Five questions for Leann Morgan[1]
[2]

Leann Morgan explains that she is a counselor first and an educator second.

“I became an educator because I believed in counseling so much that I wanted to teach the next generation in order to reach many more clients and students than I could on my own,” said the associate professor, Counseling and Human Services, at the University of Colorado Colorado Springs. “That’s how I teach. I believe in paying attention to evolving best practices in the field and encourage my students to go out and influence kids to be healthy – mentally, spiritually and academically – and help them find what they’re passionate about in life.”

Morgan’s decision to become a counselor, in part, grew from her own life experiences. She felt she received little direction about careers in high school: “The counselor said just go to college, everything will be great.”
[3]

After graduating from Purdue University with a degree in communication and working in Chicago, she realized she wanted more from her career. She went back to her high school counselor who, she remembers, put his feet up on his desk and said, “Why don’t you become a school counselor; it’s been a pretty good gig for me.”

“I wanted to do something meaningful and help people, but I didn’t receive a lot of meaningful career guidance. Although it was well-intentioned, if I had received better career preparation in high school and during my undergraduate years, I may have figured out earlier that something in the helping professions was my calling and maybe I would have spent less time and money in the process,” she said.

She enrolled at DePaul University, where she earned her master’s degree in human services and counseling with an emphasis on mental health counseling. She then spent four years working in Wyoming with adolescents struggling with substance-abuse issues. Her career path then led her back to Chicago, her hometown, where she worked with children who were wards of the state.

“That was meaningful work for me because my father had grown up in the foster-care system in Chicago, and I understood that these special kids really needed someone to help them and mentor them.”

By then, she felt she had obtained enough experience to become a counselor educator and enrolled in the University of Northern Colorado’s doctoral program in counselor education and supervision. During that time, she worked at the Larimer Center for Mental Health in Fort Collins and had the opportunity to provide outreach service to students at Conrad Ball Middle School in Loveland.

Her first experience with counseling in schools was eye-opening.

“I thought it was chaotic. It was a lot different than having a case load of kids who had been identified as struggling with particular issues; in the school, I was trying to figure out, in a mass of kids, which ones needed help and how to address those needs.”

That’s when her focus began to change to working systemically. She accepted a position at a Loveland high school and became a licensed school counselor and school-to-career coordinator. For the past 16 years, she has been “fighting the good fight in terms of trying to bring relevant career exploration, guidance and development to kids, starting from kindergarten or even pre-K all the way through post-secondary and beyond.”

She accepted a position at UCCS in 2012.

“The majority of courses I teach are career-counseling-related. I’m really lucky that I get to do what I love to do every day.”

Outside of work, she spends time with her husband, Ben, and 10-year-old twins, one a budding chef and the other an avid baker.

“Ben has been one of those people who helped make my professional goals attainable. When we first talked about getting married, he was active duty Army and I was finishing my doctoral work and engaged in the process of interviewing for jobs all over the country. He said, ‘I know you have worked hard for years to get this opportunity, and I want you to take the job that you want (wherever that may be) and we will make it work out.’ That was the moment I knew he truly had my best interests in mind and that he was certainly a keeper. Throughout the last 12-plus years, he has continued to support my work in every way, which has allowed me be effective in both roles, parent and professor.”

1.You recently received the UCCS Outstanding Teacher Award and former students say they are trying to model their own careers in the same way that you approach and live yours. What is your teaching philosophy and has it evolved over the years?
[4]

I employ an apprenticeship model in my teaching. I convey to my students that we are on this journey together, and I will meet them where they are and help to fill in the gaps when necessary.

I try to diversify my pedagogy. If I sense students are confused during a lecture, I’ll try a different approach: try to restate what I want them to learn in a different way, bring up a You Tube video, draw on the board or do an activity to make a point. I try to make coming to class relevant for them.

My role is to train my students to become my colleagues someday, and I want them to become such good counselors that I would be happy to have them work at my kids’ school and be my kids’ school counselor.

2.You researched and drafted standards for college and career preparedness for the Colorado Department of Education. What are the standards based on and what are some of those standards?

This began with a state mandate that every student in the ninth grade had to have an Individual Career and Academic Plan (ICAP). In the Thompson School District in 2001, we already were doing that. When the mandate was issued, there were a lot of school counselors that looked at it as just one more thing they had to do and didn’t see the relevance. I believed it was an opportunity to provide students with more meaningful, purposeful career counseling than what they may have been getting (or not) in schools. By developing a set of quality indicators for school counselors to use as a guide, it seemed more likely they would buy into the concepts of ICAP.

