Proposed state budget cut: Grim, but could have been worse[1]

The $60.3 million cut to higher education in Gov. John Hickenlooper's proposed budget for the next fiscal year would mean an $11.9 million hit to the University of Colorado, the Board of Regents was told Thursday, Nov. 10, during its meeting at CU-Boulder.

Kelly Fox, vice president and chief financial officer, delivered a budget update to the board's Budget and Finance Committee on the second day of the two-day meeting.

"On one hand, this is grim news; on the other, it could have been much worse," Fox said.

Though the cut is not as severe as some had feared, it does nothing to change the fact that CU's public funding is among the lowest-ranked for public universities in the country – which Treasurer Don Eldhart noted in a separate presentation to the board.

"If the (state) revenue forecast plummets, all bets are off," Fox said when asked about the likelihood of the figures changing in the coming months. "If it holds, this is a pretty good number for us to plan on."

Other notable figures presented to the regents:
Student headcount throughout CU has grown by more than 7,400 students, or 15 percent, since fall 2002. In general, CU tuition-and-fee totals are below average compared to peer institutions. CU is well below peer institutions in terms of administrative expenses compared to total expenses. As budgeted for fiscal year 2012, CU administrative costs are 3.5 percent of total expenditures, compared to 6.8 percent for peer institutions in fiscal year 2010, the most recent data available. "We're very lean administratively," Fox said. Production of baccalaureate degrees awarded by CU has increased 35 percent over the past decade. CU confers 42 percent of all degrees in the state, more than twice the percentage of second-place Colorado State University. Research funding has increased $230 million since fiscal year 2003 -- $790.9 million now vs. $560.8 million then.
Some regents seemed especially concerned with the university's backlog of building maintenance needs, highlighted by 49 buildings in need of improvements at the CU-Boulder campus.

CU-Boulder Chief Financial Officer Ric Porreca said that while pressing safety risks are dealt with as soon as possible, the backlog represents $300 million in need, with $4 million budgeted to spend on upkeep annually.

"It all comes down to (needing) a source of funding," he said.

Regent Tilman "Tillie" Bishop said the "fiduciary responsibility" of maintaining the physical structures of the campus must be a high priority for the university, because "there's a tremendous taxpayer investment in the buildings."

Tenure list: November 2011[2]

The University of Colorado voted Thursday, Nov. 10, to approve tenure for three faculty members:

Susan Nevelow Mart, associate professor, University Libraries, CU-Boulder

Brian Ott, associate professor, Department of Communication, College of Liberal Arts and Sciences, CU Denver

Rebecca Kantor, professor, School of Education and Human Development, CU Denver

Shore honored by Duke as distinguished alum [3]

Shore

The Duke Medical Alumni Association honored **James H. Shore Jr**., M.D., with a Distinguished Alumnus Award on Oct. 21. As chancellor of the University of Colorado Health Sciences Center during a 10-year period beginning in 1999, Shore led the merging of the university and health system and the $5 billion relocation and expansion of both entities to the former Fitzsimons Army base, now the Anschutz Medical Campus.

Prior to his chancellorship, Shore served as interim chancellor, interim executive vice-chancellor and interim University Hospital president. He also spent part of his career at Oregon Health and Science University, serving as professor and chairman of the Department of Psychiatry in the School of Medicine from 1975 to 1985.

Shore has been a leader in American psychiatry and academic medicine. He is past president of the American College of Psychiatrists and held positions with the American Psychiatric Association, the American Board of Psychiatry and Neurology, and the American Association of Chairmen of Departments of Psychiatry. He is the only psychiatrist to have chaired the interdisciplinary council of the American Council of Graduate Medical Education.

Since his first visit as a child to Cherokee, N.C., Shore has been fascinated with Native American culture. While at Oregon Health and Science University, he helped to establish the first mental health and addiction treatment programs for multiple tribes of Native Americans. In Colorado, he co-founded the Nighthorse Campbell Native American Health Center, the first national health center focused on the health of Native Americans. His work with Native American communities earned him a commendation medal from the U.S. Public Health Service. Other honors and recognition include receiving the Special Award for Historic Achievement in Public Psychiatry from the American Psychiatric Association and being named a distinguished life fellow by the association.

Regents pass revised version of motion on severance pay[5]

The University of Colorado Board of Regents unanimously passed a long-discussed resolution on severance pay in cases of dismissal for cause, but only after making an amendment to the motion proposed by the Faculty Council.

As proposed, the motion stated that, “The Board of Regents may vote to deny one year of severance pay in cases of dismissal for cause.” At Wednesday’s board meeting at the University of Colorado Boulder East Campus, some board members said they didn’t want the board to be placed in the position of denying severance, and passed an amendment to the language changing “deny” to “grant.”

“The faculty has put the regents into a position to ‘deny’ – that’s your language,” Regent Steve Bosley said before the vote. “I am irritated with it. I characterize this as a negative rather than a positive.” That language had been adopted by the Faculty Council at its latest meeting[6].

Regent Joe Neguse asked Faculty Council Chair Mark Malone how crucial it was to retain language regarding severance pay in cases of dismissal for cause; Malone said it is tremendously important to faculty, because it provides a baseline negotiation point in such rare instances. The university has had only four cases of faculty dismissal for cause in its history.

“I would hope the faculty would recognize (that this revised language) is pretty reasonable,” Neguse said. “It still

includes a severance provision."

In other action on Wednesday, the first day of the two-day meeting:
The board unanimously passed a resolution, proposed by Neguse, promoting civic engagement of the student body. It calls for the university to give students the opportunity to register to vote in Colorado while registering for classes via the student portal. The resolution asks administrators to have such a process in place by fall 2012. The board heard an update on the status of journalism education at CU-Boulder following the discontinuance of the School of Journalism and Mass Communication. The journalism program has 653 undergraduates this fall, an increase of 30 students over last year. Recommendations from leadership regarding a new entity to take the place of the SJMC are due in March 2012.

Five questions for Kathy Perkins[7]

Kathy Perkins at the recent Tech Awards, where PhET received a $50,000 Microsoft Education Award. Photo: © Charlotte Fiorito Photography, All Rights Reserved

Growing up in a household of scientists may have influenced Kathy Perkins' decision to study physics, but her desire to make a difference in people's lives in a more immediate way pushed her into education research.

Perkins is director of the PhET Interactive Simulations Project at the University of Colorado Boulder and director of CU's Science Education Initiative. She's also an associate professor attendant rank in physics.

The PhET project recently was named a 2011 Tech Award Laureate and received the $50,000 Microsoft Education Award at the Tech Awards[9] for its role in using technical solutions to benefit humanity. PhET develops fun, free, interactive, research-based simulations of science and math concepts, whether it be how temperature and snowfall affect glaciers, how buoyancy works, or a visual description of the properties of gases. More than 100 simulations are translated into 64 languages for use in classrooms around the world.

1. How did you arrive at CU and why did you choose physics education research as your work?

I earned a physics undergraduate degree at Harvard. I had always wanted to do something that would help society so I originally pursued using my science background on environmental problems, specifically atmospheric science. For my graduate degree, I studied ozone depletion and creating new instruments that would help measure chemical compounds important in controlling ozone in the atmosphere.

