Five questions for Stan Deetz[1]

[2]

In some 20 nations around the world, Stan Deetz has worked to be an agent of change. He pushes for better collaboration and decision-making to promote success in businesses and communities. As economies and technologies evolve, and the complexities of the world intensify, the quality of human interaction becomes more and more important.

“Deeper forms of collaboration at all levels of the organization and across members of the community is important, otherwise, they don’t get anything close to the kinds of changes they need,” says Deetz, a professor in the University of Colorado Boulder Graduate School, director of the Center for the Study of Conflict, Collaboration and Creative Governance and the Peace and Conflict Studies Program, and a President’s Teaching Scholar.

The best companies, Deetz says, are beginning to understand that they have to value their workforce and understand that key forms of expertise exist throughout the institution, not just at the top. That kind of logic needs to filter through the entire company in order to foment real change, he says.

Late last year, Deetz was invited to be part of a group that traveled to Japan to meet with top executives and facilitate cultural change at TEPCO, the company that owns the crippled Fukushima nuclear power plant. “They are in a complex, difficult position with long-term problems,” he says. “The accident was the result of human and organizational problems, and I give the company credit for taking seriously its own need for change.”

While he truly loves teaching, he has thought about starting a private institute so that he might spend all of his time on “change efforts.” Until then, he finds that many people reach out to him for help with their collaboration processes and to learn to make better decisions. “This is not a planned career. I answer phone calls and my life changes. I get great joy from helping others resolve conflict and build healthier organizations. People just don’t often have good help in learning how to do those things.”

1. Much of your research focuses on organizational communication, especially decision-making and collaboration. What do you see as some of the bigger stumbling blocks to effective collaboration?

The most obvious difficulty is that people think that they are right and/or don’t want to give up power. More importantly, people have few models of how to communicate and collaborate well. They know about frustrating, nonproductive meetings, but they don’t realize that their models of ways to discuss issues are flawed; hence they don’t get the help needed to do it well. Just about every study of quality decision-making, productivity, and even education, favors quality collaborative processes. Yet we spend billions on technology and strategy and don’t invest in improving collaboration. We just have more of the same bad meetings, hoping for different results. The best quick advice I can give is to get facilitation as often as possible and begin the process of learning fundamentally different interaction skills. People get what their organizations and processes are designed to do; if you want something different, you have to use different designs.

I’ve seen organizations make remarkable changes, absolute turnarounds. Some do this because they are in crisis mode, suddenly losing their market, for instance. Others are more proactive. Many companies, even big traditional companies like Coca-Cola and McDonald’s, have been able to constantly be on the cutting edge in order to survive. They understand the need to be more collaborative on decision-making and be on the forefront of including new ideas.

The best companies are beginning to realize that the culture has to value the workforce. In order to get the high levels of creativity and commitment needed today, we must use the intelligence of all in the organization.

2. I understand what you mean about bad meetings, but can we really ever change what is embedded in our culture?

I’m optimistic. The superficial things disappear when you have real decisions you have to make. I’ve watched groups fight over policy issues, but when it gets down to making concrete choices about what needs to be done, people are really pretty smart. People are reluctant to operate differently and we have a lot of bad meetings. To me, it’s absolutely

remarkable that we live in the greatest democracy yet we hate meetings more than anything else. We should jump up every morning and be excited that we get to meet with people and make decisions, but we're not. Unfortunately, we have some of the worst habits and some of the worst ideas about how we talk to each other. Meetings can be remarkable, exciting, and productive places, but it's not something that magically happens; it has to be carefully designed and people have to be carefully trained, and sometimes this has to be done in opposition to entrenched powers. A lot of good conflict resolution skills never get taught, or when the skills are taught, they're taught pretty badly. No one is teaching people how to productively meet with each other and that has to be a priority.

3. This fall, you journeyed to Japan to the Fukushima nuclear plant, the site of the 2011 earthquake and tsunami and the resulting radiation spill. What were the circumstances leading to your being invited there? What impression did you come away with?

I have been working for years with change efforts using collaborative processes in business and other organizations around the world, but never in the nuclear field. After the events at Fukushima, and more importantly, once the tragedy there was defined as resulting from primarily human and organization problems, I received a call from the International Atomic Energy Agency (IAEA, the UN agency for all things nuclear) asking me to become involved with working with cultural change in nuclear plants around the world, and planning for the dozens of new plants being built. I was invited to South Africa, Russia, and back and forth to the headquarters in Vienna.

