

[Five questions for Rajiv Jhangiani](#)[1]

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Rajiv Jhangiani, Ph.D., the [2018 Colorado Learning and Teaching with Technology \(COLTT\) conference](#)[3] keynote speaker, is an eminent [Open Educational Resources \(OER\)](#)[4] researcher and advocate. He wants to correct a crucial misperception that makes top-tier research universities late to the table in embracing OER (with a few notable exceptions such as [MIT's Open Courseware initiative](#)[5]): Research universities must understand that “the Open Ed movement is about democratization of knowledge creation,” not just knowledge itself.

OER is much more than free digital textbooks. Jhangiani plans to show that OER makes unprecedented academic freedom and innovation possible in higher education.

Jhangiani also [blogs](#)[6] and directs the [Open Pedagogy Notebook](#)[7] a shared-practices online community. He teaches psychology, conducts research in learning science with a focus on OER implementation, and serves as special adviser to the provost on open education at Kwantlen Polytechnic University in British Columbia.

His visit to COLTT – set for Aug. 1-2 at CU Boulder’s Wolf Law Building – is a well-timed boost to OER momentum already in progress at the University of Colorado. The free interactive science simulations offered by CU Boulder’s [PhET program](#)[8], founded in 2002 by Nobel Laureate Carl Wieman, are some of the world’s best-known and often-deployed OER. The CU system and all four campuses have begun ramping up robust exploratory OER initiatives since the Colorado Department of Higher Education established the Open Educational Resources Council in 2017.

Jhangiani’s COLTT keynote, “Serving Access, Equity and Innovation Through Open Educational Practices,” will explore the transformative possibilities of OER as well as some potential areas of concern that demand a careful, critical approach as CU and other research universities embark on major OER initiatives. His talk will draw from some of the guiding principles advanced in [“Open: The Philosophy and Practices That are Revolutionizing Education and Science.”](#)[9] a freely available OER volume he edited with Robert Biswas-Diener.

1. What should people in higher education know about OER that they’re not yet grasping?

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I think people assume Open Educational Resources are about free online textbooks — that’s the most common understanding of it, and it’s an idea that’s been perpetrated on purpose. I think if there’s one thing I would hope people in higher ed would grasp, it’s that in some sense the least significant benefit of Open Educational Resources is highly significant cost savings to students. It’s not just about equitable access to knowledge; it’s also about equitable access to knowledge creation.

2. How do your background and current work in psychology and learning science influence your perspective on Open Educational Resources?

Working in psychology and the scholarship of teaching and learning, I’m interested in understanding and measuring the impact that open education is having on students as well as educators in terms of both immediate and long-term consequences. What brings educators to open education? What do they take away? A lot of people I work with come to OER specifically for the cost savings, but they stay for the pedagogy. I’m interested in what it means in terms of the reinvigoration of one’s approach and commitment to higher ed.

3. What insights and perspectives do you want COLTT attendees to get out of your keynote?

I hope those who don’t know much about open education leave with a good understanding that it doesn’t just involve a focus on resources. I want to give them a broader sense of what the practices are.

In Colorado, there is so much momentum and support for this work, so I am also keen for people to leave with a clear sense of why and how “open” is not a panacea, how it is possible for us to perpetrate harm with the best of intentions within open education. So it is important as people come into this space that they adopt and maintain a critical

perspective.

4. How do you see the role of Open Educational Resources in the current and future evolution of the higher education landscape?

We're going to see a lot more of it. We already have a ton in the highest enrolled areas. Government-sponsored projects and OER projects sponsored by philanthropic organizations tend to focus on the higher enrollment courses. Universities are investing in the niche courses, especially when it surrounds a flagship program — a program that they're known for. We're going to see a lot more OER especially in these niche areas.

We're also already seeing communities of practitioners growing around resources, the use of tools to build community. A very interesting growing heterogeneous community that up to this point has been heavier at the community college end is also rapidly growing now at R1 institutions.

Right now we're seeing a lot of adoption and very little adaptation and creation. One of the exciting things about the community is that we're seeing a lot more derivative works — a lot more adaptation. I'm seeing adaptations really ramp up over time.