Then I came to Colorado to focus on tropospheric chemistry. (The troposphere is where we all live.) But I felt a longing to work on a project that had more immediate impact on people and their lives. The university was advertising for a position of physics instructor who would also work in physics education research. That was the first time I'd ever heard of this new – and still growing – field. It was exciting and eye-opening for me to think that you could study how people learn science and take those results and teach science more effectively. In 2003, I began working as a postdoctoral researcher with Carl Wieman, working on the PhET project as well as co-teaching courses for non-science majors. Together we would examine the course content and how it should be taught, and create an interactive lecture experience using clickers and simulations. The idea was to tie the content to everyday life, improve learning and make science relevant and interesting for students.

2. What is PhET's mission and how do these simulations improve student learning? Who develops the simulations and how are they translated?

PhET's mission is to advance science literacy and education worldwide through engaging, interactive simulations. We have more than 100 simulations on the website covering areas of physics and chemistry, along with a growing number in biology, earth science and math. Each simulation offers an intuitive, game-like environment where students can engage in exploration like a scientist would, and where they can see the invisible, so they can literally interact with

things like electrons, neutrons and protons to build their own atoms. Through the interaction and the immediate feedback they get, they can develop an understanding of key science concepts such as important cause-and-effect relationships
and can build connections to everyday life. They can also experiment with things they can't experiment with in everyday life, such as building molecules, changing gravity, or shooting photons. With the Circuit Construction Kit simulation, for instance, students can interact with a battery by easily increasing or decreasing the voltage with a slider and immediately see how a light bulb gets brighter and electrons go faster when they increase the voltage. With the simulations, students can develop a visual, mental model of what's happening.

One thing that makes the PhET project unique is that it's research-based. We take the published research and our own research, digest it, and integrate it into the design. Our group studies the features of effective simulations, how students learn from simulations, and use of simulations in the classroom. Right now, we have about 15 people on the PhET team. It's a great team. Everyone is vested in making the best simulations possible, simulations that are highly effective learning tools and are also fun for students. When we start a new simulation, we create a design team with expertise across different areas. The team will have content specialists, teachers who would use the simulation, design experts, an education researcher and professional software developer. We brainstorm about the simulation. We storyboard the design and develop scenarios of what students would be able to interact with. Once that's done, we start programming and test features as we go along. For every simulation, we conduct interviews with students. During the "think-aloud" interview, we ask them to open and play with everything and talk about what they are doing. We want to see whether students engage with learning from the simulation and find out what is working and what is not. We always learn something, and make revisions as necessary. It takes about four to nine months
to complete a simulation.

Because science is a universal language, science teachers in Africa are teaching the same material as teachers in the U.S. So, we wanted to make the PhET simulations available to everyone. Since the simulations have very few words, the amount of text needing to be translated is quite small. We created a simple software package that anyone can use to translate the text and e-mail us the file. The translators are all volunteers and are typically scientists or science teachers who want to bring these simulations to the students in their country, in their native language.

3. Where does PhET project funding come from?

Most of the funding comes from federal grants and foundations. We want the PhET project to be sustainable for the long-term, however, so we're trying to increase the number of corporate and individual donations. Companies are allowed to use the simulations for free. Pearson, for instance, uses them in textbooks and in their online homework system. We're working to develop an NPR-like model where companies sponsor the project in lieu of a licensing fee, so that we can create more simulations and improve the sustainability of the project. We are also trying to develop a micro-donation model so that individuals can donate small amounts. Every year, 22 million simulations are run from our website and in 5 years we expect this number to be more than 100 million. Eventually, micro-donations could help fund a significant fraction of the budget.

4. Why aren't more students interested in science/technology fields?

Many students don't see science as relevant or interesting to them. That's one of the key things we need to change; we need to illuminate how science fits into everyday life and teach it in a way that is interesting to today's students, in a way that they can understand the key concepts in science. I also think students can develop an impression that science is not a social endeavor, even though it is highly social with strong communities of scientists working together to solve problems. Creating classroom environments that involves more group work, dialog, and construction of their own ideas can help convey what science really is and how it's being done by today's scientists.

One thing we're looking at is how to best integrate PhET into classrooms through activities and teacher facilitation. We just conducted a research study led by post-doc Kelly Lancaster where we used three different versions of an activity. One was open and exploratory, another was a guided inquiry-based activity, and a third was the more cookbook activity where students were given explicit instructions. We collected video of the students interacting and screen captures of what they did with the simulations. Preliminary results show that when you have an open, exploratory

question, students interact and explore many parameters and are investigating. With the more cookbook activity, the students stick to the script. They open the simulation, set it up like the instructions say, write down the data and click on the next thing. It's much less exploratory and doesn't resemble how a scientist would explore it.

5. You mentioned perception of the sciences as a key to learning. What has your own research uncovered about that?

I've been lucky to be able to collaborate with researchers here across a number of different topics related to science education. I've looked at students' perceptions about physics and chemistry and how that's impacted by different approaches to teaching and how those perceptions impact whether students continue on to major in physics or not. We used student responses from surveys to determine whether they see physics as related to the real world, if they think about physics in their everyday life, if they see physics as a collection of disconnected topics or as a coherent set of concepts that can explain the world around them, and whether they focus on memorization or on sense-making. What we found is that the students who come into college with perceptions of physics that are more like that of practicing scientists are the ones more likely to become physics majors. Developing more expertlike perceptions of science early on – for instance, through how science is presented in K-12 – appears to be a promising avenue to attracting more students into science majors.

Through the CU Science Education Initiative as well as other campus projects - the Learning Assistant Program, iSTEM, and the STEM education research group - I have been involved in the broader efforts to improve undergraduate science education on the Boulder campus. There's a large group of dedicated faculty, postdocs, researchers, and grad students at CU who are invested in improving science learning for all of the undergrads. It's been really rewarding to be able to be a part of those efforts and to see CU emerge as a leader in STEM education and education research.

Gulbrand named new development head for CU Buffs athletics[10]

Kurt Gulbrand

The University of Colorado Foundation has named Kurt Gulbrand as an assistant vice president and associate athletic director for development, effective Nov. 7. Gulbrand will lead fundraising efforts to support the Buffaloes' 16 Division I teams and manage the foundation's Boulder athletics development staff of 14.

Gulbrand comes to the CU Foundation following 11 years at the University of Michigan; as assistant athletic director/development, he successfully solicited more than $67 million in gifts and served as department representative in Michigan's $3.2 billion capital campaign. Gulbrand has been in collegiate athletics development since graduating from Oregon State University in 1995 with a degree in organizational sports management.

"Kurt will make an immediate impact as a leader of the Buff Club due to his proven experience, talent and expertise," said CU Athletic Director Mike Bohn. "Development efforts and fundraising results are high on our list of priorities to ensure long-term viability in the Pac-12 Conference. Our donors and fans will connect with his genuine personality and skill set, which is consistent with our Shoulder to Shoulder efforts. He has contagious energy and unequivocal passion for student-athletes and their on- and off-field success. He inherits an enormous opportunity to engage new prospects, and understands the sense of urgency to capitalize on our historic move."

