CU branding initiative under way[1]

The University of Colorado's long-awaited branding project began its rollout today with a systemwide letter from President Bruce D. Benson[2] promising the effort will "enhance our critical efforts to effectively engage our audiences, promote our value and attract funding."

Schools, colleges, departments and administrative units across the CU system will begin using new visual imagery and messages[3] in all communication as soon as possible. Benson said the process will be more evolutionary than big bang, with the university making the transition over the coming year. Units are asked to use up old stationery, business cards, promotional material and apparel before ordering stock with the new visual imagery. Electronic resources such as web pages, PowerPoint templates and electronic letterhead can be changed out more quickly and at less cost.

One of the blueprints for the effort is an Identity Standards manual [4]that details messages and visual images and their uses. Campuses are developing complementary manuals that deal with campus-specific issues. A key part of the effort will be to substantially reduce the number of individual logos at schools, colleges, departments and units. Benson said those entities will no longer use alternate logos or sub-identities except in limited cases.

A systemwide Brand Identity Standards Committee (with representation from campuses, system administration and the CU Foundation) will be established to guide implementation, address problems and grant any deviations from standards. Complementary campus boards also will be established.

But Benson stressed that the branding effort is about more than logos.

"It is the emotional feeling our key constituents have about CU as a result of their perceptions and interactions with us. We can help shape that feeling by being consistent in how we present ourselves with messages and visual images," he wrote.

He said the result will be a university that communicates more effectively, uses scant resources more wisely, and positions itself to be successful in a major fundraising campaign, expected to be announced later this spring.

"We are making an investment in the future of the university, and we not only expect to recoup the money we have put into this project, but also to realize a substantial return on the investment," Benson said. "Branding will allow us to be more efficient and effective in communicating to our key audiences by focusing our messages and images and cutting through the communication clutter and noise that bombard people every day."

CU presents itself to its key audiences (among them, prospective students, parents, alumni, donors, legislators, business and community leaders, and faculty, staff and students) with several hundred different and often-competing visual images and messages. With some, it is difficult to recognize that they represent CU at all. Funding is spent on design, photography, external vendors, content creation, printing, web development and a host of other communication and marketing activities. Bringing consistency and coordination to those efforts will save money and lead to a greater impact.

"We are in a competition every day at this university – for funding, attention, students, faculty – and we cannot disadvantage ourselves by presenting a fragmented view of ourselves," Benson said.

The project began nearly two years ago. An external vendor, Landor and Associates, worked with a CU team that included the president, campus chancellors, leadership of the CU Foundation and the lead communication person from each campus and system. It began with an extensive research phase, with some 12,000 quantitative surveys returned by faculty, staff, students, alumni and donors, as well as nearly 50 qualitative interviews conducted with key people inside and outside the university.

Additionally, Landor completed an assessment of how CU entities across the system present the university and also looked at several other universities and university systems in a peer analysis.

The effort led to the creation of key messages and a system of brand architecture (visual images) that gave a nod to

the equity CU had built in its heritage with the interlocking CU letters, which has been updated for a more contemporary look. It also recognized the equity the Colorado Springs campus has with its historic mark with its home city and the southern part of the state.

Benson said the project aims to highlight the collective strength of CU in four primary areas of excellence and impact: learning and teaching, discovery and innovation, health and wellness, and community and culture. The "four pillars" will play a key role in CU's comprehensive fundraising campaign, he said.

New faces, familiar concerns for CU as Legislature convenes[5]

Many names and faces in leadership positions at the state Capitol have changed since the conclusion of the 2010 legislative session. Something that hasn't changed is that University of Colorado lobbyists will have to work again this year to defend and maintain funding for CU and higher education.

"The biggest issue for this year is budget, budget, budget," said Tanya Kelly-Bowry, vice president for state and federal government relations. "We'll be trying to hold onto the general fund money that higher education has."

State lawmakers convened today to begin their four-month 2011 session.

"With new leadership in the House and a new governor, it's going to be a very interesting and unique session," Kelly-Bowry said.

Following November's elections, about a third of the body consists of newcomers to the Capitol; control of the House has shifted from Democrats to Republicans, who now hold a one-seat edge.

"We're walking into the unknown in terms of personal dynamics – how the new stakeholders will work together," Kelly-Bowry said. "So far, in terms of some of the bills being put forward, there seems to be a great effort by both parties demonstrating bipartisanship. That bodes well for CU and higher education."

Among the last recommendations of outgoing Gov. Bill Ritter was that higher education's funding be held at its $550 million level and not be subject to further cuts. State funding for higher education has dropped dramatically in recent years. Gov. John Hickenlooper, who was sworn in Tuesday, Jan. 11, has until Feb. 1 to submit his budget proposal, which may or may not reflect the amount Ritter had suggested.

Kelly-Bowry noted that CU President Bruce D. Benson, Vice President and Chief Financial Officer Kelly Fox and other CU leadership worked in recent months to forge a coalition with governing boards of colleges and universities throughout the state. The result is an agreement among the vast majority of higher education institutions indicating how the $550 million could be divided. Should funding drop significantly below that amount, the agreement would need to be renegotiated.