5. What advice do you have for CU on how to leverage the promise and avoid the pitfalls of OER as we roll out new OER initiatives in this historical moment?

Context matters. Institutional history matters. It will tell you where the land mines are, where the opportunities are. Some people will always be suspicious of any new initiative, let alone open ed.

Libraries have been at the leading edge of the open ed movement. They are incredibly well-positioned to help with discoverability, with services to modify and adapt resources.

A lot of collaboration is necessary. Don't leave collaboration to accident — deliberately look for those opportunities to make connections. For example, if the library has great expertise in the discoverability of OER, the teaching and learning center may already know which faculty are the really innovative pedagogues who may be most interested in open pedagogy.

Accessibility: When you're building or creating OER, work closely with your office that serves students with disabilities. Use it as an opportunity to raise awareness and educate people on principles of universal design for learning.

Look for opportunities beyond collaboration within the institution. One of my favorite sayings is, "If you want to go fast, go alone. But if you want to go far, go together." Foster collaborations; do this as a system. Connect faculty within the same discipline across institutions.

Support academic freedom, support choice. The last thing you want to do is mandate open initiatives — this is completely against the spirit of the movement.

I'd love to see the CU system follow the lead of places like the University of British Columbia, where the creation and adaptation of OER is now part of the criteria for promotion and tenure.

I think it's incredibly important for universities to recognize the labor that goes into OER, and once they recognize it, enable that kind of labor by actually supporting it. Make sure we're not reserving the privilege of making OER to the already privileged.

Geoffrey Rubinstein is director of online learning in the Division of Continuing Education and Professional Studies at CU Boulder. For a full-length version of the interview with Rajiv Jhangiani, see [his page on the COLTT website](#)[11].

[Regents approve \\$4.5 billion budget for 2018-19](#)^[12]

The CU Board of Regents on Friday unanimously passed a \$4.5 billion operating budget for the 2018-19 fiscal year that includes modest tuition increases and a 3 percent salary pool.

Tuition and fees for typical undergraduates will increase 1.22 percent at CU Denver, 2.57 percent at CU Colorado Springs and 3.71 percent at CU Boulder for freshmen and transfer students. The guarantee of no tuition increase remains in place for continuing students at CU Boulder.

With the elimination of some course and program fees, many CU Boulder students will see a decline in costs, which will vary from \$1 to \$1,200 with a \$34 average, said Todd Saliman, vice president for budget and finance and chief financial officer. CU Denver students also will see an average \$43 decline in fees and CU Colorado Springs students will see fees increase by nearly \$22.

The low tuition increase and the largest salary pool in three years is the result of Gov. John Hickenlooper's state budget proposal, which he signed into law in April. State higher education institutions are set to receive \$82.2 million; CU's portion is \$18.9 million.

Regent Glen Gallegos said the budget reflects appropriate growth for the university, but said there are still issues around the state related to perceptions of affordability that CU should address.

"One of the things we have been talking a lot about is affordability, but I think when you're out with the public, they still think affordability is a problem," Gallegos said.

He asked the budget office for the data that backs the assertion that Colorado ranks 48th nationally in state funding for higher education. The data comes from the State Higher Education Executive Officers, a national group that compares state funding across several consistent cost categories. Saliman said he is confident of the data's accuracy, while Gallegos said those he has spoken with are equally confident that Colorado is not so poorly funded.

The board also saw a [video](#)^[13] the budget office produced that provides a basic overview of the sources and uses of CU's budget.

[Board of Regents June meeting coverage](#)^[14]

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[New policy provides four weeks paid parental leave](#)^[15]

Kathy Nesbitt, vice president of employee and information services, began her presentation to the Board of Regents Thursday at CU Boulder saying, "I am here to share some good news this afternoon."

RELATED: [What you need to know about the new parental leave policy](#)^[16]

University of Colorado 12-month faculty and university staff may take 160 hours of paid parental leave as part of a new administrative policy effective July 1.