Gulbrand comes to CU at an exciting and vital time for Buffs athletics development. In CU's first season in the Pac-12, the Buffs won the first two championships sponsored by the expanded league, the men's and women's cross-country titles, on Oct. 29. The move broadens CU's reach in West Coast markets with a high proportion of successful alumni and supporters — four times as many as those in Big 12 states — as the Buffs pursue development priorities including

growth in their scholarship pool, support for a new court-sports practice facility and execution of other capital upgrades.

“My family and I are humbled and honored to be joining the CU Foundation and Buffs families,” Gulbrand said. “The opportunity to join one of the finest academic and athletic institutions in the country is extremely exciting. I am thrilled to be part of a highly motivated, well-respected team dedicated to maximizing the student-athlete experience.”

Born in Southern California, Gulbrand enjoys spending time with his family (wife, Deborah, a registered nurse; Colton, 6; Bryce, 5), golfing, fishing and skiing.

Founded in 1967, the nonprofit CU Foundation partners with the University of Colorado to raise, manage and invest private support for the university’s benefit. The Foundation is currently undertaking Creating Futures, a $1.5 billion fundraising campaign to enhance University of Colorado education, research, outreach and health programs benefiting citizens throughout and beyond Colorado. Visit www.cufund.org[12] for more information.

Endocrinologist named director of review board[13]

Capell

Warren (Cappy) H. Capell, M.D., of the University of Colorado School of Medicine, has been appointed director of the Colorado Multiple Institution Review Board (COMIRB). He has been interim director since **Alison Lakin** moved into her position as interim director and later the assistant vice chancellor of Regulatory Compliance.

Capell received his bachelor’s degree from Pomona College ('92) and M.D. from the University of Washington School of Medicine in 1996. He completed an Internal Medicine Residency in 1999 at the University of Colorado and completed an Endocrinology Fellowship in 2003. He was appointed instructor and assistant professor at the University of Colorado in 2003 and 2005 respectively in the Division of Endocrinology.

Capell has participated as a COMIRB panel member since 2006 and was appointed co-chair in 2007. He became interim director of COMIRB in May 2011. He was awarded a K08 award from NIH in 2005 and has published a number of manuscripts in peer-reviewed journals. His major research area of interest is hypertriglyceridemia patients.

High anxiety: Who gets altitude sickness and why?[15]

Robert Roach, Ph.D.

Two new Department of Defense grants highlight the work of the Altitude Research Center at the University of Colorado School of Medicine. One of the grants, for $2.5 million, focuses on how to predict through gene expression how someone will react to high altitude. The other, $1.5 million, will examine how people acclimatize to high altitude.

Robert Roach, Ph.D., director of the Altitude Research Center, talks about these projects and what they might mean to the military, other diseases and a state where a quarter of the visitors to the mountains get altitude sickness.

Question: Let’s start with the military grants. Tell me about the one to determine who is likely to get acute mountain sickness.

Roach: We've already done research on 28 people in Denver that allowed us, with a blood test, to predict with nearly 100 percent accuracy who would get acute mountain sickness and who would perform well at high altitude. We used the altitude chamber here; 14 got sick. Now extensive testing and validation is necessary. We're going to bring 140 people from Dallas and take them up to Breckenridge to test for susceptibility to acute mountain sickness and to see how well they can exercise.
[17]

Click image to see a slide show of CU's Altitude Research Center

Q: In the previous experiment, what differentiated those who got sick from those who didn't?

A: We're talking about six genes. Three don't have a name, just a number. When we find all six, that's predictive. It's more like a fingerprint than a mechanism. We don't know that the gene expression causes the problem. But those six genes predict who gets sick and who doesn't, even if we don't know exactly how it works.

Q: This is about gene expression, not genome? A: Yes. In the genomic sense the people may be indistinguishable but they have different patterns of gene expression, the day-to-day way their genes work.

Q: Why is the defense department so interested?

A: Everybody knows that Afghanistan is high. But so, for example, is the Iranian border. Generally, the potential for future conflict at altitude is fairly high. Yet right now we have zero ability to predict who will get mountain sickness and who won't. Now, if you're really skeptical you say, "You're spending that much money to predict a headache?" But if soldiers get sick they can at least experience poor performance and at worst be incapacitated.

Q: How would the military put that information to use?

A: They could choose people who do not get sick to serve at high altitude or they could give medication to prevent altitude sickness to the soldiers who would get sick.

Q: Couldn't they just treat everyone?

A: Yes, but that would be inefficient and, remember, there are no risk-free drugs.

Q: What about the other military grant, to study how people acclimatize?

A: We're going to take "lowland" natives to high altitude for three weeks. We'll measure what happens with their genes and what happens with their blood. We want to figure out the cellular mechanisms of how this happens. The first study is very practical. This one is a complete discovery process.

Q: Where will you do this?

A: Bolivia, at a lab at 17,000 feet, next summer.

Q: And, again, why is the military interested?

A: The only way for me to be 100 percent sure you don't get acute mountain sickness is if you are well acclimatized. If you spend two weeks at 12,000 feet I am confident that if you go back to altitude soon after you will not get sick. Now, imagine if we can discover the mechanism that allows people to acclimatize and can develop a pill that artificially makes you acclimatized. That's the hook for broad interest in that study.

Q: So this is not just a matter of fitness?

A: No. But if you've been up a lot of peaks over the summer, you will be much less impacted by altitude at the end of

summer than the beginning. That's the body adjusting to altitude. If you have a marathon runner and his office mate who is a slug, be careful who you bet on to do well. The marathon runner might overexert, while the slug might take it easy and do just fine.

Q: The altitude center started in 2002 under a different name. What are its big accomplishments?

A: We've had NIH funding that allowed us to discover the mechanism the brain uses to adjust to low oxygen. We identified chemicals that may protect against hypoxia, and that led to preliminary research that was the basis for these new grants. The defense department grants themselves represent a real breakthrough. They've raised our profile nationally and internationally. This is a dream of my career, to have the opportunity to discover the basic mechanisms of how humans adjust to hypoxia.

Q: Will this reach beyond the military?

A: If we can figure out how the body responds to hypoxia there are implications for cancer, heart, lung and blood disease. It could have enormous reach.

Q: And I suppose this work could matter in a state like Colorado where a lot of people come to go hiking and skiing?

A: Absolutely, although unfortunately some of the industries here don't want to acknowledge that a large percentage of visitors will deal with acute mountain sickness. We've tried to get the ski industry to get proactive but we had the door slammed in our face.

Q: Finally, what about that altitude chamber in your building? Where'd it come from and how "high" can you go in there?

A: It was a donation from the Air Force, passed along from Metro State to CU. We can go above the height of Mount Everest but it isn't safe for most people to go above 16,000 feet.

Q: And how high have you been in it?

A: (Laughs). Well, higher than that.