In partnership with the Colorado Department of Education, a colleague and I drafted these quality indicators so school counselors could understand how to meet students’ postsecondary needs. The Colorado ICAP Quality Indicators are: self-awareness, career awareness, postsecondary awareness, postsecondary options, environmental expectations, academic planning, employability skills and financial literacy.

3.You recently developed a concurrent enrollment course focused on careers. What will the course teach students? What other university projects are you involved with?

I’m a huge advocate of concurrent enrollment courses so that high school students can get basic college courses out of the way while in high school. It’s less expensive for them and they tend to finish college sooner.

I just developed a concurrent enrollment high school class that is a version of the undergraduate career planning course I created at UCCS in 2013. The undergraduate course has been very popular, so I’m hoping for similar interest in this new course as well. The high school concurrent enrollment course is called Career Exploration and Postsecondary Planning and will be offered for the first time this fall. It was designed for high school juniors and seniors and will provide an opportunity to explore their likes and dislikes related to work, while considering their postsecondary options.

The course objectives are specifically designed to align with the high school ICAP, so I’m hoping school counselors will use it as a resource for their students. At the end of the 16-week course, those high school students will have a good overview of why they should pursue postsecondary education, what that might look like for them, and how they

will pay for it. Figuring out options for affordable education is key.

I'm a fan of the gap year if students need it and if they take advantage of that time. John Krumboltz's theory of happenstance says that continually working to improve yourself and putting one foot in front of the other toward a broader goal puts you in a prime position when an opportunity presents itself to you, whatever that opportunity for success might be. I truly believe that.

I'm also passionate about advocating for women's issues at CU and have been serving as chair and co-chair for the Faculty Council's Women's Committee over the past several years. We've been looking into improving equity across campuses because we still have a pay gap for full-time faculty. Regent Jack Kroll has talked to us about his passion for helping non-tenure-track faculty. There are a larger number of women who fall into this category, and we're interested in looking at how non-tenure-track faculty could have greater access to faculty benefits, including the cost of opening up the housing benefit to non-tenure-track faculty. It's a process, but we've been involved in the conversations that led to the pilot tuition benefit program and are confident that continued improvements are possible.

4.What are some of your other research efforts and what were the impacts?

In 2014, I worked with the Colorado Department of Education to update its dropout prevention best-practices guide. Dropout prevention is something I worked on when I did clinical mental health work with adolescents. I was able to look at the current state of resources available to school professionals, and advocate for students using a career counseling lens. I've already mentioned that I am a big fan of concurrent enrollment courses, which also help to keep students interested in school, and I support credit recovery and online high school programs to encourage students to persist toward high school completion. My role was really to research and provide the current best practices from sources around the country, which included the latest in early warning systems to alert teachers and parents when a student is in trouble of failing. As with most things in life, early detection leads to better outcomes.

I felt good about the finished product, and CDE is still using it today.

I will be applying for my first sabbatical in the fall and hope to take that time to research how school counselors are addressing the career counseling needs of displaced (refugee) youth. Specifically, the impact, self-efficacy and awareness of gender issues related to career opportunities and choice of displaced youth. For instance, there may be young women who came from a country where they may not have had a lot of career opportunities because of familial pressure or culture norms. In that case, being displaced to another country may impact their career self-efficacy or opportunities in a positive way. On the other hand, you might have teens whose families had a certain amount of wealth in their home country, but after being displaced, they face economic hardships that impact their self-efficacy or career opportunities in a potentially negative way. Ultimately, I'd like this research to be helpful to school counselors who are working with displaced youth and face tough challenges in providing them with support as they navigate and develop new cultural norms in relation to their budding career interests.

5.What are your favorite memories from your time at CU?
[5]

A favorite memory for me was during my second year at UCCS when I attended the Academic Management Institute (AMI) as one of our two campus representatives. I found that I enjoyed being part of group of university women and learned so much about what was happening in Colorado academia.

It was after an AMI meeting when I connected with my first CU mentor, Dr. Melinda Piket-May. They say that mentorship can't be forced and needs to happen organically. I would agree. She's an engineer and I'm a counselor … we are an unlikely pair, but she has been instrumental in helping me figure out what I truly wanted out of my career in academia. She encouraged my involvement with CU Faculty Council and has provided support and guidance over the years that I value and trust. She helped me find my voice and be a part of the larger CU community. I am grateful to have so many amazing CU women in my life right now.