Communication between leadership at CU and at the state began long before today's official launch of the session. Benson has met with key lawmakers in recent months to discuss the university's priorities for the year. Campus leaders Phil DiStefano (Boulder), Pam Shockley-Zalabak (Colorado Springs), Jerry Wartgow (downtown Denver) and Lilly Marks (Anschutz Medical Campus) also have met with lawmakers representing their communities to stress local concerns.

"The Board of Regents also have been doing outreach with key legislators and forging their own relationships with our key policymakers, getting the word out about CU's priorities," Kelly-Bowry said. "This year, I'm looking forward to cultivating many new CU champions. But, certainly, the funding situation is dire."

Depending on what a March revenue forecast has in store, state budget leaders have warned that as much as $1.1 billion may need to be trimmed from the next budget.

Because of the focus on funding, CU's government relations team is seeking only a limited amount of legislation. Bills being initiated by the university:
Cleanup to higher education flexibility legislation: Last year's Senate Bill 3 enabled improved efficiency at CU and other institutions. Over the summer, Benson asked campus leadership to search for other areas where similar provisions could be made. Capital construction is one such area where changes to current state procedures could improve efficiency. **Clarification of the University of Colorado Hospital Board composition:** This would specify that the leader of the Anschutz Medical Campus will chair the hospital's board. M. Roy Wilson had served as chancellor for the Anschutz and downtown Denver campuses; after he stepped down, Wartgow was named chancellor of UC Denver, with Marks named vice president for health affairs and executive vice chancellor for the Anschutz Medical Campus, which means she would chair the board if the change is adopted.
Other bills being monitored:
Public safety communication: The Higher Education Police Chiefs Association is seeking to eliminate barriers in information sharing between agencies pertaining to student safety, specifically during emergencies. **Student fees:** The Legislative Audit Committee is looking to increase transparency and accountability pertaining to student fees at higher education institutions.
While the slate is relatively light to begin, that could change as the session progresses. Kirsten (Castleman) Schuchman, senior director of state relations, said that because so many lawmakers and the governor are new to their posts, they may take longer than established leaders to introduce bills. And though many are new to the Capitol, they'll be familiar to CU's leaders.

"The president, chancellors and government relations team spent the summer and fall meeting with candidates and seated legislators, even before the elections," Schuchman said. "So even though a third of the Legislature is new, we have well-established relationships with the legislators and the new governor.

"And as the session begins, we're working to get in front of the education and health committees so we can educate the new members on CU and what we do for Colorado."

One of the devices aimed at spreading the message: CU Advocacy Day at the Capitol, Jan. 28, when faculty, students, leaders and other friends and ambassadors will speak to lawmakers on behalf of the university.

Five questions for Graziana Lazzarino[6]
Patrick Campbell/University of Colorado
Graziana Lazzarino
Patrick Campbell/University of ColoradoGraziana Lazzarino

As a young girl growing up in Genoa, Italy, Graziana Lazzarino watched huge ocean liners moving in and out of the harbor and wondered if one day she, too, would journey to America like so many others.

Now decades later, she has wrapped up a teaching career that includes 46½ years at the University of Colorado at Boulder. Not only did she fulfill her dream of living in the United States, she has helped countless students (including the writer of this piece) with their desire to learn a foreign language. The Italian government knighted her for her success in spreading Italian language and culture to so many. She also has been honored with numerous other awards, including one from the American Association of Teachers of Italian, the Colorado Congress of Foreign Language Teachers, and teaching awards from both the Boulder faculty and students.

It's unlikely that this energetic woman will let retirement slow her down. She is known as an early riser (3 a.m.), favors

Italian television programs she receives via satellite dish, and loves hiking. She especially loves to cook: Often, she would bake a cake and bring it to the university along with a sign that read, "Let them eat cake."

— Cynthia Pasquale

1. You taught Italian at several universities before coming to CU. Why did you choose CU and why have you stayed in Boulder for most of your career?

I did not choose CU, I discovered it. I was teaching in Massachusetts in the spring of 1960. I was in America on an exchange program and it was my last year because my Visa was expiring. I was reading the paper and saw an ad that said, "Come to the Rockies to study foreign languages." Without knowing anyone, I wrote and sent my CV and said, "You need me." And they answered back and they said, "Yes, we do. You're going to be director of our language program and in charge of teaching." I took the job and I fell in love with Boulder that moment.

Of course I had to go back to Italy. After the required two years of being in Italy, the University of Nebraska, where I had my first teaching assignment, offered me a job. I wasn't particularly excited about going back to Nebraska after seeing the beauty of Boulder, but I accepted because it meant getting a green card. I returned in 1963.