Experiential learning enables students to try career on for size[18]

University of Colorado Experiential Learning Internships give CU students a chance to learn about a career field from the inside, apply what they've learned in the classroom, develop skills and gain exposure to real world problems and issues.

During a presentation to the Board of Regents at its meeting Wednesday, Samantha Kobbe, an economics major with a minor in political science at CU-Boulder, described her internships, which ranged from working with Rep. Jared Polis to the National Conference of the State Legislature, even learning the "ins and outs" of the coroner system in Kansas.

"I learned how to write coherently. I learned how to speak over the phone to legislators . . . it was a lot of great experiences you don't get in the classroom," she said. Kobbe, a junior who will graduate in spring 2012, hopes to apply to law school. "It was a great experience: on how your future is going to look and to be able to do actual legal research."

The presentation at the meeting at CU-Boulder was in response to a panel discussion at the regents' retreat in July, at

which business leaders offered suggestions on how CU can better engage with its communities.

“We find internships particularly helpful,” said Lisa Severy, director of career services at CU-Boulder. “There’s nothing better than having a student try on a career for size. There are many times when students find out ‘this is not what I want to do.’ That’s just as important as a student who has found what they want to do the rest of their lives.”

The programs, of which nearly 2,000 CU students have taken part the past year, help students establish professional work habits, obtain work-related references, strengthen their resumes and open doors to job opportunities. CU-Boulder: averaged 1,059 students each year the past five years in 34 academic units and more than 9,800 employers in the database. UCCS: currently has 250 students registered for internship credit and 50 for non-credit. CU Denver: has 471 intern placements and 771 new internships posted in 2010-11 fall and spring semesters. Experiential learning includes internships and co-ops, service learning, study abroad and research and laboratory experiences.

Institutions that take advantage of the university’s student skill-set, education and knowledge include the Air Force Academy, the Smithsonian, Google, Lockheed Martin, Children’s Hospital Colorado and hundreds of others.

The CU Board of Regents can play an important role in promoting and establishing new venues for experiential learning, presenters said. “Given your various professions, background and the communities you work with, any advice and contacts would be welcome,” said Kathleen Bollard, vice president for academic affairs.

Rod Nairn, provost at CU Denver, asked the board to help promote the importance and new possibilities for experiential learning. “The board can help in its role for advocacy, but also to help us continue to get more businesses, more opportunities to get more and different options on the table.”

Call for nominations: Boulder Chancellor’s Committee on Women award[19]

Award nominations of students, faculty, staff, departments or units are currently being accepted for the annual CU-Boulder Chancellor’s Committee on Women award.

The award recognizes individuals or groups from any of the four campuses who advocate for women or continually work to improve the climate for women at CU. Award recipients will be honored at the Thursday night networking event at the CU Women Succeeding Annual Professional Development Symposium to be held Feb. 23, 2012, in Boulder.

Nomination information and past winners can be found at: http://www.colorado.edu/diversity/ccw/awardspage.html[20]

Deadline for nominations is Friday, Dec. 16. Questions: Melinda.Piket-May@colorado.edu[21].

Dropping names...[22]

Pacheco

Bruederle

Dinarello

Karin Pacheco, M.D., MSPH, School of Medicine, National Jewish and the Colorado School of Public Health, along with Susan Tarlo, MB BS, FRCP of the University of Toronto and Toronto Western Hospital, published “Work-related asthma: a case-based approach to management,” in the upcoming edition of "Immunology and Allergy Clinics of North America.” … **Leo P. Bruederle**, associate professor of integrative biology at the University of Colorado Denver, attended the 18th International Botanical Congress in Melbourne, Australia. He presented a paper addressing the molecular biogeography of the bipolar sedges, a group of six species of Carex that have amphitropical distributions in northern North America and southern South America. The paper was co-authored with Marcial Escudero (Morton Arboretum), Modesto Luceño (Pablo de Olavide University) and Julian Starr (Canadian Museum of Nature). Bruederle and post-doctoral scientist Katrin Göbbeler also delivered a poster addressing the systematics of Eutrema penlandii, a federally listed Colorado endemic that is restricted in distribution to the Mosquito Range. … **Jennifer Davis**, assistant professor of English at the University of Colorado Denver, won the 2011 Julia Peterkin Award from Converse College, which honors under-recognized women writers. Davis received $1,000 and gave a reading at the college on Sept. 27. Davis is the author of two collections of short fiction, “Her Kind of Want,” winner of the Iowa Short Fiction Award; and “Our Former Lives in Art.” … **Lori Catalano**, senior instructor and associate chair, Landscape Architecture, at the University of Colorado Denver, and **Paul Lander**, lecturer and chair, Water Conservation Professional Network for the American Society of Landscape Architects (ASLA), recently participated in the WaterSmart Innovations Conference 2011 in Las Vegas. Their presentation, “Valuing Water and Landscape in the Urban West,” explored the question, “What is responsible water use in the urban west?” … **Carolyn Goble** is now manager of Finance and Operations at the University of Colorado Denver. Goble manages all of the Chancellor’s Office budgets, as well as continuing in her role in responding to constituent issues, among other duties. … **Teri Burleson**, formerly from the Registrar’s Office, has joined the University of Colorado Denver Provost Team as the Maymester Coordinator. … **Brad Bernthal**, director of the entrepreneurship initiative at the University of Colorado Silicon Flatirons Center for law, technology and entrepreneurship, was presented the Rob Planchard Award by the Boulder Chamber during its recent Esprit Entrepreneur awards presentation. … **Charles Dinarello,** a specialist in inflammatory and infectious diseases at theUniversity of Colorado School of Medicine, was among the international medical scientists and doctors to receive honorary degrees recently from Trinity College Dublin.

New Center for NeuroScience officially launches[26]

The University of Colorado School of Medicine[27] officially launched its Center for NeuroScience last week with a keynote address from the National Institutes of Health’s Story Landis, Ph.D., who vowed to fight for more research dollars.

Landis, director of the National Institute of Neurological Disorders and Stroke, spoke about the growing field of neuroscience and the challenge of funding research in the current economic climate.

“The NIH is absolutely committed to funding basic fundamental research, not just translational research,” Landis told the audience gathered in the Research 2 building on the Anschutz Medical Campus. “I am obsessed with the federal budget and how to keep science funding afloat.”

Landis noted that only cancer receives more funding than neuroscience research. She also said there was an explosion in knowledge of the genetic factors behind disorders like ALS, Parkinson’s disease and epilepsy. The biggest challenge, she said, was finding the right balance between hypothetical science and discovery science.

Before Landis spoke, a mini-symposium featured four distinguished scientists. Stephen Davies, Ph.D., discussed spinal cord repair; Amy Brooks-Kayal, M.D., talked about epilepsy; Timothy Vollmer, M.D., discussed multiple sclerosis and Diego Restrepo, Ph.D., presented research on smell and taste.

The new Center for NeuroScience (CNS) is a collection of over 100 doctors and researchers from a wide array of disciplines working to help translate theoretical science into therapies, treatments and cures for neurological disorders.