Ultimately I was asked to go to Japan to work to facilitate change at TEPCO. As part of that, I toured the plants. It was overwhelming and emotionally impactful in so many ways -- seeing the sheer extent of the damage and complexity of the cleanup; the continuing problems of dealing with the water and moving the spent rods; the towns, clean and normal-looking but without people; and the tales of the workers' experiences during the events.

The company access and desire for change was amazing. We spent three-and-a-half days with the top 30 executives. I give the company credit for taking seriously its need for a change. They had problems in the past, and they thought they had dealt with it, but they had dealt with it in superficial ways. They hadn't really reformed the company culture. The issues reverberate through the entire industry.

Reforming the culture in these nuclear facilities is extraordinarily important. For all the mistakes they made, they also are a model of how to change.

4. You also are director of the Center for the Study of Conflict, Collaboration and Creative Governance and the Peace and Conflict Studies Program. What is the center's mission?

The center was developed with a recognition that -- with things like growing interdependence, fresh water shortages, the numerous effects of climate change and so on -- difficult conflicts were likely to increase and that we as a society do not have the collaborative skills and governance and decision-making capacity to make the most mutually beneficial decisions. The university was capable of addressing part of this need. While we are still very new, we have sponsored conferences and programs that have led to collaborative peace projects, improved inter-sector decision making, and developed a network with scholars in Brazil working with environmental governance.

5. How did you choose this career path and why do you love teaching?

I was very much a hick farm kid from Indiana and had little sense about education or professions. One of my college professors and the class he taught were very influential as a model for being a quality human being and having impact. I had decided that I did not want to go to law school and he suggested grad school. From there all was history, although I'm not sure going into academics was the best choice. Basically I was suddenly broke at 24 with a Ph.D. What do you do?

I have loved working with students and the virtual candy shop of ideas and opportunities that comes with a university. I'm a President's Teaching Scholar and my greatest joy and pride has come from teaching. It's the pure pleasure of watching people learn, especially because learning was so important to me at that age. Teaching is about the relationships you develop with students and being engaged in their learning processes.

I've kept hundreds of hand-written thank you notes that I've gotten from students. I used to put them in a pile, but now I have them taped all along the top of the wall in my office. You think that the era of writing thank-you notes is dead, but it's unbelievable how many I've gotten from students. It's one of the great things to walk in my office every day and see all the notes from students, often from not having really done anything great for them -- give them career advice, a letter of recommendation or just talk to them about a problem. It's a reminder every day of why I go there.

[3]

Protect your pay in one simple step[4]

The FBI and U.S. Department of Homeland Security are warning that colleges and universities are a new, ripe target for cyber criminals using fake ".edu" email addresses, an unfortunate fact some CU employees recently experienced firsthand.

CU employees are not alone as victims of cyber fraud. In recent months, Duke University, Emory University, Boston University, the University of Michigan and UC Berkeley all have disclosed criminal fraud on their campuses.

The scam used deceptive emails to trick employees into revealing their portal passwords, which thieves used to alter employee direct deposit settings. As a result, at least 10 employees' — both faculty and staff — paychecks were stolen. However, university security was not flawed; employees disclosing passwords enabled these crimes.

CU wants to make sure this never happens to another employee. University leadership asks you to take one simple step to protect your personal information and pay: **view your pay advice in the CU Resources area of the portal from Jan. 24-28** (my.cu.edu[5])**.** This is immediately after payroll has processed, but before pay is deposited in bank accounts.

This step will allow you to verify your paycheck's amount, deductions and account information for direct deposit. If you see that direct deposit information is incorrect and report it in time, Employee Services can stop the payment and reissue it as close to payday as possible.

Make this simple step a routine practice with each pay cycle.
For monthly pay, check pay advice starting Jan. 24, Feb. 21, March 22 and April 23. For biweekly pay, check on Feb. 8, Feb. 22, March 8 and March 25.
The university's payroll counselors in Employee Services can assist employees with questions or concerns. Call 303-860-4200 and select option 2 for guidance.

CU-built software uses big data to battle forgetting[6]

Computer software similar to that used by online retailers to recommend products to a shopper can help students remember the content they've studied, according to a new study by the University of Colorado Boulder.

The software, created by computer scientists at CU-Boulder's Institute for Cognitive Science, works by tapping a database of past student performance to suggest what material an individual student most needs to review.

For example, the software might know that a student who forgot one particular concept but remembered another three weeks after initially learning them is likely to need to review a third concept six weeks after it was taught. When a student who fits that profile uses the software, the computer can pull up the most useful review questions.