In 1964, I received a call from Boulder and they had a position and they offered it to me. I immediately accepted. To quote Caesar, "I came, I saw, I conquered," but I changed it to say "I came, I saw, I stayed." What I love about Boulder is the climate, the location, the mountains. I had a feeling I was on vacation all the time. I have a mountain cabin and I love to be with nature. I appreciate the serenity of being in an isolated place where you see nothing but trees and the wild animals.

The years went by, the decades. When I hit the age of 80 on Nov. 6 of 2010, I told myself that I had to stop (teaching) and leave room for the younger generation. I have the energy to continue; I just love teaching, but it's better for me to step down.

2. What are some of the biggest changes you've seen in the way language and culture is taught and in the students in your classrooms?

To my great satisfaction, Italian has become very popular as a language to be studied in the United States and in the world. Italian is now the No. 4 foreign language studied in the world (in most areas) behind English, Spanish and French. In some areas, German ranks No. 4.

Tourism helps a great deal. People go to Europe, go to Italy. They like the food and the people. They like the way they are accepted and welcomed and they want to go back knowing a little bit of the language. Traditionally, students studied Italian because they were interested in art, music and literature. And now that Italy is one of the big eight economic powers, people study Italian for more material reasons.

Every time I teach first-year Italian, I ask students why they want to learn the language. I list various possibilities. I say, for example, you need a language and you've had Spanish or French and you think "big deal," Italian belongs to the same family and it's going to be five hours for an easy A. Some people study it for art or because they are of Italian origin. Then there are those that had girlfriends or boyfriends from Italy. One day, I got the most original answer I've ever had. One student said, "Because my roommate is Italian and he talks in his sleep and I want to understand what he says."

These days in the classroom, we stress communication and not so much accuracy. When I began to teach, the focus was on grammar and translation. But it's no longer taught that way. More and more time is invested in people talking in pairs and in groups. No longer is the teacher the one to ask questions because the teacher can only talk to one person at a time and the others in the classroom are passive. Now we want noise and activity in classrooms.

3. You've written several Italian-language textbooks, including one of the most popular, "Prego." What are the keys to teaching and learning a language?

In the late '70s, I started writing textbooks. I was lucky. They came out at the right time when people wanted something fresh and different. For instance, I use cartoons in my chapters. It makes people curious about what it says and is a lesson on the sense of humor of the country. The exercises are lively and fun. All of my titles are in Italian. "Prego" means, "Please, won't you join me?" And it caught on. It's unbelievable that it's been so successful. It's been a best-seller for years. I just finished the eighth edition. The second-year book, which first came out in 1979 and is called "Da Capo," is now a sixth edition. There were several others, but the big successes were these two, which were used from Yale to Berkeley.

People ask why I don't write other things. I wish I could write a cookbook, which would be titled "Cooking With Grace," which is my name in Italian. Sometimes I wish I could write books about my experiences during the war in Italy. But I haven't had time; I've been kept pretty busy over the years.

To learn a language, you have to be very diligent. You don't learn by devoting a few hours, then stopping, then going back. It has to be a continuous effort. Students need to devote two hours a day to Italian. Of course when you are young, learning is easier.

Students love the idea that I'm a native speaker and that I can tell stories that they cannot find in textbooks. They love what I tell them about culture: the little things we believe in, the superstitions, what the old grandmothers tell us, the poems, the games we play. I tell them the origin of the words "cappuccino," or we talk about ice cream and the three top flavors here and in Italy.

4. Some people describe you as having a British, not Italian, accent. You also met Mussolini. How did each of these happen?

The British accent is mostly gone although it was thick when I came here because my teachers were either British or they learned English there. In those days, a great deal of importance was given to proper pronunciation. We wanted to sound like the BBC or the Queen of England. We were graded on pronunciation. Now I'm told pronunciation is not that important and they consider that accent rather phony. We tried so hard to sound British, but when I came to America, it was a shock because the pronunciation was so different.

Nobody can guess my nationality when they hear me talk. They take me for a German for some reason. Some say I am the spitting image of Doctor Ruth (the famed German television personality and sex therapist). I studied in Germany, too, so maybe my accent is a composite.

I was 7 when Mussolini came to Genoa. In Italy, you went to school Monday through Saturday and every Saturday afternoon we had a mandatory hour of what is called fascist culture. When Mussolini came, we were all sent to the main square in our uniforms and sat in the form of an "M."

Like everyone else, I was indoctrinated. It was quite a shock when we lost the war and the enemy became the ally and the ally became the enemy. It was music to our ears to be told that God had given Italy a mission – a mission of reconstructing the Roman Empire. We were told how great we were and how great the civilization was.

5. Do you have a favorite Italian phrase and what does it mean?

A tavola non si invecchia – "At the table, you don't get old," which means the time spent at the table does not count. So you can engage in a long dinner – two hours, three hours – talking and exchanging ideas because the clock stops.

Jewish Studies celebrates centuries of culture[8]

The Program in Jewish Studies at the University of Colorado at Boulder presents the Third Annual Week of Jewish

Culture, a series that began Tuesday and actually runs over two weeks, through Jan. 25. This year's series is presented in conjunction with two community events: Movers: Do You Speak Jewish? (www.jewishmovers.org[9]) and Czech Point Denver (http://www.czechpointdenver.com[10]).