“This is an opportunity to do great translational research with a clinical endpoint,” said John Sladek, Ph.D., director for

outreach and development at CNS. “We will take it from the bench to the bedside. Our goal is to bring all of the research being done all over this campus together.”

The center is headed by Restrepo, who is a nationally known expert on the science of smell and taste.

According to Restrepo, CNS already has scientists from specialties that include stem cell research, psychiatry, dentistry, prosthetics and pharmacy.

“The whole center is like the brain itself,” he said. “There are all these parts functioning on their own while simultaneously working together toward the same goal.”

The CU School of Medicine[27] has a worldwide reputation for neuroscience but mostly for the work of individual scientists. Restrepo believes that combining that expertise and having a center where everyone is connected will only enhance the university’s reputation.

Sladek agreed, saying the need for neurological research has never been higher.

“Right now 40 percent of all Americans have a neurological disorder,” he said. “By mid-century, 20 million to 25 million Americans will have Alzheimer’s disease.”

Sladek and Restrepo hope CNS will ultimately develop new therapies and drugs for the treatment of Alzheimer’s, Parkinson’s disease, ALS, Down syndrome and other neurological disorders.

School of Medicine[27] researchers already have made headlines with advances in spinal cord injury repair, stopping the symptoms of Parkinson’s in mice, identifying links between Down syndrome and Alzheimer’s disease, furthering the understanding of epilepsy and multiple sclerosis and ferreting out the mysteries of our senses.

“We would like to prevent the progression of neurological disease in patients,” said Sladek, who served as founding vice-chancellor for research at the University of Colorado Health Sciences Center from 2001 to 2006. “Can you imagine what that would do for their quality of life?”

CNS, which already is funding pilot research grants to strengthen collaborations, does not have its own building. Sladek and Restrepo hope those interested in the center’s research will consider making donations.

“If there is a big donor interested in putting their name on a new neuroscience center, we would be happy to oblige,” Sladek said.

Strategic plan focus moves to external groups, vision and values statements[28]

Chancellor Pam Shockley-Zalabak makes a point during a Nov. 4 campus forum.

Strategic planning at UCCS will continue moving forward toward an April deadline, Chancellor Pam Shockley-Zalabak said at a recent forum.

But while forming the university’s plans through 2020 is a high priority for UCCS, Shockley-Zalabak took a moment to encourage faculty and staff to make time to cheer for UCCS basketball teams, which begin formal competition next week. The women’s basketball program is riding high after a Nov. 3 exhibition win over Division 1 U.S. Air Force Academy.

“I expect to see all of you at the games next week,” Shockley-Zalabak said amid chuckles from a crowd expecting to hear about more traditional chancellor-led topics.

The CU Board of Regents on Wednesday formally voted to charge UCCS to begin planning for the future, a process that's been under way at UCCS since fall and highlighted by an Oct. 20 discussion session that drew more than 400 people and elicited more than 4,000 suggestions.

Those suggestions will be reviewed by 14 subgroups as well as an overall steering committee and combined with comments from those who are off-campus including members of a UCCS Ambassadors group, alumni and members of the CU Board of Regents themselves.

By Jan. 15, Shockley-Zalabak believes the formal input process will be complete, though she encouraged those with ideas to continue to share them with leaders and co-leaders of strategic planning groups. Next on the strategic planning agenda will be a review of the university's decade-old vision and values statements. The results of a September survey will help guide those revisions, Shockley-Zalabak said, including the addition of elements such as globalization.

"We like our mission," Shockley-Zalabak said. "It's part of state statute. But we are going to take a hard look at our vision and values. The next thing you're going to see from the steering committee will be drafts of a vision and values statement and you will be asked again to have input."

Shockley-Zalabak encouraged input to be creative and forward-thinking while recognizing fiscal realities.

"In this kind of turbulent financial time, we should give the regents what we honestly believe we can do – not pie-in-the-sky things that we don't know whether we can do or not," Shockley-Zalabak said.

Shockley-Zalabak said drafts of a new campus plan will be broadly circulated in early 2012, with opportunity for input before submission to the regents and an anticipated April vote.

Brian Burnett, vice chancellor, Administration and Finance, addressed the 2013 UCCS budget and summarized Gov. John Hickenlooper's budget proposal to the Colorado General Assembly. The governor's budget calls for cuts to K-12 and higher education budgets. For UCCS, cuts in state support could amount to $3 million, though Burnett emphasized considerable changes are likely before a budget is adopted by the General Assembly.

"We are well-prepared," Burnett said. "A five percent enrollment increase this year helped a great deal."

UMC, state's official veterans memorial, to honor fallen in Iraq, Afghanistan [30]

Rozelle

The University Memorial Center at the University of Colorado Boulder, Colorado's official memorial to veterans, will host a Veterans Day ceremony at 11 a.m. Friday, Nov. 11, in the Glenn Miller Ballroom. This year, the annual ceremony will include the dedication of plaques honoring the fallen in Iraq and Afghanistan. The ceremony is open to the public.

The ceremony will feature Maj. David M. Rozelle, commanding officer of the CU-Boulder Army ROTC program. Other speakers will include Carlos Garcia, UMC director; CU-Boulder student Tiffanie Battram; UMC board chair and opening speaker Chancellor Philip P. DiStefano. A reception will follow in the UMC Veterans Lounge.

A Texas native, Rozelle was assigned to Fort Carson in Colorado Springs in 2001. He initially enlisted in the North Carolina National Guard in 1992 and earned his commission through ROTC at Davidson College in 1995. An armor officer, he has served in Kentucky; Texas; South Korea; Colorado; Washington, D.C.; Kuwait; and Iraq, where he served three combat tours.

In 2003 in Iraq, Rozelle lost his lower right leg in a land mine explosion while participating in combat operations. Determined not to let the wound define him, he vowed to return to service and redeployed to Iraq in 2004, becoming the first amputee in modern history to return to the same battlefield where his injury occurred.

Since his combat service in Iraq, Rozelle has founded, participated in and served as an adviser to a wide variety of programs and charities to support wounded warriors and first responders. The Army vice chief of staff appointed him to help create the Amputee Care Center at Walter Reed Army Medical Center, and he has served as an adviser to the creative board of PBS' Sesame Street Workshop, "Talk, Listen and Connect," which produced "When Parents Are Deployed" and the "Coming Home" Project. He also has served as a consultant on two children's books. Rozelle currently serves as a professor of military science at CU-Boulder and is the author of "Back in Action," a New York Times best-seller.

In 1947, more than half of all U.S. college students were World War II veterans. When funding began for the new student union building on the CU-Boulder campus that same year, CU students and Colorado residents decided that the building would serve as a living memorial to Coloradans who had served in the world wars. Colorado Gov. Lee Knous issued a proclamation stating, "The Memorial Center at the University of Colorado shall be the official state memorial to those who served and to those who died in these great wars to preserve our democratic freedom."