“If you have two students with similar study histories for specific material, and one student couldn’t recall the answer, it’s a reasonable predictor that the other student won’t be able to either, especially when you take into consideration the different abilities of the two students,” said CU-Boulder professor Michael Mozer, senior author of the study published in the journal Psychological Science.

The process of combing “big data” for performance clues is similar to strategies used by e-commerce sites, Mozer said.

“They know what you browsed and didn’t buy and what you browsed and bought,” Mozer said. “They measure your similarity to other people and use purchases of similar people to predict what you might want to buy. If you substitute ‘buying’ with ‘recalling,’ it’s the same thing.”

The program is rooted in theories that psychologists have developed about the nature of forgetting. Researchers know that knowledge — whether of facts, concepts or skills — slips away without review, and that spacing the review out over time is crucial to obtaining robust and durable memories.

Still, it’s uncommon for students to do the kind of extended review that favors long-term retention. Students typically review material that was presented only in the most recent unit or chapter—often in preparation for a quiz—without reviewing previous units or chapters at the same time.

This leads to rapid forgetting, even for the most motivated learners, Mozer said. For example, a recent study found that medical students forget roughly 25 to 35 percent of basic science knowledge after one year and more than 50 percent by the next year.

Over the last decade, Mozer has worked with University of California, San Diego, psychologist Harold Pashler, also a co-author of the new study, to create a computer model that could predict how spaced review affects memory. The new computer program described in the study is an effort to make practical use of that model.

Robert Lindsey, a CU-Boulder doctoral student collaborating with Mozer, built the personalized review program and then tested it in a middle school Spanish class.

For the study, Lindsey and Mozer divided the material students were learning into three groups. For material in a “massed” group, the students were drilled only on the current chapter. For material in a “generic-spaced” group, the students were drilled on the most recent two chapters. For material in a “personalized-spaced” group, the algorithm determined what material from the entire semester each student would benefit most from reviewing.

In a cumulative test taken a month after the semester’s end, personalized-spaced review boosted remembering by 16.5 percent over massed study and by 10 percent over generic-spaced review.

In a follow-up experiment, Mozer and his colleagues compared their personalized review program to a program that randomly quizzes students on all units that have been covered so far. Preliminary results show that the personalized program also outperforms random reviews of all past material.

So far, the program has been tested only in foreign language classes, but Mozer believes the program could be helpful for improving retention in a wide range of disciplines, including math skills.

It’s not necessary to have a prior database of student behavior to implement the personalized review program. Students can begin by using the program as a traditional review tool that asks random questions, and as students answer, the computer begins to search for patterns in the answers. “It doesn’t take long to get lots and lots of data,” Mozer said.

The research was funded by the National Science Foundation and the McDonnell Foundation.

College of Arts and Media class explores pilot augmented reality project at Rocky Mountain Arsenal[7]

Digital Design students, from left, Shawn Jenkins, Seth Chaps, Sarah Torp and David Bonilla stand with Professor Michelle Carpenter, second from left, at the Rocky Mountain Arsenal as they demonstrate their augmented reality project for U.S. Fish & Wildlife Service officials.

This image shows what a viewer sees when they hold their tablet up to a bald eagle marker. Information about the eagle drops down on the left side of the screen while a 3-D bald eagle moves within the landscape.[/caption] Imagine strolling along a wildlife refuge trail and finding a marker with a symbol of a bison. Pull out your smartphone or iPad and hold it up to the picture. Now look at the screen and see a 3-D bison roam across the landscape.

Through the magic of digital technology, visitors to the Rocky Mountain Arsenal National Wildlife Refuge (RMA)[9] could click an app and enjoy sightings of rare or endangered animals - albeit virtual ones - in a pristine setting. Augmented reality, as it's known, is gaining popularity as a way to enhance natural excursions - dinosaurs popping up in a forest, for example - or to teach engine repair, surgical procedures and other technical lessons.

Michelle Carpenter, an assistant professor in Digital Design[10] in CU Denver's College of Arts & Media[11] (CAM), teaches a Design Studio 3 class where students work with nonprofits to improve their outreach through media and design. Also working on the project is Bryan Leister, an assistant professor of visual arts in CAM.

The U.S. Fish & Wildlife Service (USFWS) approached the class with the goal of raising the profile of its "Get Your Goose On" program, which promotes awareness of the National Wildlife Refuge System[12] - including the Rocky Mountain Arsenal - particularly among youth.

This image shows what a viewer sees when they hold their tablet up to a bald eagle marker. Information about the eagle drops down on the left side of the screen while a 3-D bald eagle moves within the landscape.