[Regents question strategy of proposed diversity inventory](#)^[17]

At the conclusion of the diversity inventory presentation by Kathy Nesbitt, vice president of employee and information services, members of the CU Board of Regents last week expressed differing expectations of what they thought the process and outcomes should be, and decided to address the discrepancies before furthering the plan.

[Proposed changes to Regent Law and Policy move forward](#)^[18]

The Board of Regents on June 21 passed a notice of motion to move forward proposed revisions to articles 1, 5 and 7 of the laws of the regents, with some board members asking for further discussion about article 5 and the proposal to remove the word “liberal” from Regent Law and Policy.

[Student mental health a critical, growing issue](#)[19]

The health and safety of students at CU is a top priority, and with suicide rates on the rise nationally and in Colorado, the Board of Regents last week heard from Matt Vogl, executive director at the National Mental Health Innovation Center at the CU Anschutz Medical Campus, about what can be done to better support the community.

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Kathy Nesbitt, vice president of employee and information services, began her June 21 presentation to the Board of Regents at CU Boulder saying, “I am here to share some good news this afternoon.”

As of July 1, qualified University of Colorado research and 12-month faculty and university staff will be eligible for four weeks (160 hours) of paid parental leave in tandem with the six months of unpaid leave currently provided, during which they may use accumulated sick and vacation time, she said.

(As the policy allows each campus to provide additional leave beyond what is outlined, the CU Boulder campus is extending the amount of paid leave and building in greater time flexibility to access the benefit. [Read details here.](#)[21])

Tenure, tenure track, non-tenure track and nine-month faculty benefits remain the same at 18 weeks at half-pay.

As part of the terms, employees must be employed for 12 months before the birth, adoption, foster care placement or guardianship in a 50 percent or greater appointment. Campuses may also write policies that are more generous than what is offered for those employees, Nesbitt said.

Leave for classified staff remains the same – 13 weeks of unpaid leave per the Family Medical Leave Act (FMLA), during which time employees may use vacation or sick time. But, Nesbitt said, they’re working on improving it.

“There are lots of questions regarding how we treat classified staff and it’s sort of a mix,” she said, explaining classified staff receive health benefits through the university, but most other benefits through the state.

“I am working with University Counsel to get a recommendation from the attorney general’s office and hopefully they’ll agree to us providing our classified staff that additional privilege,” she said. “But right now we are unable to do so because there is a lack of clarity as to whether we have the right to do so.”

Nesbitt said several details must be ironed out and each of the campuses is working on implementation. She recommended anyone with questions contact their campus’s human resources person. [Click here for campus contact information and more details on the new policy.](#)[16]

Several regents applauded the move and thanked Nesbitt and President Bruce Benson for their diligence and dedication to the issue.

Chair Sue Sharkey, R-Castle Rock, added that the move will help CU recruit and retain some of the top talent in the country.

“This is something in my generation that I would have never dreamed of,” Sharkey said. “The times have changed,

and I think for the better.”

Regents John Carson, R-Highlands Ranch, and Glen Gallegos, R-Grand Junction, asked Nesbitt to provide to the board the estimated added cost to the university’s budget.

Also at last week’s board meeting at CU Boulder:

The board re-elected Sharkey as board chair on a 5-4 vote. Also nominated was Regent Stephen Ludwig, D-Denver. Jack Kroll, D-Denver, was unanimously voted vice chair. Before voting unanimously to rename Building 500 on the CU Anschutz Medical Campus the Fitzsimons Building, Sharkey offered insights into its history, noting the hospital was named after William T. Fitzsimons, the first medical officer killed in World War I. She noted the hospital opened three days before the Japanese attacked Pearl Harbor. “I am really happy to see Fitzsimons’ name will be memorialized on this very special and iconic building,” Sharkey said. The board [approved changes to CU Boulder academic programs](#) [22] and [approved a contract extension for CU Boulder basketball Head Coach Tad Boyle](#)[23]. [24]

For unpaid leave, employees may use accrued sick and vacation time

[What you need to know about the new parental leave policy](#)[16]

University of Colorado 12-month faculty and university staff may take 160 hours of paid parental leave as part of a new administrative policy effective July 1.