The UMC is the custodian for artifacts from the U.S.S. Colorado, a battleship active from 1942 to 1945. The ship's wheel and bell, and a cast-iron scale model of the battleship, are on permanent display in the UMC Veterans Lounge, as is the 48-star American flag that flew on the ship during World War II.

Other campus observances for Veterans Day include:

Now through Friday, Nov. 11, UMC Gallery: "Remembering Our Fallen," a weeklong observance of Veterans Day that encourages the campus community to take a few quiet moments to remember the servicemen and women who made the ultimate sacrifice in Iraq and Afghanistan.

7:30 p.m. Friday, Nov. 11, Macky Auditorium: A Veterans Day concert including selections from Copland, Ward and Sousa, featuring the CU-Boulder Wind Symphony and Symphonic Band. Free and open to the public. For more information contact CU Presents at 303-492-8008.

10: 30 a.m. Saturday, Nov. 12, UMC South Terrace: CU-Boulder's student veterans are hosting a pregame event prior to the CU-Arizona football game. Local veterans, active duty, National Guard and reserve personnel/families and friends are invited. The party features a live band, food, beverages and door prizes. Tickets, $10, may be purchased at www.cubuffs.com/promo[32].

12:30 p.m. Saturday, Nov. 12, Folsom Field: Veterans will be recognized in the stands during the game. For more information, call 303-492-4356. Veterans tickets are not available to purchase on game day and must be ordered by Friday, Nov. 11. Visit www.cubuffs.com/promo[32] for details.

CU's season of giving under way via Colorado Combined Campaign[33]

The University of Colorado's 2011 Colorado Combined Campaign is under way. CU is the largest donor to the statewide effort, which benefits a variety of nonprofit service providers and charities. By supporting charity agencies through payroll deduction, CU faculty and staff help improve the quality of life in Colorado, especially for those in need.

"I know that every dollar matters in these challenging economic times," CU President Bruce Benson wrote in an email. "That is why I am particularly proud of the contributions we have made. Part of our role as a public university is to make our state a better place, and it is gratifying to see that your personal values match our public mission."

Various events are planned in conjunction with the campaign. Details on those and other campus-by-campus information follows:

CU-Boulder: Information on Boulder's green, online-only campaign is available at www.colorado.edu/ccc[34]. Questions: Send email to ccc@colorado.edu[35]**.**

UCCS: The campaign kicks off with a luncheon set for 11:30 a.m. Wednesday, Nov. 16, in University Center room 116. Those planning to attend are asked to RSVP to Iryse Naro, executive assistant, Division of Administration and Finance, inaro@uccs.edu[36] or 719-255-3710. Those who would like to participate in the prize drawing should bring proof of their donations. For more information, contact Naro or Tina Collins, executive assistant, Student Success at tcollins@uccs.edu[37] or 719-255-3582.

CU Denver and Anschutz Medical Campus: Information on the green campaign is available at https://donor.unitedeway.org/?campaign=ccc11[38]. Even if you registered on the site last year, you must complete a new registration this year. Questions: MaryAnn.Hill@ucdenver.edu[39]or call 303-315-2717.

CU system administration: A Charitable Organization Open House is set for 11:30 a.m. to 1 p.m. Monday, Nov. 14, at 1800 Grant St., conference rooms 501-502. Lunch will be provided. System's Thirty-Thirty Campaign has goals of more than 30 percent employee participation and a total contribution of more than $30,000 for Colorado charitable organizations. Questions: Wynn Pericak, 303-860-5629, or Chadd Medina, 303-860-5673.

Extended deadline: Nominees sought for Elizabeth Gee Award[40]

Award nominations for the 2011 Elizabeth D. Gee Memorial Lectureship Award are requested by the Faculty Council Women's Committee.

The award honors an outstanding faculty member of the University of Colorado for efforts to advance women in academia, interdisciplinary scholarly contributions and distinguished teaching. Instituted in 1992, the award is named for Elizabeth Gee, a faculty member in the Health Sciences Center School of Nursing and the late wife of former CU President Gordon Gee.

The Gee Award, which includes a $1,000 prize, is the only award in the CU system that specifically recognizes outstanding work on women's issues and efforts to advance women in the academy. The recipient will be asked to present his or her scholarly work at the CU Women Succeeding Annual Professional Development Symposium set for Feb. 24, 2012.

Extended deadline to submit proposals and nominations is Friday, Dec. 16. Click here[41] for nomination information and past winners. Questions: Email Melinda Piket-May, mjp@colorado.edu[42].

Gates' Grand Challenges Explorations funding to aid waste-to-electricity transformation[43]

[44]
The University of Colorado Denver announced Monday that it will receive funding through Grand Challenges Explorations, an initiative created by the Bill & Melinda Gates Foundation that enables researchers worldwide to test unorthodox ideas that address persistent health and development challenges.

Assistant Professor Zhiyong (Jason) Ren [45] in CU Denver's College of Engineering and Applied Science[46] will pursue an innovative global health research project, "Direct electricity from fecal sludge in bioelectric systems."

Grand Challenges Explorations[47] funds scientists and researchers to explore ideas that can break the mold in how to solve persistent global health and development challenges. Ren's project is one of 110 Grand Challenges Explorations grants announced this week.

"We believe in the power of innovation — that a single bold idea can pioneer solutions to our greatest health and development challenges," said Chris Wilson, director of Global Health Discovery for the Bill & Melinda Gates Foundation. "Grand Challenges Explorations seeks to identify and fund these new ideas wherever they come from, allowing scientists, innovators and entrepreneurs to pursue the kinds of creative ideas and novel approaches that could help to accelerate the end of polio, cure HIV infection or improve sanitation."

Projects that are receiving funding show promise in tackling priority global health issues where solutions do not yet exist. This includes finding effective methods to eliminate or control infectious diseases such as polio and HIV as well as discovering new sanitation technologies.

CU Denver's Ren proposes to develop a low-cost, easy-to-operate bioelectric system that can directly convert human waste to usable electricity. If successful, the technology will provide a self-sustainable solution for communities in need of both sanitary waste disposal and energy supply.

Grand Challenges Explorations[47] is a $100 million initiative funded by the Bill & Melinda Gates Foundation. Launched in 2008, Grand Challenge Explorations grants have been awarded to nearly 500 researchers from over 40 countries. The grant program is open to anyone from any discipline and from any organization. The initiative uses an agile, accelerated grant-making process with short, two-page online applications and no preliminary data required. Initial grants of $100,000 are awarded twice a year. Successful projects have an opportunity to receive a follow-on grant of up to $1 million.

More than 2,000 CU faculty, staff complete health assessment[48]

More than 2,000 University of Colorado faculty and staff started their Be Colorado[49] wellness journey by completing the health assessment. All those who completed the assessment – including those from other University of Colorado Health and Welfare Trust employers the University of Colorado Hospital and University Physicians Inc. – have been entered to win one of 12 new iPad 2 tablets.

The University of Colorado Denver won the campus participation competition with more than 21 percent of its workforce completing the health assessment. CU Denver employees who took the health assessment also will be eligible to win one of 25 REI gift cards, each worth $50.