"We thought maybe we could use augmented reality to increase interest from younger people," Carpenter said. "That way people could have a phone or tablet and see animals, including endangered animals, which might appear there."

Carpenter has followed trends in augmented reality for several years. She gained more insight last May when she co-led a group of 20 students on Scandinavian by Design, a CAM study abroad course. The group visited several Danish museums and companies, including YOKE, which has created augmented reality apps for museum exhibits, the Danish Architecture Centre and a Danish furniture maker. With augmented reality, Carpenter said, "it's virtual, but yet you're interacting with it."

That interactive quality, especially, prompted Design Studio 3 students to choose augmented reality apps over typical promotional materials - pamphlets, fliers and videos - to lure visitors to national wildlife refuges.

"It's a more interesting way to bring people to the refuge," said student David Bonilla.

Student Shawn Jenkins added, "It's a way to engage kids who are now so hooked on iPads, tablets and gadgets. It gives them a reason to take the devices outside and explore. This is actually interactive."

To see how the augmented reality app works in the field click here[14].

So far, the students, led by Android app spearhead Sarah Torp, have created deer and a bald eagle that appear when a device is held up to the "Get Your Goose On" logo. Rounding out the five-student augmented reality team, which also has an iOS app in the works, are Seth Chaps and Erica Warfield. There are 18 students in the class, with projects ranging from augmented reality to upgraded websites for a host of nonprofits, including one that helps impoverished people in Guatemala. "It's a very real-world experience for the students," Carpenter said.

The CU Denver students hope to find out soon if the USFWS is interested in rolling out their app at RMA. So far, refuge staff like what they've seen of the technology and how it could enhance visitors' experiences at the 22-square-mile urban refuge.

"I think it's very exciting," said Sherry James, visitor services manager at the Arsenal. "It's definitely something we would be interested in piloting to see if it works here, especially since we're an urban refuge and it fits nicely into the Urban Wildlife Refuge Initiative."

The technology could be used in various ways, Carpenter noted. "It could be used with, say, a golden eagle. The eagle could be soaring and you could take a picture with your tablet as well as view a drop-down screen that gives information about the golden eagle."

Boedecker Foundation grant to support University of Colorado Hospital and CU Department of Cardiology[15]

From left, Peter Buttrick, John Harney and George Boedecker.

Donor George Boedecker helped to cut the ribbon Jan. 14 on the newly renamed Boedecker Foundation Cardiac and Pulmonary Rehabilitation Gym at the University of Colorado Hospital. The facility's new name honors the foundation's generous gift to support the cardiology department.

The $600,000 gift, which includes a $100,000 personal donation from George Boedecker, will be split between the University of Colorado Hospital to support patient cardiac rehabilitation and the CU School of Medicine Division of Cardiology to support cardiac research.

Boedecker said he decided on the spot to make a donation to support the facility and program after taking a tour of the Anschutz Medical Campus. "I said, 'I'm in.' This facility is so great for the team and it's great for our community." The donation, he hopes, will keep Colorado patients at home for care. "I always said that it doesn't make sense with the intelligence and talent that we have on the Front Range that people would go elsewhere for care."

The rehabilitation gym helps patients regain their respiratory and cardiac health after overcoming a serious cardiac condition.

UCH President and CEO John Harney thanked Boedecker for the $100,000 he personally donated and the $500,000 his foundation donated to improve cardiovascular and respiratory health. "We now see 50 patients a day in our new facility," Harney said.

Peter Buttrick, M.D., chief of the CU School of Medicine's Division of Cardiology, noted that Boedecker's gift "is unusual in that it supports the clinical mission of the hospital and the university's academic and research mission. Aligning these missions is extraordinarily important."

DiStefano attends White House meeting on expanding college opportunity; CU-Boulder announces expansion of CU Promise program [17]

University of Colorado Boulder Chancellor Philip P. DiStefano

University of Colorado Boulder Chancellor Philip P. DiStefano on Jan. 16 joined leaders from higher education, business, state government and nonprofit foundations for a White House meeting on expanding college opportunities

for American students.

The event, hosted by the president and first lady, was focused on generating new ideas for expanding opportunities to more students across the country. As part of CU-Boulder's commitment to that goal, the chancellor announced that the CU Promise program will be expanded from supporting 400 students to approximately 600 students.

"Last year the CU Promise program provided support to 400 highly qualified undergraduates who otherwise would have found it very difficult to attend the university. Our commitment to expanding the program stems from our belief that a college education is the central ingredient for financial stability and lifelong success and that these dollars are key investments in students whom we believe can succeed," DiStefano said.