CU's Annual Week of Jewish Culture is dedicated to the exploration of more than 3,500 years of Jewish culture, from traditional to cutting-edge.

The event began with a celebration of the Reb Zalman Archives, which will be housed in CU's Library Archives. Rabbi Zalman Schachter-Shalomi is considered the father of the Jewish Renewal movement, a recent movement[11] inJudaism[12] that works to reinvigorate modern Judaism with mystical[13] teachings and contemplative practices influenced by Hasidism.

Until recently, these materials were in the care of Naropa University, which was working closely with the Reb Zalman Legacy Project of the Yesod Foundation, whose mission is to preserve, develop and disseminate the teachings of Rabbi Zalman Schachter-Shalomi. The CU Libraries and Archives and CU's Program in Jewish Studies now join this team in providing broad access of the resource to students and researchers throughout the world.

The Week of Jewish Culture concludes with two events in Denver that also are part of Czech Point Denver, a festival celebrating Czech cultural arts with programs hosted by Denver and Boulder nonprofit arts and cultural organizations, and educational institutions throughout January and February. This cooperative project, led by Opera Colorado, will include classical music, theater, visual arts, film and multimedia experiences.

CU's Week of Jewish Culture is an annual series produced and presented by the Program in Jewish Studies at CU-Boulder and generously supported by the program's donors.

"As we have every year, CU's Program in Jewish Studies is proud to be highlighting the most cutting-edge forms of Jewish culture – from Renewal Judaism's archives and soccer in interwar Czechoslovakia to a series of programs on Yiddish culture in East Germany, including a concert with the world renowned performer Jalda Rebling," said David Shneer, director of the Program in Jewish Studies at CU-Boulder.

Events will take place in venues on the CU-Boulder campus and in Denver. Complete details may be found athttp://www.colorado.edu/jewishstudies[14]. All events are free and open to the public, but RSVPs are suggested since space is limited. For more information, contact the Program in Jewish Studies at 303-492-7143 or e-mailJamie.Polliard@colorado.edu[15].

Researcher: Bloggers' word choice reveals personalities[16]

Words convey meaning, but our choice of specific words also conveys details about our personalities, new research confirms. For example, extraverts are likely to use the word "mouth" frequently, and "open" personalities are likely to use words like "folk," "poetry" and "universe."

In one of the largest studies on the matter to date, Tal Yarkoni, a psychology and neuroscience postdoctoral fellow at the University of Colorado at Boulder, explores what our written words reveal about us.

His work also rebuts the widely held belief that people can maintain distinctly different offline and online personalities. Yarkoni's research was published in the Journal of Research in Personality and was funded by the National Institutes of Health.

Several previous studies have identified a nexus between language usage and personality. But prior studies used writing or speech samples that were limited in size and focused on relatively broad dimensions of personality.

By studying language use in a large sample of bloggers, Yarkoni surmounted these obstacles.

"People have been interested in personality and language for a long time, but it's really hard to get somebody to sit down and write 100,000 words. The nice thing about bloggers is they write a lot, often over very long periods of time," he said.

Yarkoni's data bear this out. On average, each of the nearly 700 bloggers in his sample provided more than 115,000 words of text, representing more than a novel's worth of material – many times what previous studies have used.

These larger samples "provided the ability to identify not only really large effects, which smaller studies can do, but also more subtle relationships," Yarkoni said.

"And they let us look at things you can't really look at with small writing samples," he said. "For instance, are there specific words that people with different personalities tend to use more? Previous studies have really only been able to look at broad categories made up of many words."

For example, Yarkoni was able to determine that highly neurotic people tend to use specific negative adjectives like "terrible" and "worse" more, rather than just observing that they use more negative words generally.

The "Big Five" personality traits are openness, conscientiousness, extraversion, agreeableness and neuroticism. The top five words used by each of the Big Five traits varied as follows:

For those showing neuroticism, the top five were: "awful," "though," "lazy," "worse" and "depressing."

Among extroverts, the top hits were: "bar," "other," "drinks," "restaurant" and "dancing."

Among those showing openness, the top five were: "folk," "humans," "of," "poet" and "art."

Agreeable personalities most often used these words: "wonderful," "together," "visiting," "morning" and "spring."

And conscientious personalities used these most often: "completed," "adventure," "stupid," "boring" and "adventures."

Yarkoni's analyses also found unexpected correlations that initially appeared to contradict previous research.

For example, agreeable people often used sexual words. That finding was counterintuitive, because highly agreeable people usually avoid doing things that might offend others, like using sexually charged language.

It turned out that many of these counterintuitive findings had a simple explanation: the word categories used in previous studies were so broad, they masked differences at the level of individual words.

The "sexual words" category, as it turned out, contained distinct clusters of words that reflected either affection (such as "love," "loving," "hugs" etc.) or sex (such as "porn"). Agreeable people were more likely to use the former, but much less likely to use the latter.