Be Colorado will host a celebration from 1 to 3 p.m. Dec. at the CU Denver Terrace Room, 1380 Lawrence St., second floor, Denver.

CU Denver Chancellor Jerry Wartgow, Vice President and Chief Human Resources Officer E. Jill Pollock, and Be Colorado Executive Sponsor Marcy Benson will be on hand to select winners of the prizes for participating, recognize CU Denver and help launch the next steps in the Be Colorado wellness journey – wellness week and the Health Through the Holidays campaign.

In preparation for the holidays and the Be Colorado Healthy Through the Holidays Challenge, the celebration also will include great information about holiday finances and creative gift giving, tips for dealing with holiday stress, fitness advice on training during the cold weather months and more.

[50]

Diversity discussion: Higher ed too focused on 'fixing' students[51]

click poster to see full sized

The world is demanding more of students as workplaces become more complex, and institutions of higher education must rise to the challenge by working collaboratively to enact bold changes, said Alma Clayton-Pederson, who gave the keynote address Tuesday at the 17th annual Diversity Summit at the University of Colorado Boulder.

Clayton-Pederson, senior scholar at the Association of American Colleges and Universities, kicked off the three-day event Tuesday morning in the Glenn Miller Ballroom at the University Memorial Center with a conversation about inequities in the education system and the steps needed to remedy the issues in order to maintain the nation's high ideals and economic vitality.

"The challenges we face … are many," she said, and that helps make a case for why diversity, equity and inclusion are important. "If in fact the work we had been doing for the last 60 years had truly been revolutionary, evolutionary and transformational, I don't think we would have to continue in the same way that we've been doing for the last two decades."

Bold changes are needed to help people be the best they can be, she said. A majority of employers report that graduates don't have the skills for entry-level positions in this evolving, demanding environment. Part of the problem is that multiple school systems don't agree on common core standards, which do not include "arts and music, the things that … allow us to get outside ourselves and think about the world. Without those things, we are promoting a pedagogy of poverty. If all people can do is technology, they're missing the part of being able to interact with people and being able to think deeply beyond the technical."

In higher education, said Clayton-Pederson, what is done to address equity, inclusion and diversity is focused on "fixing" the students. While support programs are fabulous, they often are targeted to specific groups, she said, but all students need some help some time. Support needs to be provided based on what the students need.

Albert Einstein, who said he was bored in school, was able to maintain his curiosity, she said, but the nation's current education system "stamps (curiosity) out in middle school." By the time students get to the university level, all they want is a professor to give them answers and tell them what to study so they can get a good grade in the course. "If we continue down this path, we will fail as a nation."

In addition, she told the crowd of about 130, colleges and universities need to create an environment where everyone is thriving, including faculty and community, in order to tap the diversity and richness that is there. "Experiences make you who you are," she said. "There's concern, and rightly so, that when we start talking about diversity, that there's a fear we're talking about color-blind. It's not about having someone who is different in your department, or recognizing that people with disabilities also are smart, it's about intentionally engaging (diversity) for the richness it provides."

Change also needs to move beyond the classroom. Success is not just about developing intellectual skills but also about developing personal and social responsibility, she said. This is important because "the role models that they have in our Congress are not the ones we want (students) to have. Where we can't talk civilly about the challenges the nation faces because we're too intent on getting re-elected," she said to applause from some members of the audience.

True change begins with support and building an infrastructure for learning, Clayton-Pedersen said. Building knowledge capacity is essential, she said, as is using data to help explain the challenges the nation faces. "We have to use data to help explain the challenges that we face, and understand the experience of various groups to help them excel," but often data sits on a shelf in the chancellor's office or is not presented in a useful way.

While everyone in institutions and communities need to participate to bring about change, even though it may take

more work in the beginning, having support also is essential. So is building an infrastructure for learning, she said. “If you don’t have an infrastructure that matches the beliefs and values you have, how do you expect it to move forward? How do you expect to take the next step? How do you expect the journey to be any different than the journey you’ve been on for the last 20 years?”

Smaller workshops throughout the day focused on different aspects of diversity, from building community to understanding where “isms” come from to understanding identity development.

In one session, titled “For Anyone Who Has Ever Been Embarrassed by Their Own Thoughts about Race and Ethnicity,” participants learned that messages often are generational and cultural, taken from bits of information that are connected together. Many times, however, false connections occur over and over and become an automatic association that often overrides facts.

The session, presented by Glenda Russell and Andrea Iglesias of Counseling and Psychological Services, also offered advice on how to break through those false connections and change thinking patterns.

“Taking the Next Step” summit was sponsored by the Office of Diversity, Equity and Community Engagement, the CU System Diversity Office, Chancellor’s Advisory Committees and the city of Boulder.

Kilkenny named to associate vice chancellor post[53]

Regina Kilkenny, Ph.D., will join the University of Colorado Denver as associate vice chancellor, Office of Academic and Resources and Services. Among a variety of other academic affairs activities for the Office of the Provost, Kilkenny will oversee Academic Technology and Extended Learning, Educational Support Services and the Auraria and Health Science libraries. She will begin Nov. 14.

Her most recent position was with the Colorado Health Foundation, where she served as the senior medical education officer since 2008. Before that, Kilkenny had worked in the School of Medicine since 1992 in various capacities including as associate dean. She earned her Ph.D. in public administration from the University of Colorado Denver.

Climate center team to receive research award from governor[54]

A team at the University of Colorado Boulder’s National Snow and Ice Data Center (NSIDC) will receive a “high-impact research” award from Gov. John Hickenlooper for sustainability implemented at the center.

The team has slashed energy consumption at the center by more than 90 percent by installing an indirect evaporative cooling system for its computer bank, which is accessed by researchers around the world who study Earth’s snow, ice and climate. The system blows air over water, producing a coolant without humidity. The dryness is important because humidity can damage computers.

“The technology works and it shows that others can do this too,” said **David Gallaher**, NSIDC’s technical services manager. “Data centers are big consumers of energy and a lot of it is for cooling. Even in the dead of winter, our computer room air conditioners were cranking full tilt, trying to chill the 100-degree-plus heat coming off the back of these units.”

Before this summer’s installation of the cooling system, 35 kilowatt-hours of energy per hour – enough to power approximately 28 homes – were required to cool the facility.

"Smart controls" also make the NSIDC's computer room design more sustainable. They circulate air from the outdoors during much of the year, and automatically switch on the cooling system when temperatures reach a certain threshold.

The team will add an array of rooftop solar panels by the end of the year in another phase of its sustainability implementations, Gallaher said. More than 700 locally manufactured panels that will produce approximately 50 kilowatt-hours of energy are slated for the installation. They will feed the electrical grid, reducing the center's net carbon footprint. In case of a power outage, the array will charge backup batteries that can keep the NSIDC running.

Besides Gallaher, the center's design team includes **Mark Serreze**, NSIDC director; and **Ronald Weaver**, NSIDC principal investigator and manager of the NASA Distributed Active Archive Center. The project also involves **Otto Van Geet** of the U.S. Department of Energy's National Renewable Energy Laboratory, **Rick Osbaugh** of the RMH Group and **Lee Gillan** of Coolerado Corp.