These employees may take four consecutive weeks of paid leave within one year of the birth, adoption or foster placement of a child. Campus policies may allow exceptions for flexible scheduling and the child’s birth dates; these are under review and will be communicated once finalized.

(As the policy allows each campus to provide additional leave beyond what is outlined, the CU Boulder campus is extending the amount of paid leave and building in greater time flexibility to access the benefit. [Read details here.](#)[21])

Parental leave polices have not changed for classified staff or nine-month Faculty. Classified staff are not eligible under current Colorado state rules, but CU administrators are working with the state to secure approval to add classified employees.

“Supporting our employees and preparing the university for the needs of the current and future workforce is a priority,” said Felicity O’Herron, chief human resources officer and associate vice president of Employee Services. “Paid Parental Leave is something our employees identified as a benefit needed to support themselves as they grow their families. The work and collaboration that went into this policy change shows CU’s commitment to our people.”

The policy change was urged by CU’s Staff Council and Faculty Council. A Staff Council committee researched, drafted and submitted to CU administration a white paper that advocated for a leave policy and included information about similar policies at peer institutions and other entities.

The current parental leave policy was reviewed and revised by CU administrators from all campuses, then approved by President Bruce Benson.

Paid parental leave basics

University staff and 12-month faculty may take six consecutive months of unpaid leave, receiving pay using a combination of paid parental leave, vacation, sick leave and – in the case of birth parents only – short-term disability.

These employees must have worked for 12 consecutive months in a 50 percent or greater appointment prior to the child’s arrival to qualify for paid parental leave.

Paid parental leave will be based on an employee's base salary and has no cash value if the employee is terminated or leaves the university. It is prorated for percent of time appointments; for example, an employee who works 32 hours would receive 128 hours of leave.

This parental leave must be taken as part of the Family Medical Leave Act's (FMLA) guaranteed 12 weeks of leave.

Who to contact

Campus Human Resources offices will administer all aspects of the policy, and should be contacted with questions. [CU Boulder](#):^[25] 303-492-6475, option 0 [UCCS](#):^[26] 719-255-3372 or HRhelp@uccs.edu^[27] [CU Denver | Anschutz Medical Campus](#):^[28] HR.ParentalLeave@ucdenver.edu^[29] [CU system](#):^[30] 303-860-4200, option 0 or email systemhr@cu.edu^[31]

Full details on the policy may be found on the [Office of Policy and Efficiency's website](#)^[32]. Click "Draft PDF" to see the revised policy.

[Related: Board of Regents coverage](#)^[15]

[Regents question strategy of proposed diversity inventory](#) ^[17]

At the conclusion of the [diversity inventory presentation](#)^[33] by Kathy Nesbitt, vice president of employee and information services, members of the CU Board of Regents last week expressed differing expectations of what they thought the process and outcomes should be, and decided to address the discrepancies before furthering the plan.

As presented to the board at its June 21-22 meeting at CU Boulder, the inventory would include programs in which the university invests at least one full-time equivalency on an ongoing basis focused on recruitment, retention and completion of undergraduates in traditional diversity categories. It would not include academic units and degree programs, student-run programs, grassroots efforts with no significant university support, or financial aid programs.

"The goal is to focus on the diversity programs that we have in the university and to look at who is managing them, what is the charge or group they are trying to affect, where they are located, how are we providing dollars and then how are we measuring those particular programs," Nesbitt said.

Regent John Carson, R-Highlands Ranch, asked why the plan didn't include academic programs and what was being done about assessing political and philosophical diversity.

"It's just frustrating to me that we never seem to get a handle on the whole intellectual diversity issue," he said.

Nesbitt and Michael Lightner, vice president of academic affairs, explained such an inventory would be too vast and unwieldy. They said the proposed inventory was a starting point that would give each campus insights into what is taking place on their own campus, as well as the others.

Regent Heidi Ganahl, R-Superior, said the plan presented was nothing like what she and Carson had anticipated.