When all the words were lumped together, however, it looked like agreeable people talked more about sex. The context and meaning provided by Yarkoni's study unraveled the puzzle.

"The results converge with other recent findings suggesting that, contrary to popular wisdom, people do not present themselves in an idealized and overly positive way online, and maintain online identities that reflect the way they genuinely see themselves and are seen by others," he explained.

Yarkoni notes that the overlap between offline and online selves shouldn't be surprising.

"If you're sociable and like to seek out people offline, you're probably going to do the same thing online," he said. "If

you complain a lot when you're around your offline friends, you may very well complain about similar things in your online blog. Our personalities don't dramatically change just because we've turned on our computers."

For more on this story, see Colorado Arts & Sciences Magazine at http://artsandsciences.colorado.edu/magazine[17].

Campus police hosting joint crisis negotiation, tactical training exercise[18]

Law enforcement officials from the University of Colorado at Colorado Springs Police Department, the Colorado Springs Police Department, and the Federal Bureau of Investigation are participating today in a training exercise on the UCCS campus.

Activities are taking place throughout the day in the department of public safety offices and in campus housing on the west side of the UCCS campus. Faculty, staff, students and campus visitors should be aware of additional law enforcement presence but that no emergency exists. The Colorado Springs Police Department's Mobile Command Post will be on campus as will additional marked and unmarked police vehicles.

Plans call for FBI and Colorado Springs Police Department officers to lead training exercises in hostage negotiation techniques followed by a mock domestic violence barricade scenario, according to event organizers.

"While we hope to never have to have a hostage situation on campus, it's important that we learn how to deal with such problems and to benefit from the experience of others," said Jim Spice, executive director of the department of public safety and chief of the UCCS Police Department. "The time to learn new skills, and to build working relationships, is prior to needing them."

Also participating in the exercises will be members of the College of Education's counseling and human services department, residence life and student housing, and a campus response team of administrators, counselors and student affairs professionals.

Questions about the exercise should be directed to:
UCCS Contact: Chief Jim Spice, 719-255-3288, Jspice@uccs.edu[19] CSPD Contact: Lt. Sal Fiorillo, 719-444-7701, Fiorilsa@ci.colospgs.co.us[20] FBI Contact: Mark Holstlaw, 303-630-6650, Mark.Holstlaw@ic.fbi.gov[21]

Study: Nonprofit community plays critical role in disaster relief, recovery[22]

While the Federal Emergency Management Agency performed important work in responding to flooding of the Yukon and Kuskokwim rivers that destroyed much of three remote Alaskan villages in June 2009, the direct contributions to the successful community recovery by nonprofit, nongovernmental organizations was far greater than previously thought, according to a recently released study.

The research was completed by Warren S. Eller, Ph.D., associate professor at the department of public administration at the University of North Carolina – Pembroke, and Brian J. Gerber, Ph.D., executive director of the Buechner Institute of Governance and associate professor at the School of Public Affairs at the University of Colorado Denver.

Several members of National Voluntary Organizations Active in DisasÂter, along with other nonprofits in Alaska, provided disaster relief and helped rebuild and repair homes damaged by the flood waters in the two-month window

available before winter endangered residents in the villages. Exceptional collaboration with FEMA, which altered its protocols to expedite provision of building materials and to support the volunteer labor, was a key factor in the success, the report found.

The value of services provided by the nonprofits was calculated by the researchers to be $3,818,865– 92 percent greater than a traditional approach to accounting for volunteer contributions that originally estimated the value at $1,992,000.

"What our assessment work demonstrates is that cooperative partnerships between the government – at all levels – and the nonprofit sector can be a highly effective element of community disaster recovery," Gerber said. "By all participant accounts, government officials and their nonprofit counterparts worked together extremely well under very difficult circumstances in the remote interior of Alaska.

"The affected communities benefited tremendously from that collaborative effort. This case is important because it is a potential model for future disaster incidents."

Eller pointed out that "the value of this assessment work lies in the fact that we show the significance of the direct contributions made by the voluntary nonprofits. An exact accounting of those contributions is often lacking following disasters, so we often don't really know how much that really is in any given case."

"Our report also shows how the nonprofit groups make other important contributions to community recovery that are real but that we couldn't measure in this study. We plan on doing more work to produce an even more comprehensive picture of how much the nonprofit sector contributes to post-disaster recovery," Eller said.

Eller and Gerber's research efforts were requested by National VOAD to produce a better understanding and more precise estimates of the value of contributions made by member organizations through an evaluation conducted by unaffiliated third-party researchers. The report may be viewed at http://www.nvoad.org[23].

Fitzsimons Early Learning Center begins pre-registration sessions[24]

The Fitzsimons Early Learning Center has begun pre-registration for families. Operator Bright Horizons[25] will host sessions this month and next where applications will be accepted with a $25 deposit that will be applied to the initial $100 pre-registration fee.