The program guarantees that eligible Colorado residents from low-income families will receive a financial aid package that includes enough grants and work-study to pay for the students' share of tuition, fees and estimated book expenses. In addition, the expanded program will provide 10 semesters of support, which will encourage timely graduation and completion rates.

"We're proud to say that the program expansion will now serve all those Colorado resident students who can demonstrate eligibility for Federal Pell Grants," DiStefano added. "This will make CU Promise available to a population of excellent, high-achieving students who could use additional support, but previously did not have access to the program."

An extension of this same program will provide support to an additional 125 low-income students during the summer term to keep them on track to timely degree completion. Grants will be provided to low-income students who do not have sufficient credits to progress to the junior level by the end of their sophomore year, and who would benefit from taking one or more classes during the summer months to catch up.

"The expansion of these existing programs will help us meet our goals of increasing our graduation rate from 68 percent to 80 percent by 2020, and ensuring that we are making the right investments in students with promising futures who can transform their communities and Colorado's economy after graduation," DiStefano said.

UCCS, CSU-Pueblo basketball teams to square off in Downtown Classic[19]

[20]
The Downtown Classic returns to the historic Colorado Springs City Auditorium Feb. 8, when UCCS takes on Colorado State-Pueblo in a Rocky Mountain Athletic Conference basketball doubleheader.

The women will tip at 5:30 p.m., with the men to follow at 7:30 p.m. Tickets are on sale at GoMountainLions.com and are $10 for adults and $5 for children, seniors and military members. UCCS faculty, staff, students and alumni can pick up their tickets at the University Center Information Desk.

This year's event will feature new improvements to the historic City Auditorium, 221 E. Kiowa St. The floor is being refinished and available scoreboards and collegiate-level baskets will allow the City Auditorium to bring back basketball games in the future.

"After the success of the inaugural event in 2013, we wanted to further enhance the experience for our student-athletes and fans," said Steve Kirkham, athletic director. "These improvements are the first of what will hopefully be many improvements made to this historic downtown facility."

Last year's event featured a temporary SportCourt surface from USA Volleyball, loaned baskets from the Air Force Academy and a temporary scoreboard system. Because the facility didn't meet minimum requirements for NCAA competition, UCCS was assessed an administrative technical foul at the start of both games. The new scoreboard and baskets will directly address the NCAA requirements while the floor will directly address student-athlete safety.

Greeneco began refinishing the court Jan. 11. The scoreboard system from Daktronics will ship on Friday and the baskets from Porter will ship on Jan. 30.

“It would be great to see the old high school game of the week back downtown,” Kirkham said. “It’s a wonderful arena in the heart of downtown Colorado Springs, and we’re excited that we can help in the renovations.”

UCCS and CSU-Pueblo will meet for the second time this season in the Downtown Classic. The Mountain Lion men are on one of their best starts in program history and won the first meeting between the two teams Jan. 4, 101-93. The UCCS women, led by one of Division II’s best scorers in Abby Kirchoff, fell by one point to CSU-Pueblo, 65-64.

Sponsorship opportunities are available for business and organizations interested in sponsoring the annual event. Please call the UCCS Athletic Department, 255-3601, for more information.

The Colorado Springs City Auditorium opened in 1922 after a general election vote in 1921 approved a $390,000 bond measure. The Strategic Plan for the Revitalization of the City Auditorium has identified the most needed upgrades to the facility to enhance the future use of the building and establish it as a viable public events venue in downtown Colorado Springs.

CU-Boulder Vice Chancellor for Administration Louise Vale to retire[21]

Vale

Louise Vale, vice chancellor for administration at the University of Colorado Boulder, will retire March 14.

Senior Vice Chancellor and Chief Financial Officer Kelly Fox said Vale has had a “distinguished career providing financial management and strategic direction to the University of Colorado for over 20 years.” She added that Vale provided outstanding leadership during the historic flooding in 2013 that closed the campus for four days and damaged about 120 buildings.

Steve Thweatt, who is currently assistant vice chancellor for Facilities Management, has been named the interim vice chancellor for administration beginning March 15.

The vice chancellor for administration supervises a division of almost 700 employees and oversees an annual operating budget of $112 million. Areas of responsibility include campus construction, facilities management, public safety, environmental health and safety, human resources, risk management, environmental sustainability, printing and the campus bookstore. Vale has served as vice chancellor for administration since September 2012.

