel specialist on "Teaching the Caribbean," Alcott's first presentation, titled, "Voices of Haiti and the Caribbean," was given at the 68th Annual Rocky Mountain Modern Language Association Convention in October. Alcott's paper titled, "Suitable for Sacrifice: The Portrait of Expendable Humanity in Marguerite Duras's Un Barrage contre le Pacifique," was presented at the Pacific Ancient Modern Language Association's 112th Annual Conference in October for the Women in French special panel, "Marguerite Duras: 100 years later." … Six people accepted non-teaching positions at UCCS in November. They are: **Sterlynn Clendenin**, university events specialist, University Center; **Donah Grassman**, administrative assistant, Facilities Services; **Erica Nagel Allgood**, director, Communication Center, Office of First Year Experience and Student Retention; **Dannielle Sparks**, financial aid counselor, Office of Financial Aid and Student Employment; **Susan Tyra**, financial aid counselor, Office of Financial Aid and Student Employment; and **Olena Zribi**, research associate, BioFrontiers Institute.

Remind student employees to verify mailing addresses before break[60]

As student employees think less about hitting deadlines and more about finding cheap flights home for the holidays, Employee Services is challenging you to catch students' attention and remind them to update their mailing addresses before taking off this month.

The hook? If CU has an incorrect mailing address on file, it won't be able to mail students their W-2 forms — key to filing a tax return and, in turn, getting money back from the government.

Employee Services is urging all employees to update their mailing addresses within the employee portal by Jan. 5. Employee services will mail all W-2 forms by Jan. 31, 2015, as required by the IRS. That need is particularly urgent for student employees, many of whom are completing finals either this week or next, and preparing to head home for the holidays.

Review, update or add an address
Log in to the employee portal at my.cu.edu[61]. A pop-up window will appear, containing any addresses you have on file. CU will mail your W-2 Form to the address within the "mailing address" field or, if there is none, within the "home" field. If the mailing address that appears is correct, click the confirmation link below and submit. Please note: **Postal services will not forward W-2 forms, even if you have filled out a forwarding address card.** If the mailing address that appears is incorrect, or if there is no mailing address listed, select the "Update my information" link. You'll be taken to a new screen in which you can add and edit addresses. Complete the appropriate fields and submit your information.
Until employees review and/or update this information, this pop-up window will appear each time they log in to the portal.

Publication note: No Connections on Christmas, New Year's[62]

CU Connections will not publish new issues on Christmas Day and New Year's Day.

Next Thursday's issue is the last to appear before the holiday; deadline for submissions is noon Friday.

Connections returns after the winter break on Thursday, Jan. 8; deadline for submissions is noon Monday, Jan. 5.

During the holiday break, the website will be updated with news should events warrant.

Links
[1] https://connections.cu.edu/stories/five-questions-jeffrey-montez-de-oca[2]
https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/12/5q-montez-de-oca_01.png[3]
http://www.amazon.com/Discipline-Indulgence-Football-American-Critical/dp/0813561264[4]
https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/12/5q-montez-de-oca_02.png[5]
https://connections.cu.edu/stories/principles-ethical-conduct-spotlighted-new-cu-web-page[6]