Construction on the facility at 23rd Avenue and Wheeling Street, across from the Fitzsimons Credit Union, began in the fall, with a planned opening in May. The 248 enrollment spots will be available to any child age 6 weeks to 6 years who is a legal dependent of employees and students at the University of Colorado Anschutz Medical Campus, The Children's Hospital and its foundation and the Fitzsimons Redevelopment Authority.

Tuition is being determined; rates will be announced later this month.

The pre-registration sessions are scheduled as follows:
10:30-11:30 a.m. Jan. 18, Ben Nighthorse Campbell building (Shore Family Forum) 8-9 a.m. Jan. 26, Employee Respite Room, first floor of the main hospital 3:30-4:30 p.m. Feb. 10, Ben Nighthorse Campbell building (Shore Family Forum) 3:30-4:30 p.m. Feb. 15, Employee Respite Room, first floor of the main hospital 8-9 a.m. Feb. 23, Employee Respite Room, first floor of the main hospital
To receive updates on the center, e-mail a request to fyi@tchden.org[26]. (Note: The opt-in list is not a wait list and does not guarantee a spot at the center.)

To view an updated list of FAQs, click here[27].

For more information, e-mail Ready...Set...Growing! (readysetgrow@tchden.org[28]) Or call the Ready...Set...Growing! hotline at 720-777-8578.

Making it official[29]

Photo: Casey A. Cass/University of Colorado

CU President Bruce D. Benson greets the three members of the Board of Regents who were sworn in Tuesday, Jan. 11, at the Center for Community on the Boulder campus. From left, Michael Carrigan, Sue Sharkey, Benson and Steve Bosley. Following November's elections, Carrigan and Bosley are returning incumbents; Sharkey is new to the board, which met for its winter retreat last weekend (see story here[31]). The Regents' next meeting is Feb. 22-23 in Boulder.

Tabrizi named sustainability director for Boulder campus[32]

Tabrizi

Moe Tabrizi has been named director of campus sustainability for the University of Colorado at Boulder in an effort to enhance the campus' greening vision.

Tabrizi, who was CU-Boulder's energy conservation officer, will continue to work in collaboration with the CU Environmental Center, Housing and Dining Services and CU Student Government to further CU's many campus sustainability initiatives.

"As a university, we've already made large strides in achieving goals in sustainability," said Frank Bruno, vice chancellor for administration. "In order to get beyond what we've already achieved, there will be a need for greater collaboration and innovative ideas. Elevating Moe's current position will help to facilitate and coordinate these efforts."

As CU-Boulder's first sustainability director, Tabrizi is charged with the task of meeting the "Greening the Government"

Governor's Energy Orders, as well as campus initiatives that include:
Reduce energy consumption by 20 percent by 2012 Reduce water consumption by 10 percent by 2012 Reduce petroleum use by 25 percent by 2012 Reduce paper use by 20 percent by 2012 Utilize energy efficient and sustainable design standards on all new construction and applicable renovation projects. All such projects shall seek to meet or exceed LEED Gold Certification.
CU-Boulder recently was awarded the Association for the Advancement of Sustainability in Higher Education's Sustainability Tracking, Assessment and Rating System, or STARS, gold rating. The gold rating is the first to be awarded to a college campus. With more than 230 colleges and universities registered with STARS, this rating accurately compares colleges and universities around the nation, and is a key measurement of CU's national leadership on sustainability issues.

Besides moving the campus forward on many goals and initiatives, Tabrizi will continue in his role as the assistant director for engineering in the department of planning, design and construction.

Professor explores what influences voters[34]

Moses

Advocates of any particular political bent might want to heed **Michele Moses'**research on the defeat of Colorado's Amendment 46 in 2008. In her just-publishedreport[36], Moses exposes what led Coloradans to defeat the "Colorado Civil Rights Initiative," which would have purportedly prohibited "discrimination or preferential treatment in public employment, public education and public contracting."

In "Investigating the Defeat of Colorado's Amendment 46: An Analysis of the Trends and Principal Factors Influencing Voter Behaviors[36]," Moses and her research team concluded that voters' attitudes and behaviors, media coverage of the amendment and campaign leaders' perceptions indicate that advocates should take a proactive role in educating the public about ballot initiatives and the language they put forward.

"Amendment 46 was one in a series of state ballot initiatives that have used the direct democratic process available in 24 states to allow voters to make policy. These initiatives often target policies designed to increase equality of educational opportunity. This education-policy-by-ballot-initiative phenomenon needs to be examined closely to make sure that the interests of minorities are not trampled," said Moses, who is associate professor in educational foundations, policy and practice within the School of Education at the University of Colorado at Boulder.

Preceding Colorado's vote, three other states (California, Michigan and Washington) enacted similar amendments. Coloradans, in contrast, voted against Amendment 46, keeping equal opportunity programs alive in the state. What Moses and her team of researchers discovered, however, is that the small margin of defeat for Amendment 46 (fewer than 40,000 votes) actually reflected voter confusion, which prevented it from being defeated by a much wider margin.