Another was at the campus ceremony this spring where I was awarded the Outstanding Teaching Award. The chair of the awards committee presented me with a bumper sticker that read, 'I (heart) Dr. Morgan,' which I guess was pulled

from one of the student comments on my FCQ (faculty course questionnaire). I thought it was a really fun gesture. It's always nice to be recognized for the things that you do just because you love to do them.

Kirshner, advocate of young people in classrooms and communities, receives Chase Faculty Community Service Award[6]
[7]

An exceptional educator whose teaching, research and community outreach are improving the lives of young people in Colorado and beyond, the University of Colorado's Ben Kirshner, Ph.D., is the recipient of the 2016-17 Chase Faculty Community Service Award[8].

Kirshner is an associate professor in the School of Education at the University of Colorado Boulder and faculty director of CU Engage[9]: Center for Community Based Learning and Research.

The Chase Faculty Community Service Award is presented annually to a full-time CU faculty member who provides exceptional service to the community. An advisory council recommends an award-winner to CU President Bruce D. Benson, who bestows the honor, which includes a $10,000 grant sponsored by an endowment from JPMorgan Chase through the CU Foundation.

Kirshner is an internationally recognized scholar of youth development; community-based, participatory research; youth activism; and educational policy.

"He is not only improving the lives of young people, but his approach involves young people as partners and citizens in working to improve their communities," his nominators wrote. "His work exemplifies the integration of education and civics toward humanitarian goals."

Besides contributing to the public good through pro-bono service and work as a faculty member, Kirshner has shown administrative leadership in his founding and directing of CU Engage, a center that collaborates with communities, schools and organizations to address complex public challenges. Its students, faculty and staff develop and sustain equity-oriented partnerships that facilitate engaged learning and mutually beneficial community-based research.

Kirshner's current research examines youth organizing, participatory action research and new forms of digital media as contexts for learning and social justice change. Among his many published works is the book "Youth Activism in the Era of Educational Inequality," which won the Social Policy Award for Best Authored Book from the Society for Research on Adolescence in 2015. His research has attracted grants from national research foundations and earned the attention of the White House, where last year he attended first lady Michelle Obama's summit on "Successful Strategies from Schools and Youth Agencies that Build Ladders of Opportunity."

His experiences working with young people at a community center in San Francisco's Mission District motivated him to want to study educational equity and the design of learning environments, which he pursued at Stanford's Graduate School of Education. Kirshner has been a faculty member at CU Boulder since 2004.

"Wow, it is an honor to win this award and be recognized for work to understand and support student voice and political activism by young people from marginalized groups," Kirshner said. "Young people deserve to be part of decision-making about quality education systems and I'm thrilled for such efforts to be highlighted by this award."

The Chase Faculty Community Service Award – established in 1991 with a $100,000 donation – is funded annually by an endowment from the JPMorgan Chase Foundation through the CU Foundation. The endowment provides an annual award of $10,000 to a full-time faculty member at the University of Colorado who has rendered exceptional service in his or her community.

Changes coming to employee portal's CU Resources area[10]

Beginning June 11, a few changes are coming to the University of Colorado employee portal's CU Resources area. There will be a new way to navigate this area, fewer pages displaying as modal windows and improved device compatibility.

What is changing?

Watch this video to get an overview of coming changes.

Explore the NavBar

NavBar is an organized drop-down menu with four tiles.

The NavBar includes:
The **CU Resources** menu, which contains the same menu options and structure previously available in this area of the portal. From this tile, users can access areas such as My Info and Pay, Business Tools and other areas. **Recent Places** allows users to find and return to recently visited pages. **My Favorites**, which will allows HCM users to save favorite portal pages starting on Sunday. In future upgrades, the ability to save favorites will be expanded to more users. The **Navigator**, which allows HCM users to quickly navigate to needed tasks, based on their access. The Navigator also has the capacity to expand to other PeopleSoft systems in future upgrades.
Portal outage

In order to make this transition to the enhanced navigation, the employee portal will be unavailable from 6 p.m. Saturday through 6 a.m. Sunday.

Find out more

Find a more detailed overview of portal changes at the CU Employee Services website.

LEARN MORE[11]

See Skillsoft's new look with virtual tours, guided walk-through[12]
[13]

Skillsoft is getting a new look on June 15. The upgraded platform comes with a modernized interface that enhances the user experience and expands access to all University of Colorado students.

Staff and faculty can view the changes first-hand

View the updated Skillsoft resources in the form of a video walk-through[14] and an interactive, five-step virtual tour.

To access the tour, users will need to select the page for faculty[15] or staff[16]. They can then begin the tour at **Skillsoft's Homepage** and continue scrolling down to view examples of five Skillsoft areas that are changing with the upgrade.