Thweatt

Previously, Vale served as the director of internal audit for the CU system and as the associate vice chancellor for budget and operations at CU Denver. In addition, she participated in the capital budgeting and planning of new buildings at the CU Anschutz Medical Campus and served for two years on the Boulder campus beginning in 1998 as an assistant to the dean of budget and planning in the College of Arts and Sciences.

Vale holds a bachelor’s degree in comprehensive business management from the University of Nebraska-Kearney, a master’s degree in management from CU Denver and is a Certified Fraud Examiner.

Thweatt has worked for the CU-Boulder campus at two different periods during his career. He has been in his current position since July 2012 and provides strategic leadership and administrative oversight for capital planning, design and

construction, sustainability, engineering, physical plant operations, campus utilities and campus logistics. Prior to his current role, he was associate vice president of planning, design and construction at Emory University. From 1994 to 2007, Thweatt served as the CU-Boulder campus architect and director of planning, design and construction.

Jenson appointed AVC for Research at CU Denver[24]

[25]
Michael Jenson, associate professor of architecture and associate dean of Academic Affairs for the College of Architecture and Planning at CU Denver, has been appointed assistant vice chancellor for Research and Creative Activities. He joins Associate Vice Chancellor Bob Damrauer in offices on the third floor of the Lawrence Street Center.

This part-time role will focus on promoting research beyond natural and social sciences. Jenson will remain as CAP associate dean for 80 percent of his time, which continues to be a 12-month appointment.

Jenson holds a bachelor of science degree in architecture from the University of Texas, Arlington, a master's in architecture from Columbia University, and a Ph.D. in philosophy from the University of Edinburgh.

His teaching and research explore innovative interdisciplinary dialogues that are transforming design practice, the relationship between architecture and philosophy, and the creation of distinct cultural identity in the wake of globalization. He has published in journals such as "Open House International," "Drain Magazine," "The Journal of Architecture," "The Journal of Utopian Studies," and "MONU" ("Magazine on Urbanism"), as well as contributed to the books "Design Studio Pedagogy: Horizons for the Future and Global Media, Culture, and Identity." His most recent publication is a book entitled "Mapping the Global Architect of Alterity: Practice, Representation and Education."

Gross named director of ATLAS Institute[26]

[27]
Mark D. Gross has been named as the director of CU-Boulder's Alliance for Technology, Learning and Society, or the ATLAS Institute.

Gross taught at CU-Boulder from 1990 to 1999 as an assistant and associate professor of architecture, planning and design. He returns to campus from Carnegie Mellon University where he has been a professor of computational design since 2004. From 1999 to 2004, Gross was a professor of architecture at the University of Washington in Seattle.

"We are delighted to have Professor Gross return to the Boulder campus as director of ATLAS," said Robert Davis, dean of the College of Engineering and Applied Science. "He has a great vision for interdisciplinary education and research, which will engage students and faculty from across our campus."

Gross is the co-founder of two Boulder-based companies including Blank Slate Systems, which was founded in 2013 and creates software-based design tools such as a digital sketchpad that allows users to create blueprints for laser cutters. His other company is Modular Robotics, which was established in 2008 and makes robot construction kits for kids.

Gross' research interests include design methods, modular robotics, computationally enhanced construction kits and crafts, sketch tools and applications, and human interaction with computers as an increasingly common experience in many aspects of the physical world.

In 2009, Gross received a distinguished teaching award from the Association for Computer Aided Design in Architecture, which cited his efforts to bring women researchers into the field.

Gross has been involved in 33 journal articles, 92 conference papers, 23 invited articles and book chapters, 13 technical papers and more. Gross earned his bachelor's and doctoral degrees from the Massachusetts Institute of Technology.

Huff named campus CU-Boulder spokesperson[28]

[29]
Ryan Huff has been named the spokesperson and issues coordinator for the CU-Boulder campus.

Huff currently serves as the spokesperson for the CU-Boulder Police Department and brings nearly 15 years of combined journalism and media management experience to the post.

As campus spokesperson, Huff replaces Mark Miller, who is returning to Springfield, Mo., for a spokesperson position at Ozarks Technical Community College. Huff will report to Bronson Hilliard, the assistant vice chancellor for strategic media relations at CU-Boulder.

Prior to taking the police spokesperson position in 2011, Huff was business editor and deputy news editor at the Boulder Daily Camera for three years and before that was a staff writer at the Contra Costa Times in Walnut Creek, Calif., from 2005 to 2008, and at The Tribune in San Luis Obispo, Calif., from 2002 to 2005.