The majority of voters contacted for her research claimed that they favored equal opportunity, yet many of them voted yes on Amendment 46, mistakenly thinking that a yes vote was a vote FOR maintaining equal opportunity policies, when the opposite was true.

In order for voters to cast meaningful votes, Moses said, these five recommendations emerged based on her study results:
Write ballot initiatives clearly, clarifying the intent, meaning and consequences of the law. Educate voters and the general public about the intent, meaning and consequences of the law. Utilize one primary spokesperson who provides information to the media. Begin education and advocacy efforts well before petition signatures are collected to get the initiative on the ballot. Plan for both traditional grassroots and door-to-door education efforts and use new media to

communicate messages to the public.
Moses' research centers on education policy issues related to equality of educational opportunity and social justice, such as affirmative action. She is the author of "Embracing Race: Why We Need Race-Conscious Education Policy" (Teachers College Press, 2002), and is the winner of the American Educational Studies Association Critics' Choice Award and the American Educational Research Association's Early Career Award.

Women's science award goes to CU professor for first time[37]

Regal

Assistant Professor **Cindy Regal** recently was awarded the University of Colorado's first Clare Boothe Luce Professorship Award.

The Clare Boothe Luce Award is designed to "encourage women to enter, study, graduate and teach in science, mathematics and engineering." The $645,000 award is expected to fund Regal's academic teaching and research pursuits for the next five years. Regal joined the physics faculty at CU-Boulder in January 2010, teaching an electronics course for undergraduate physics majors. She also runs her own lab as part of the Joint Institute for Laboratory Astrophysics, a renowned research institute that partners with the National Institute of Standards and Technology and specializes in atomic, molecular and optical physics.

"I am grateful to the Henry Luce Foundation for their generous support of my work, which is for me both work and fun," Regal said. "The foundation actually helped me in an important time in my undergraduate studies, and I am excited they will support me again in this crucial stage of my career, in both my teaching and research."

Established in 1973, the award was created by Clare Boothe Luce – the widow of Henry R. Luce – a playwright, journalist, U.S. Ambassador to Italy and the first woman elected to Congress from Connecticut. According to the foundation's website, "Since its first grants in 1989, the Clare Boothe Luce Program[39] has become the single most significant source of private support for women in science, mathematics and engineering."

Regal earned her Ph.D. in physics from CU. Her doctoral thesis earned top honors from the Hertz Foundation and the American Physical Society. Following her Ph.D. work, Regal was a Millikan Postdoctoral Fellow at the California Institute of Technology. During her undergraduate career, Regal had received a Clare Boothe Luce scholarship.

Regal's main research interest is quantum systems of interacting atoms, photons and phonons.

Boulder professor awarded fellowship for physics work[40]

Hermele

Michael Hermele, a University of Colorado at Boulder assistant professor of physics, recently was awarded a prestigious fellowship for Science and Engineering from the David and Lucille Packard Foundation.

According to the foundation, the Packard Fellowship was established "to allow the nation's most promising professors

to pursue science and engineering research early in their careers with few funding restrictions and limited paperwork requirements."
"I am very excited to receive this remarkably generous award from the David and Lucile Packard Foundation," Hermele said. "This will give me great flexibility to pursue interesting physics ideas wherever they lead."

Hermele's work focuses on theoretical condensed matter physics. "I am interested in systems of many quantum particles, in solid state materials and in ultracold atomic gases. These systems can form phases of matter where the effects of quantum mechanics are manifest on macroscopic scales," Hermele said.

The $875,000 fellowship will fund his research over the next five years. Each year, 100 applicants across 50 schools are nominated for the fellowship. This year only 17 fellows were selected. As a Packard Fellow, Hermele joins CU physics professors John Price, Leo Radzihovsky, Anton Andreev and Shijie Zhong, who have earned the fellowship in previous years.

For more information about the Packard Foundation and the 2010 fellowship awards, see the foundation's web site at www.packard.org[42].

Dropping names...[43]

Von Dassanowsky

Robert von Dassanowsky, University of Colorado at Colorado Springs professor of German and film studies, has been named a 2011 Taft Lecturer as part of the University of Cincinnati's distinguished lecture series program, sponsored by the Charles Phelps Taft Research Center. The honor, given to the "most accomplished scholars in the humanities and social sciences worldwide," has been invited to lead a student workshop on the "Image of Nazism in Cinema" on Feb. 23, and will present his campus-wide Taft Lecture on "New Austrian Cinema: A Non-Exceptional Exception" at the Center on Feb. 24. His collection of critical essays on New Austrian Cinema, co-edited with Oliver C. Speck of Virginia Commonwealth University, will be published by Berghahn Books this month. ... **William Crouch**, director of extended studies at the Beth-El College of Nursing and Health Sciences at the University of Colorado at Colorado Springs, recently joined the Memorial Health System Foundation Board. He is a retired cardiothoracic surgeon and also serves on the boards of AspenPointe and Peak Vista.