Professional development resources available to CU faculty, staff and students

CU employees can tackle personal, professional and compliance goals anytime with online courses, online books, job aids and videos.

CU Custom Courses: Users can take university-specific courses requisite for university-related topics and compliance. **Skillsoft Courses**: Learn a broad range of topics. **Instructor Led Training (ILT) :** Register for Instructor Led Training (ILT) courses offered by CU departments. **Skillsoft Books**: With over 25,000 titles in topics from business to technical and engineering content, options are plentiful. **Job Aids:** With Job Aids, users can continue learning even after finishing a course. These documents, such as guidelines, checklists and step-by-step procedures, complement content presented in Skillsoft courses. **Videos:** Brush up on skills or better understand a topic.
Discover what is changing

All of Skillsoft's resources will be hosted in an entirely new layout with exciting updates.
The **Course Catalog** is now called the **Library**. In the **Library**, users can find CU Custom courses, Skillsoft courses, books, videos, job aids and more. A **Recently Viewed** feature is now available. **My Progress** is now called **Learning Transcripts**. Users can view completed or assigned courses, as well as view and print course completion certificates. **ITPro** delivers unabridged content with thousands of IT and technology books and documents. **BusPro** is now called **BusinessPro**. It provides access to a variety of business topics. **Office Essentials** is now called **Digital Skills**. This collection of full-text online books provides valuable instructions ad quick answers to questions on a wide range of devices, office applications and graphical programs.
For more details, visit the Skillsoft Upgrade pages[14].

Reminder: June payday is July 3 for monthly employees[17]

University of Colorado employees who are paid monthly will receive their June paycheck on Monday, July 3. There is no change for employees who are paid biweekly.

The shift from CU's normal monthly payroll, completed at month's end, stems from a state directive that delays all monthly paid state employees' June pay to the first business day in July.

Monthly employees will be paid on the last day of July for the July pay cycle, as usual.

Why does June's pay day fall on the first business day in July?

In 2003, Gov. Bill Owens signed into law Colorado Senate Bill 03-197, which delayed all monthly paid state employees' June pay to the first business day in July. The change eliminated one of the state's 12 monthly pay cycles during fiscal year 2002-03, and in turn saved the state $90 million in general fund expenditures, according to the Colorado Office of State Planning and Budgeting.

See all 2017 paydays.[18]

Matusik named Leeds School of Business dean[19]

Scientist aims to solve mysteries of the teenage brain[20]

UCCS awarded $1.2 million scholarship grant to support STEM education[21]

CU Anschutz Health and Wellness Center adds economical weight-loss program[22]

The CU Anschutz Health and Wellness Center has announced the launch of a basic, economical weight-loss program.

Weight Loss 4 Life[23] consists of two parts: a half-day workshop and a long-term support option with meetings twice a month.

Weight Loss 4 Life: Workshop

This research-based workshop is designed for beginner weight-loss clients or those needing a basic knowledge and motivation refresher. Four specific, effective tools for weight loss are presented in a fun, interactive format, preparing completers for the Ongoing Support program.

Upcoming workshops are set for 9 a.m.-12:30 p.m. June 10, July 22 and Aug. 26; cost is $89. See website[23] for more information.

Weight Loss 4 Life: Ongoing Support

A flexible, ongoing, weight-management-support program for anyone who has mastered the basics of weight loss. Membership includes two 50-minute classes per month. The comprehensive curriculum emphasizes social support and the behavioral aspects of weight control, while providing accountability.

Next start date is June 12, but you may join at any time. Meetings are 5 p.m.-6:20 p.m. the second and fourth Mondays. Cost is $39 for a month, $99 for three months or $149 for six months (introductory price available only through June). See website[23] for more information.

Student researchers, faculty mentors shine at symposium[24]

Segal receives mentorship award [25]

Maeda takes on Bruce Lee bio[26]

Visiting international scholar Tabata collaborates at CU Anschutz[27]

Cambier honored for leadership, vision[28]

John Cambier, chair of the Department of Immunology and Microbiology in the School of Medicine, has been named

the winner of the Joseph Addison Sewall Award for exceptional contributions of leadership and vision to the CU Anschutz Medical Campus.

Cambier is a prolific author and a leading scientist in understanding intracellular signaling in cells of the immune system. He also is well-known as a dedicated mentor, helping graduate students and postdoctoral fellows in his labs and serving on more than 48 exam, dissertation and mentoring committees.

Links
[1] https://connections.cu.edu/spotlights/five-questions-leann-morgan[2]
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