"There are so many programs and so many dollars such as our resources and staff and energy being spent on diversity within our system that we wanted to understand what that looked like in real life," Ganahl said. "What are the programs, what are we spending on them, how are we measuring success? Because if they're not successful we can move the dollars to other places where we are seeing success."

Regent Irene Griego, D-Lakewood, thanked Ganahl for sharing that insight, saying that was the first time she had heard of it. She said looking at diversity from a multicultural lens would yield the greatest benefit.

"That's looking at everything," she said. "That's looking at topics and research, that's looking at the work that we do

from different perspectives, looking through the eyes of different religions, the eyes of political affiliation, the eyes of different people of ethnic backgrounds.”

Regent Glen Gallegos, R-Grand Junction, asked how much input the chancellors had provided and what they felt were the desired outcomes. All four chancellors agreed they had played an extensive role in the inventory plan, and the plan as presented would be highly valuable for them to better understand the dynamics of diversity on their own campuses, as well as share insights with one another.

“For the chancellors, the most important value shared by the report was going to be to the chancellors and the institutions themselves,” said CU Denver Chancellor Dorothy Horrell. “But if we’re not in agreement about that, we need to go back and get some clarification so that we’re not all over the map and spend so much time and resources for something that may not hit the mark.”

Discrimination, Diversity and Inclusion

Before diving into the diversity inventory presentation, Patrick O’Rourke, vice president of legal counsel and secretary to the board, explained the differing definitions of discrimination, diversity and inclusion.

“We need to make sure that when we’re using the terms, that we’re getting them right,” O’Rourke said. “Words really matter when we’re talking about diversity, discrimination and inclusion. These are related concepts but they’re not the same.” He said it is imperative that people use the correctly defined terms. “Otherwise we run the risk of being on different pages about what it is we’re doing.”

Discrimination: When someone has been given protections under the law and the individual’s rights are intentionally violated through adverse action taken against that person.

Diversity: The distinct and varied population of people who are part of your community, accepting the differences among them. “We are trying to build a community that is not based on looking at people based on a single characteristic,” he said.

Inclusion: The environment created, whether people believe there is a common purpose they understand and are invested in as well as trust and the appreciation of individual attributes. Inclusion can prevent discrimination and increase and support diversity, O’Rourke said.

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[Proposed changes to Regent Law and Policy move forward](#)[18]

The Board of Regents on June 21 passed a notice of motion to move forward proposed revisions to articles 1, 5 and 7 of the laws of the regents, with some board members asking for further discussion about article 5 and the proposal to remove the word “liberal” from Regent Law and Policy.

Board Secretary Patrick O’Rourke said the board’s governance committee can be a forum to further discuss the issue and hear concerns.

The notice of motion the board passed moves the issue from the administration to the board, which is scheduled to vote on the issue in September at the earliest. The governance committee meets twice before then.

The item is part of a large-scale review of Regent Law and Policy that has been more than a year in process. Michael Lightner, vice president for academic affairs, said the phrase “liberal education” appears once in the laws and policies (including the university’s mission, vision and guiding principles). Part of the rationale for removing it is to align language across the laws and policies with the university’s other governance and guidance documents, including its mission, vision, guiding principles and state statutes.

The language in the policy is used to provide a context for academic freedom and reads, “The University of Colorado was created and is maintained to afford men and women a liberal education in the several branches of literature, arts, sciences, and the professions. These aims can be achieved only in that atmosphere of free inquiry and discussion, which has become a tradition of universities and is called ‘academic freedom.’”

Lightner said the move in no way reflects a change in CU’s long-standing commitment to providing students a broad-based education grounded in the liberal arts.

The recommendation was reviewed and sent to the board by the system Faculty Council, provosts, chancellors and the president.

“I think this process has been exceptional, transparent and open,” said Regent Kyle Hybl.

[Student mental health a critical, growing issue](#) [19]

The health and safety of students at CU is a top priority, and with suicide rates on the rise nationally and in Colorado, the Board of Regents last week heard from Matt Vogl, executive director at the National Mental Health Innovation Center at the CU Anschutz Medical Campus, about what can be done to better support the community.