NSIDC received a grant for its sustainability implementations from the National Science Foundation under its Academic Research Infrastructure Program with additional support from NASA. NSIDC manages scientific data from NSF field programs and from NASA's Earth Observing System remote sensing program.

CO-LABS – a nonprofit consortium that informs the public about breakthroughs and impacts from the 24 federal labs in Colorado – sponsors the annual Governor's Awards for High-Impact Research.

Other award recipients for work in atmospheric science, renewable energy and disease prevention this year include representatives from the National Center for Atmospheric Research and its umbrella agency, the University Corporation for Atmospheric Research; the U.S. Department of Energy's National Renewable Energy Laboratory; and the Centers for Disease Control and Prevention.

An awards presentation will be held Nov. 15 at Xcel Energy headquarters in Denver. The public may register to attend the event, which costs $45, at http://www.co-labs.org[55].

NSIDC is part of the Cooperative Institute for Research in Environmental Sciences, a joint venture of CU-Boulder and the National Oceanic and Atmospheric Administration.

The center supports research into Earth's frozen regions including sea ice, snow cover, glaciers, ice caps, ice sheets, permafrost and climate interactions. NSIDC performs scientific research, manages and distributes data and educates the public.

For more information and to view monitoring of the computing center's energy use and cooling system visit http://nsidc.org/about/green-data-center/[56].

Extended deadline: Women's symposium seeks proposals on 'Building Community'[57]

The Faculty Council Women's Committee is requesting proposals for the CU Women Succeeding 10th Annual Professional Development Symposium: Building Community[58], set for Feb. 23-24, 2012, at the University of Colorado Boulder.

Extended deadline for proposals is Friday, Dec. 16. Proposals may be for the Friday session's workshops, roundtables, panels, book discussions and other interactive and innovative formats focused on the theme of "Building Community," while addressing the interests and concerns of CU women faculty and staff. Session topics may span teaching, clinical, research or broader educational/professional issues related to women in academia.

For more information about submitting a proposal, please visit:

www.cu.edu/facultycouncil/women/symposium/workshops.html[59]

Registration to attend the CU Women Succeeding Symposium has opened to all faculty and staff. Click here[60] to register.

Links
[1] https://connections.cu.edu/stories/proposed-state-budget-cut-grim-could-have-been-worse[2] https://connections.cu.edu/stories/tenure-list-november-2011[3] https://connections.cu.edu/people/shore-honored-duke-distinguished-alum-%C2%A0-%C2%A0-%C2%A0-%C2%A0-%C2%A0-%C2%A0-%C2%A0-%C2%A0-%C2%A0-%C2%A0-%C2%A0[4] https://connections.cu.edu/wp-content/uploads/2011/11/p_shore.jpg[5] https://connections.cu.edu/stories/regents-pass-revised-version-motion-severance-pay[6] https://connections.cu.edu/news/1298[7] https://connections.cu.edu/stories/five-questions-kathy-perkins[8] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/5q-perkins1.jpg[9] https://connections.cu.edu/people/perkins-represents-phet-at-microsoft-awards-2[10] https://connections.cu.edu/stories/gulbrand-named-new-development-head-cu-buffs-athletics[11] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/cuf-gulbrand.jpg[12] http://www.cufund.org[13] https://connections.cu.edu/people/endocrinologist-named-director-review-board[14] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/p_capell.jpg[15] https://connections.cu.edu/stories/high-anxiety-who-gets-altitude-sickness-and-why[16] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/alpine.jpg[17] http://www.ucdenver.edu/academics/colleges/medicalschool/administration/alumni/CUMedToday/features/Pages/Altitude-Research-Center-Slide-Show.aspx[18] https://connections.cu.edu/stories/experiential-learning-enables-students-try-career-size[19] https://connections.cu.edu/stories/call-nominations-boulder-chancellor%E2%80%99s-committee-women-award[20] http://www.colorado.edu/diversity/ccw/awardspage.html[21] mailto:Melinda.Piket-May@colorado.edu[22] https://connections.cu.edu/people/dropping-names-51[23] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/p-dn_pacheco.jpg[24] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/p-dn_bruederle.jpg[25] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/p-dn_dinarello.jpg[26] https://connections.cu.edu/stories/new-center-neuroscience-officially-launches[27] http://www.ucdenver.edu/academics/colleges/medicalschool[28] https://connections.cu.edu/stories/strategic-plan-focus-moves-external-groups-vision-and-values-statements[29] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/uccs-shockley.jpg[30] https://connections.cu.edu/stories/umc-state%E2%80%99s-official-veterans-memorial-honor-fallen-iraq-afghanistan[31] https://connections.cu.edu/wp-content/uploads/2011/09/people_rozelle1.jpg[32] http://www.cubuffs.com/promo[33] https://connections.cu.edu/stories/cu%E2%80%99s-season-giving-under-way-colorado-combined-campaign[34] http://www.colorado.edu/ccc[35] mailto:ccc@colorado.edu[36] mailto:inaro@uccs.edu[37] mailto:tcollins@uccs.edu[38] https://donor.unitedeway.org/?campaign=ccc11[39] mailto:MaryAnn.Hill@ucdenver.edu[40] https://connections.cu.edu/stories/extended-deadline-nominees-sought-elizabeth-gee-award[41] https://www.cu.edu/facultycouncil/awards/elizabeth-gee.html[42] mailto:mjp@colorado.edu[43] https://connections.cu.edu/stories/gates%E2%80%99-grand-challenges-explorations-funding-aid-waste-electricity-transformation[44] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/ucd-gates-funding.jpg[45] http://www.ucdenver.edu/academics/colleges/Engineering/Programs/Civil-Engineering/facultyandstaff/Pages/Zhiyong%28Jason%29Ren.aspx[46] http://www.ucdenver.edu/academics/colleges/Engineering/Pages/EngineeringAppliedScience.aspx[47] http://www.grandchallenges.org/Explorations/Pages/Introduction.aspx[48] https://connections.cu.edu/stories/more-2000-cu-faculty-staff-complete-health-assessment[49] http://becolorado.org[50] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/beco.png[51] https://connections.cu.edu/stories/diversity-discussion-higher-ed-too-focused-%E2%80%98fixing%E2%80%99-students[52] https://connections.cu.edu/sites/default/files/wp-content/uploads/2011/11/div-summit.png[53] https://connections.cu.edu/people/kilkenny-named-associate-vice-chancellor-post[54] https://connections.cu.edu/people/climate-center-team-receive-research-award-governor[55]

http://www.co-labs.org/[56] http://nsidc.org/about/green-data-center/[57] https://connections.cu.edu/stories/extended-deadline-women%E2%80%99s-symposium-seeks-proposals-%E2%80%98building-community%E2%80%99[58]
https://www.cu.edu/facultycouncil/women/symposium/workshops.html[59]
http://www.cu.edu/facultycouncil/women/symposium/workshops.html[60]
https://www.cu.edu/facultycouncil/women/symposium/index.html