Feb. 15 is deadline for Boettcher biomedical research grant requests[45]

University of Colorado biomedical researchers within four years of their first academic appointment can compete for their first independent grants of between $200,000 and $250,000 for up to three years of research.

The Boettcher Foundation's program, now in its second year, is aimed at supporting early career biomedical researchers whose work has a direct impact on human health. Materials for grant applications, due Feb. 15, are available atwww.cu.edu/boettcher[46].

Program Manager Enid Ablowitz said CU would receive $700,000 this year through the prestigious grant program, which will allow for three investigator awards. The president's office will manage the competitive peer review process for CU grant applications, and awards will be announced in June to support work beginning July 1.

Associate Vice President David Braddock, who is serving as the research officer, called the program "an exciting opportunity for early career biomedical researchers," and encouraged all qualified CU candidates to apply. Additional Boettcher investigators will be named at other Colorado research institutions.

"This program targets a critical resource gap in Colorado's biomedical research enterprise and we expect to see not only exciting new discoveries that improve human health, but also the advancement of the careers of the best and brightest of promising scientists at our research institutions," said Tim Schultz, president and executive director of the Boettcher Foundation. "No other program in Colorado is focused on these critical needs and the foundation is proud to contribute to the future of the state in this new program."

Grant recipients will receive the title of Boettcher Investigator. CU's 2010 Boettcher Investigators were:Â Â Robin Dowell, Ph.D., an assistant professor at CU's Colorado Initiative in Molecular Biotechnology (CIMB), and Gidon Felsen, Ph.D., and Paul Jedlicka, M.D., Ph.D, assistant professors at the CU School of Medicine. They were among 65 researchers from all four CU campuses who applied for the grants.

Interested researchers will find eligibility information, the application, and submission instructions atwww.cu.edu/boettcher[46] and should not contact the Boettcher Foundation directly.

Links
[1] https://connections.cu.edu/stories/cu-branding-initiative-under-way[2] https://www.cu.edu/articles/upload/president-memo_2011-01-11.pdf[3] https://www.cu.edu/brand[4] https://www.cu.edu/articles/upload/cu-branding-manual.pdf[5] https://connections.cu.edu/stories/new-faces-familiar-concerns-cu-legislature-convenes[6] https://connections.cu.edu/stories/five-questions-graziana-lazzarino[7] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/01/5q-lazzarino.jpg[8] https://connections.cu.edu/stories/jewish-studies-celebrates-centuries-culture[9] http://www.jewishmovers.org/[10] http://www.czechpointdenver.com/[11] http://en.wikipedia.org/wiki/Jewish_denominations[12] http://en.wikipedia.org/wiki/Judaism[13] http://en.wikipedia.org/wiki/Mysticism[14] http://www.colorado.edu/jewishstudies[15] mailto:Jamie.Polliard@colorado.edu[16] https://connections.cu.edu/stories/researcher-bloggers-word-choice-reveals-personalities[17] http://artsandsciences.colorado.edu/magazine[18] https://connections.cu.edu/stories/campus-police-hosting-joint-crisis-negotiation-tactical-training-exercise[19] mailto:Jspice@uccs.edu[20] mailto:Fiorilsa@ci.colospgs.co.us[21] mailto:Mark.Holstlaw@ic.fbi.gov[22] https://connections.cu.edu/stories/study-nonprofit-community-plays-critical-role-disaster-relief-recovery[23] http://www.nvoad.org/[24] https://connections.cu.edu/stories/fitzsimons-early-learning-center-begins-pre-registration-sessions[25] http://www.brighthorizons.com/[26] mailto:fyi@tchden.org[27] http://www.ucdenver.edu/faculty_staff/stories-events/ourstories/Pages/FitzsimonsEarlyLearningCenter.aspx[28] mailto:readysetgrow@tchden.org[29] https://connections.cu.edu/people/making-it-official[30] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/01/people_regents.jpg[31] https://www.cusys.edu/newsletter/2011/01-12/regents.html[32] https://connections.cu.edu/people/tabrizi-named-sustainability-director-boulder-campus[33] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/01/people_tabrizi.jpg[34] https://connections.cu.edu/people/professor-explores-what-influences-voters[35] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/01/people_moses.jpg[36] http://www.colorado.edu/education/faculty/michelemoses/docs/finalmosesamendment46.pdf[37] https://connections.cu.edu/people/womens-science-award-goes-cu-professor-first-time[38] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/01/people_regal.jpg[39] http://www.hluce.org/cblprogram.aspx[40] https://connections.cu.edu/people/boulder-professor-awarded-fellowship-physics-work[41] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/01/people_hermele.jpg[42] http://www.packard.org/[43] https://connections.cu.edu/people/dropping-names-31[44]

https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/01/people_vondassanowsky.jpg[45]
https://connections.cu.edu/stories/feb-15-deadline-boettcher-biomedical-research-grant-requests[46]
https://www.cu.edu/boettcher