Earlier this month, the Centers for Disease Control and Prevention [reported suicides](#)[35] had increased an average of 25 percent nationally since 1999; Colorado saw a 35 percent increase in that time, Vogl said. In terms of student safety, it’s not going to get any better until the approach to mental health can focus on prevention rather than solely crisis intervention, he said.

Vogl summed up where mental health stands in the U.S. by recalling a time last February when he was speaking at the Harvard Medical School and noticed a net laced between two high sets of stairwells to discourage students from jumping to their deaths.

“This is not about cargo nets and catching students when they’ve gotten to the point of being so sick and so despondent they need to jump,” he said. “If there is one message we take away from our conversation today it is that crisis intervention is important, but it is not the only thing we can do.”

In a way, Vogl said, we are a victim of our own success in the struggle for mental health awareness.

“We’re getting what we wished for because we’re starting to win the war on the stigma, but the downside of that is we’re unprepared for floodgates that are getting opened,” he said. “The demand will always outpace the supply we can provide.”

Vogl and his team have integrated mental health topics into coursework in the Leeds School of Business the past couple of years in nine courses. They are working toward branching out into other programs across the campuses.

Already the ‘teachers’ have learned a lot from the pupils, he said. “We were frankly blown away by the ideas they had and that the assumptions that they challenged for us, saying, ‘We don’t communicate the way you think we communicate.’”

Regent Glen Gallegos, R-Grand Junction, asked how CU ensures all the campus programs don’t amount to simply “the flavor of the month.”

“We give lots of attention to it, lots of resources, we create places to go. How do we keep it from becoming the flavor of the month?” he asked.

Don Elliman, CU Anschutz chancellor, said the need is too great for it to be a passing phase.

“As for the flavor of the month, that’s not going to happen,” he said. “I believe the numbers we are seeing now are almost certainly going to get worse. At some level, faculty and staff can’t solve this problem. The students have to be a part of the solution, and students helping students has to be a huge part of how we address these things.”

Vogl agreed.

“We need to move this out of the traditional mental health clinic on campus, saying it’s up to the counseling center to solve these problems – it’s not,” Vogl said. “They’re part of the solution, but it’s only going to change when the regents and senior administration put ourselves out there. We have to make a strong organizational commitment to it.”

Training students, faculty and staff on how to recognize when someone is struggling, what to say and what to do is the first step in making the organizational commitment, he said.

Michael Lightner, vice president of academic affairs, said the conversation has to take place peer-to-peer students, peer-to-peer faculty and peer-to-peer staff.

“I have had students come into our offices with drug issues, with eating disorders, with a variety of challenges and we don’t necessarily know what to do, what to say,” Lightner said. “This is an issue for the community, and that’s the thing that has to drive this not being the flavor of the month. We’re all involved in it, we all see it, we’re all impacted by it and it has to be something we all own.”

Phil DiStefano, CU Boulder chancellor, said mental health education begins long before students arrive on campus.

“We no longer have mandatory summer orientation; there are optional orientations,” he said. “We actually begin as soon as the student has confirmed, and start to work with the student and start giving them information about the university, including issues like our student services.”

CU is working toward being a leader in the area of mental health, Vogl said. The Colorado School of Public Health at CU Anschutz is about to become only the sixth school of public health in the country with an emphasis on mental health, he said. But there’s more to be done.

Regent Heidi Ganahl, R-Superior, asked about the role of parents in the discussions. Vogl said their role is crucial.

“Parents are a big part of the reason we are in the mess we’re in right now, so they have to be part of the solution,” he said. “We’re still having the generation of helicopter parents who have been solving all the problems for our kids in high school and then they arrive on our doorstep and very often they lack the resiliency and they lack the skills they need to navigate.”

The discussion, which was the board’s emerging issues topic during the June 21-22 meeting at CU Boulder, concluded much more emphasis and many more resources will be needed to battle mental illness on CU’s campuses, whether it be through the Legislature, fees or other means.