Huff was recently awarded one of two Colorado PIO of the Year Awards by the Emergency Services Public Information Officers of Colorado (ESPIOC) for public messaging work during the September floods and in 2006 participated on a Pulitzer Prize-winning team of journalists covering Hurricane Katrina for the Biloxi (Miss.) Sun-Herald, a then-sister publication to the Contra Costa Times.

Huff holds a bachelor of science degree in journalism from California Polytechnic State University in San Luis Obispo and has completed extensive training in emergency communications.

Gift from Schwartz, Sparks will support student training in research science program[30]

[31]
David Schwartz, chair of the School of Medicine, Department of Medicine, and his wife Louise Sparks, who also is a physician, have donated $2,500 to the Anschutz Medical Campus Office of Inclusion and Outreach.

This contribution will be used to support five high school women and/or underrepresented minority trainees to participate in the Denver Student Training in Research Science Program (Denver STaRS). The main goal of the Denver STaRS program is to provide research exposure and experience to encourage students to pursue careers in clinical or translation fields.

Students from Denver East High School, Denver School of Science and Technology (DSST) Stapleton and Green Valley Ranch campuses, and the Career Education Center (CEC) Middle College of Denver are invited for a series of lectures, trainings, mentoring opportunities and research experiences designed to broaden and encourage applications to undergraduate, medical and graduate school programs at the University of Colorado system.

The Schwartz/Sparks gift is on behalf of the extraordinary accomplishments and dedication of division heads, vice chairs, and their supportive families in the Department of Medicine.

Dropping names ...[32]

Burnett

A new book by **Sam McGuire** of the College of Arts & Media at CU Denver, titled “Modern MIDI: Sequencing and Performing Using Traditional and Mobile Tools,” discusses the tools needed to properly and effectively use Musical Instrument Digital Interface (MIDI) in a modern setting while still incorporating vintage MIDI gear. In the book, released by Focal Press, McGuire explores typical workflows and techniques for both the studio and the performing environment. This book helps navigate the changes that mobile computing have made to the way the music producers and engineers work with MIDI. … **Brian Burnett**, senior executive vice chancellor, UCCS Administration and Finance, recently was named chair of the Downtown Partnership Board of Directors. He will serve as chair of the 17-member board for calendar year 2014. The Downtown Partnership is a nonprofit organization that serves as the lead organization for downtown Colorado Springs through a variety of programs and services. … Seven individuals recently joined UCCS in either faculty or staff positions. They are: **Platon Korniychuk**, research associate, Department of Physics and Energy Science; **Cassie Faulhaber**, psychologist, Department of Psychology; **William Lord**, instructional design and information technology manager, Beth-El College of Nursing and Health Sciences; **KrisAnn McBroom**, academic services professional, Graduate School; **Eric Robertson**, custodian, Facilities Services; **Joseph Rivas**, custodian, Facilities Services; and **Scott McFarland**, custodian, Facilities Services.

In memoriam[34]

Names of current and former University of Colorado faculty and staff who have died in recent weeks. List compiled by Employee Services.

CU-Boulder
Otomar J. Bartos, 86, faculty retiree. Dec. 16, 2013. **Lena G. Gordon,** 66, faculty retiree. Dec. 22, 2013. **Victor Ryan,** 70, faculty retiree. Jan. 3, 2014. **Andrew E. Valdez,** 55, classified staff. Dec. 25, 2013. **Irwin Wilson,** 92, faculty retiree. Dec. 23, 2013.
UCCS
Thomas Frank Ostenberg, 73, exempt professional retiree. Dec. 22, 2013.
CU Anschutz Medical Campus
Lorraine Krantz, 89, classified staff retiree. Dec. 25, 2013. **Yongping Wang,** 55, professional research assistant. Jan. 12, 2014.

Call for research proposals: 2014-15 President's Teaching and Learning Collaborative[35]

Faculty from all disciplines are invited to become investigators in the CU President's Teaching and Learning Collaborative (PTLC), CU’s Scholarship of Teaching and Learning Program, now beginning its ninth year and establishing its 2014-15 cohort of Faculty Researchers.

Faculty Researchers design, carry out and publish research on a particular aspect of learning in a specific course. Each investigator is supported by a coach and short seminars in how to do education research. Faculty researchers will receive funding totaling $1,550 for their research that may include a student research assistant and travel to

present one's research.

Central to the work of the Collaborative is creating and publishing scholarship in teaching and learning that contributes both to theory and effective teaching practice in and across disciplines. To this end, each Faculty Researcher designs and undertakes an investigation aimed at deepening understanding of disciplinary pedagogy and related to an important issue in learning.