http://www.cu.edu/regents/principles/introduction[7] https://connections.cu.edu/stories/cu-advancement-team-shows-new-offices-broomfield[8] https://connections.cu.edu/file/foundationofficestoppng[9]
https://connections.cu.edu/stories/giving-tuesday-establishes-strong-roots-across-cu-system[10]
https://connections.cu.edu/file/giving-tuespng[11] http://www.cufund.org/giving-to-cu/fundforcu/[12]
https://storify.com/SupportingCU/cu-giving-tuesday-2014[13]
https://www.facebook.com/media/set/?set=a.974293529252525.1073741826.129216093760277&type=1[14]
https://connections.cu.edu/stories/faculty-council-hears-update-review-retirement-plans[15]
https://connections.cu.edu/news/global-picture-personal-stories-in-focus-at-glbti-symposium[16]
https://connections.cu.edu/news/dpas-nesbitt-named-vp-of-employee-and-information-services[17]
https://www.cu.edu/cu-advocates[18] https://connections.cu.edu/stories/cu-campuses-benefit-daniels-fund-ethics-initiative%E2%80%99s-1125-million[19] http://www.danielsfund.org/[20] https://connections.cu.edu/stories/december-forum-touch-multiple-topics[21] https://connections.cu.edu/file/uccsshockley-zalabakpng-0[22]
https://connections.cu.edu/file/uccsgatlinpng[23] https://connections.cu.edu/stories/colorado%E2%80%99s-broad-economic-expansion-continue-2015-says-cu-boulder%E2%80%99s-leeds-school[24]
http://www.colorado.edu/leeds/centers/business-research-division[25] http://leeds.colorado.edu/BRD[26]
https://connections.cu.edu/stories/assistive-technology-partners-ready-help-aging-population[27]
https://connections.cu.edu/file/anschutzassistive-techtoppng[28]
htt
p://www.ucdenver.edu/academics/colleges/medicalschool/Programs/atp/Pages/AssistiveTechnologyPartners.aspx[29]
http://www.ucdenver.edu/anschutz/Pages/landing.aspx[30]
http://www.ucdenver.edu/academics/colleges/medicalschool/Pages/somWelcome.aspx[31]
http://www.ucdenver.edu/pages/ucdwelcomepage.aspx[32]
http://www.ucdenver.edu/academics/colleges/Engineering/Pages/EngineeringAppliedScience.aspx[33]
https://connections.cu.edu/file/anschutzassistive-techbodinepng[34] http://www.ucdenver.edu/academics/colleges/medicalschool/programs/atp/AboutUs/Faculty/Pages/Bodine%2c%20Cathy.aspx[35]
https://connections.cu.edu/file/anschutzassistive-techjadynpng[36] http://www.ucdenver.edu/about/newsroom/spotlight/patientcare/Pages/Assistive-Technology-Partners-creates-a-toy-for-Jadyn.aspx[37]
https://connections.cu.edu/file/anschutzassistive-techbikepng[38] https://connections.cu.edu/file/anschutzassistive-techsandstrumpng[39] http://www.ucdenver.edu/academics/colleges/medicalschool/programs/atp/AboutUs/Faculty/Pages/Sandstrum%2c%20James.aspx[40] http://connectforhealthco.com/[41] https://connections.cu.edu/stories/romero-troupes-political-theater-starts-classroom[42] https://connections.cu.edu/file/ucdtroupes-political-theatertoppng[43]
https://clas.ucdenver.edu/directory/faculty-staff/james_p._walsh[44] http://www.ucdenver.edu/pages/ucdw[45]
https://connections.cu.edu/file/ucdtroupes-political-theater01png[46] http://romerotroupe.org/[47]
https://connections.cu.edu/file/ucdtroupes-political-theater02png[48]
http://www.ucdenver.edu/about/departments/DCODI/EOP/Events/Pages/RosaParks.aspx[49]
https://connections.cu.edu/people/finkelstein-named-first-timmerhaus-teaching-ambassador[50]
https://connections.cu.edu/people/finkelstein-named-first-timmerhaus-teaching-ambassador/p_noah-finklestein[51]
https://connections.cu.edu/people/four-cu-boulder-faculty-named-prestigious-aaas-fellows[52]
https://connections.cu.edu/people/buszek-invited-teach-national-humanities-institute[53]
https://connections.cu.edu/people/dropping-names-39/p-buszek[54] https://connections.cu.edu/people/runyan-wins-award-distinguished-career-injury-control[55] https://connections.cu.edu/file/prunyanpng-0[56]
https://connections.cu.edu/people/dropping-names-102[57] https://connections.cu.edu/file/p-dnquallspng[58]
https://connections.cu.edu/file/p-dnmorganpng[59] https://connections.cu.edu/file/p-dnfergusonpng[60]
https://connections.cu.edu/stories/remind-student-employees-verify-mailing-addresses-break[61] https://my.cu.edu/[62]
https://connections.cu.edu/stories/publication-note-no-connections-christmas-new-year%E2%80%99s