“The numbers are staggering: It’s like wallpaper,” Elliman said. “We’ve probably tripled the money we’re spending. But it’s crisis intervention and we need to look downstream. We’re not ducking from this. If anything, we’re raising the profile of recognizing that we know it’s an enormous problem, and it seems to be getting worse.”

[Tenure list: June 2018](#)[20]

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CU Boulder

[Appointments with tenure \(2\)](#)[36]

Robert McDonald, University Libraries, effective Aug. 1, 2018 Claire Monteleoni, Computer Science, College of Engineering and Applied Science, effective Aug. 20, 2018

[Awards of tenure \(23\)](#)[37]

Effective Aug. 20, 2018, unless otherwise noted.

Joanna Arch, Psychology and Neuroscience, College of Arts and Sciences Michela Ardizzoni, French and Italian, College of Arts and Sciences Reece Auguiste, Critical Media Practices, College of Media, Communication and Information Aaron Clauset, Computer Science, College of Engineering and Applied Science Tony Cookson, Leeds School of Business Tanja Cuk, Chemistry and Biochemistry, College of Arts and Sciences Shideh Dashti, Civil, Environmental and Architectural Engineering, College of Engineering and Applied Science Nancy Emery, Ecology and Evolutionary Biology, College of Arts and Sciences Andrew Goodwin, Chemical and Biological Engineering, College of Engineering and Applied Science Leila Heil, College of Music Susan Hopewell, School of Education Kristopher Karnauskas, Atmospheric and Oceanic Sciences, College of Arts and Sciences Sascha Kempf, Physics, College of Arts and Sciences Jin-Hyuk Kim, Economics, College of Arts and Sciences Christopher Link, Integrative Physiology, College of Arts and Sciences Alexia Marks, School of Law Austin Okigbo, College of Music David Rickels, College of Music Elias Sacks, Religious Studies, College of Arts and Sciences Leah Sprain, Communication, College of Media, Communication and Information Katherine Stange, Mathematics, College of Arts and Sciences Gabrielle Wiersma, University Libraries, effective July 1, 2018 Xiaobo Yin, Mechanical Engineering, College of Engineering and Applied Science

CU Colorado Springs

[Awards of tenure \(8\)](#)[38]

Effective June 23, 2018

Elizabeth A. Daniels, Psychology, College of Letters, Arts and Sciences Brandon E. Gavett, Psychology, College of Letters, Arts and Sciences Cerian Gibbes, Geography and Environmental Studies, College of Letters, Arts and Sciences Inhan Kim, Political Science, College of Letters, Arts and Sciences Karen L. Livesey, Physics and Energy Science, College of Letters, Arts and Sciences Jian Ma, College of Business and Administration Eugenia C. Olesnick Killian, Biology, College of Letters, Arts and Sciences M. Scott Trimboli, Electrical and Computer Engineering, College of Engineering and Applied Science

CU Denver | Anschutz Medical Campus

Effective June 22, 2018

[Appointments with tenure \(6\)](#)[39]

Jorge Chavez, School of Education and Human Development Christopher Ford, Pharmacology, School of Medicine Cinthya Ippoliti, Auraria Library Mamuka Kvaratskhelia, Medicine, School of Medicine Ethan Lange, Medicine, School of Medicine Leslie Lange, Medicine, School of Medicine

[Awards of tenure \(34\)](#)[40]

Jody Beck, Landscape Architecture, College of Architecture and Planning Cathy Bodine, Bioengineering, College of Engineering and Applied Science Yosef Bonaparte, Business School R. Dana Carpenter, Mechanical Engineering, College of Engineering and Applied Science David Chandler, Business School Ryan Crewe, History, College of Liberal Arts and Sciences Deserai Crow, School of Public Affairs Amanda Dempsey, Pediatrics, School of Medicine Gidon Felsen, Physiology and Biophysics, School of Medicine Thomas Flaig, Medicine, School of Medicine Joshua French, Mathematical and Statistical Sciences, College of Liberal Arts and Sciences Erin Hackel, Music and Entertainment Industry Studies, College of Arts and Media Amy Hasinoff, Communication, College of Liberal Arts and Sciences Betsy Jose, Political Science, College of Liberal Arts and Sciences Carol Kaufman, Community and Behavioral Health, Colorado School of Public Health Sharon Lutz, Biostatistics and Informatics, Colorado School of Public Health Cara Mack, Pediatrics, School of Medicine Carolyn McAndrews, Urban and Regional Planning, College of Architecture and Planning Beth McManus, Health Systems, Management, and Policy, Colorado School of Public Health Kristin Nadeau, Pediatrics, School of Medicine Daewon Park, Bioengineering, College of Engineering and Applied Science Christopher