All application materials must be submitted electronically to elizabeth.lawrence@colorado.edu[36] by May 16, 2014.

Complete details are posted at: http://www.colorado.edu/ptsp/ptlc/PTLC_Call.html[37]

Program for Writing and Rhetoric's Fifth Annual Undergraduate Diversity Conference, ALLIANCE, is next month[38]

What does it mean to be an effective ally? Who are your allies & mentors? What historical or contemporary alliances have opened/are opening doors to greater inclusion and equity? How can members of dominant/empowered groups move toward more active alliance with traditionally marginalized groups?

These topics will be explored at ALLIANCE, the Program for Writing and Rhetoric's Fifth Annual Undergraduate Diversity Conference, set for next month at CU-Boulder.

The schedule for the event on Wednesday, Feb. 19, in Room 235 of the University Memorial Center:

8:30 a.m. Breakfast; international food continues until 2 p.m.

9 a.m. Opening Event: Nii Armah Sowah, 1,000 Voices Project

9:45 a.m. CU Dialogues Program, facilitated by Pilar Prostko, Coordinator

11 a.m. Specially Selected Student Presentations on Alliance

1 p.m. Keynote: Tony Garcia, Director, Su Teatro, Colorado's largest and oldest Chicano theater troupe

Introduction: Dr. Alphonse Keasley, Assistant Vice Chancellor for the Office of Diversity, Equity and Community Engagement

Click here[39] for more information.

Links
[1] https://connections.cu.edu/stories/five-questions-stan-deetz[2] https://connections.cu.edu/file/5qdeetzpng[3] https://connections.cu.edu/file/5qdeetztoppng[4] https://connections.cu.edu/stories/protect-your-pay-one-simple-step[5] https://my.cu.edu[6] https://connections.cu.edu/stories/cu-built-software-uses-big-data-battle-forgetting[7] https://connections.cu.edu/stories/college-arts-and-media-class-explores-pilot-augmented-reality-project-rocky-mountain-arsenal[8] https://connections.cu.edu/file/ucdrm-arsenalpng[9] http://www.fws.gov/refuge/rocky_mountain_arsenal/[10]

http://www.ucdenver.edu/academics/colleges/CAM/programs/va/Pages/digitaldesign.aspx[11]
http://www.ucdenver.edu/academics/colleges/CAM/Pages/index.aspx[12] http://www.fws.gov/refuges/[13]
https://connections.cu.edu/file/ucdbaldeaglepng[14] http://vimeo.com/84331019[15] https://connections.cu.edu/stories/boedecker-foundation-grant-support-university-colorado-hospital-and-cu-department-cardiology[16]
https://connections.cu.edu/file/anschutzboedecker-foundation-grantpng[17] https://connections.cu.edu/stories/distefano-attends-white-house-meeting-expanding-college-opportunity-cu-boulder-announces[18]
https://connections.cu.edu/file/philpng[19] https://connections.cu.edu/stories/uccs-csu-pueblo-basketball-teams-square-downtown-classic[20] https://connections.cu.edu/file/uccsdowntown-classicppng[21]
https://connections.cu.edu/people/cu-boulder-vice-chancellor-administration-louise-vale-retire[22]
https://connections.cu.edu/file/pvalepng[23] https://connections.cu.edu/file/pthweattpng[24]
https://connections.cu.edu/people/jenson-appointed-avc-research-cu-denver[25]
https://connections.cu.edu/file/pjensonpng[26] https://connections.cu.edu/people/gross-named-director-atlas-institute[27] https://connections.cu.edu/file/pgrosspng[28] https://connections.cu.edu/people/huff-named-campus-cu-boulder-spokesperson[29] https://connections.cu.edu/file/phuffpng[30] https://connections.cu.edu/people/gift-schwartz-sparks-will-support-student-training-research-science-program[31] https://connections.cu.edu/file/pschwartzpng[32]
https://connections.cu.edu/people/dropping-names-81[33] https://connections.cu.edu/file/pdnburnettpng[34]
https://connections.cu.edu/people/memoriam-13[35] https://connections.cu.edu/stories/call-research-proposals-2014-15-presidents-teaching-and-learning-collaborative[36] mailto:elizabeth.lawrence@colorado.edu[37]
http://www.colorado.edu/ptsp/ptlc/PTLC_Call.html[38] https://connections.cu.edu/stories/program-writing-and-rhetoric%E2%80%99s-fifth-annual-undergraduate-diversity-conference-alliance-next[39]
http://www.colorado.edu/PWR/diversityconference.html