Phiel, Integrative Biology, College of Liberal Arts and Sciences Catherine Proenza, Physiology and Biophysics, School of Medicine Rina Ray, Business School Carol Sartorius, Pathology, School of Medicine Kelly See, Business School Jeanelle Sheeder, Obstetrics and Gynecology, School of Medicine Jeungbo Shim, Business School Dmitri Simberg, Pharmaceutical Sciences, Skaggs School of Pharmacy and Pharmaceutical Sciences Craig Sisneros, Business School Robert Talbot, School of Education and Human Development John Tinnell, English, College of Liberal Arts and Sciences Sarah Tyson, Philosophy, College of Liberal Arts and Sciences Dane Webster, Visual Arts, College of Arts and Media

[Six systemwide policy changes take effect July 1](#)[41]

The Office of Policy and Efficiency (OPE) has announced changes to six administrative policy statements (APS) – five revisions and one new – from the Academic/Research, Human Resources, Information Technologies and Students areas.

The changes, which were reviewed by the campus chancellors and approved by President Bruce Benson, will be effective July 1, 2018.

Revisions

5009-Performance Ratings for University Staff 5019-Parental Leave Benefits for Faculty and Staff (formerly, Parental Leave for Faculty and University Staff); [read more here](#). [16] 6002-Electronic Communications 6010-Data Governance 8002-Intercampus Enrollment and Tuition (formerly, Intercampus Concurrent Enrollment)

New

1042-Supplemental Academic Instruction

For more detailed information, [click here for the APS page](#)[42]. For additional information on system policies, [click here for the OPE page](#)[43].

[Grabowski helping a new generation of amputee athletes reimagine what's possible](#) [44]

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[Call for nominations: Daniels Ethical Leader Award](#)[49]

Nominations for the [2018 Bill Daniels Ethical Leader of the Year Award](#)[50] are being accepted.

Deadline for nominations is Aug. 1.

Denver is home to many accomplished business leaders who share [Bill Daniels](#)'[51] commitment to ethics. Please help identify and recognize these inspirational leaders by nominating a colleague for the 2018 Bill Daniels Ethical Leader of the Year Award. Previous award recipients have at least one thing in common: They all consistently use ethics and integrity to guide their personal and organizational decision-making.

A team of Business School students will evaluate each nominee based on the eight principles of the Daniels Fund: **Integrity** – Act with honesty in all situations. **Trust** – Build trust in all stakeholder relationships. **Accountability** – Accept responsibility for all decisions. **Transparency** – Maintain open and truthful communications. **Fairness** – Engage in fair competition and create equitable and just relationships. **Respect** – Honor the rights, freedoms, views and property of others. **Rule of Law** – Comply with the spirit and intent of laws and regulations. **Viability** – Create long-term value for all relevant stakeholders.

The winner will be presented Nov. 8 at the State of Small Business breakfast hosted by the Denver Metro Chamber of Commerce in partnership with the University of Colorado Denver Business School.

[Click here for the nomination form.](#)[50]

Questions: Roger Stace, Daniels Fund Ethics Initiative director, roger.stace@ucdenver.edu[52] or 720-207-3134.

[Sue Anschutz-Rodgers Eye Center part of longstanding partnership](#) [53]

[Nobel Laureate, MD-to-be team up to shed light on epigenetic roots of cancer](#)[54]

[Green named CU Anschutz communications chief](#)[55]

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[Kroll elected to American Philosophical Society](#) [57]

[In memoriam: Mark McConkie](#)[58]

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