CU a leader in MOOC education[1]

Since introducing massive open online courses (MOOCs) through a partnership with Coursera[2] in 2013, the University of Colorado has received national recognition as a leader in MOOC education and kudos from learners across the globe. This fall, CU offered eight courses[3]; courses overall have reached more than 407,000 participants.

Deborah Keyek-Franssen, associate vice president for digital education and engagement

Deborah Keyek-Franssen, associate vice president for digital education and engagement, presented at the Coursera Partners Conference in London in March. National and international partners came to learn about effective practices for supporting systemwide MOOC initiatives, she said.

“CU is playing a leadership role in a U.S. State System consortium for Coursera partners,” Keyek-Franssen said. “We have developed a site for those partners[5] to share effective practices. We had a MOOC community-building event called MOOC and Cookies, and now SUNY[6] is implementing one called MOOC Shake. So if imitation is the sincerest form of flattery…”

As of October, Coursera had 10 million users and 839 courses from 114 institutions, she said.

“Across the courses running this fall and physics last spring, CU had 1,197 students taking MOOCs using Coursera’s Signature Track[7] for a verified certificate, which translates into some revenue for CU,” Keyek-Franssen said. Signature Track is a new option that gives students in select classes the opportunity to earn a verified certificate for completing their Coursera course. The fee is between $30 and $100 for each course.

Students from every corner of the globe have spoken highly not only of the course content but of the dynamic CU faculty offering the MOOCs.

Deciphering Secrets: Unlocking the Manuscripts of Medieval Spain

“Deciphering Secrets: Unlocking the Manuscripts of Medieval Spain[8],” taught by Roger Martinez[9], assistant professor of history at CU Colorado Springs, launched earlier this year and enlisted participants to translate historical documents from Plasencia (1300-1600 c.e.) in western Spain.

More than 10,600 learners from 140 different countries joined the course to study the city’s intercultural history, learn basic paleography skills and assist in the transcription of 600 pages of historical manuscripts.

“Since completing the course, almost 1,000 former students have joined our citizen scholar effort where they will learn more about Plasencia, assist with manuscript interpretation and analysis, and participate in ongoing Internet-based collaboration using Virtual Plasencia[10],” Martinez said.

Virtual Plasencia is a 3-D walk-through model of a key portion of the 15th century, walled city. The course and the digital version research the lives and relationships of the city’s Jewish, Catholic and Muslim inhabitants, Martinez said.

J.J. Cohen, professor of immunology and medicine in the CU School of Medicine (SOM)

Also wrapping up its inaugural offering is the popular Mini Med School[11] MOOC, which was hosted on Canvas[12]. The on-site-course-turned-MOOC attracted 4,057 participants in its online debut. The 25-year-old program was initiated by J.J. Cohen, professor of immunology and medicine in the CU School of Medicine (SOM), to fill a need, offering lectures on microbiology and immunology and anatomy and physiology.

“The goals of the program were quite different from the other MOOCs in that ours was based on a free program and had no entry requirements at all; so we had lots of school kids in addition to the older folks,” Cohen said.

William Kuskin[13], professor and associate vice provost for education innovation at CU-Boulder, was one of the first to dive into MOOCs with his "Comic Books and Graphic Novels[14]" course. His MOOC was one of three in the world to receive special mention from MOOC co-founder Daphne Koller at the London conference. With 39,183 participants ages 13 to 65-plus from 169 countries taking part, it remains highly popular.

Comic Books and Graphic Novels

Kuskin stressed that the course isn't all fun and games.

"I teach comics because I endeavor to show that something that appears as entertainment can actually be something to analyze, reflect on and become sharper by thinking about," he said.

Michael Orlando, GEM lecturer in the Business School at CU Denver, offered the "Fundamentals of Global Energy in Business[15]" MOOC, a course that provided an introduction to the business of primary energy production.

Fundamentals of Global Energy in Business

"We examine the nature of demand and supply in global energy markets, and business considerations for participants in those markets," Orlando said. "We're currently about halfway through Session 2 and I see that over six months after the (Session 1) course closed, we still have about 50 students per week visiting that first course session site."

Students taking this course identified challenges facing enterprises engaged in development of primary energy resources. The course provided a broad perspective of the challenges for businesses and policy authorities engaged in diverse but integrated global energy markets. The MOOC had 32,764 learners – 76 percent were women – from 190 countries.

New courses are gearing up, including Global Health Responders, being taught by Jay Lemery[16], associate professor of emergency management at CU Anschutz Medical Campus. Most of the other courses will be repeated or continued.

"MOOCs will play an excellent role in recruiting students to online and on-campus programs; for student outreach or college preparation in K-12," Keyek-Franssen said. "They will find a niche with professional development and adult education – for instance, membership organizations or licensing boards who require PDH (professional development hours) or CEUs (continuing education units)."

Kuskin said that MOOCs and those who conduct them are just beginning to realize their potential.

"We believe in education, we believe not in passing technologies but in the power of human learning to unleash the human imagination," Kuskin said. "That is our charge; that is what we have risen to."

Students have good words about CU MOOCs

Deciphering Secrets: Unlocking the Manuscripts of Medieval Spain[8], Roger Martinez

"I just wanted to say a big thank you for offering this online course and congratulate you for its successful outcome. I hope more courses like this one are offered on Coursera or other online educational platforms." ~ Efthymia, Cyprus

"I have a new perspective of the history of my country and also of my own family. I've never suspected that Plasencia had been so important in the history of Spain." ~ Sara, Spain

Mini Med School MOOC[17] (feedback is anonymous)

“The tone and visuals were great, and I liked that the videos dispelled a lot of myths and gave a lot of suggestions for how to live a healthy lifestyle.”

“Greetings from Egypt. I am so happy to be part of this great journey and I am so excited. As I am a pharmacist I need to know more and more about human body.”

Comic Books and Graphic Novels[14], William Kuskin

“Your engaging performances in the course videos appealed to my heart and mind. So thanks for providing the cyberspace for students, some of whom made inspiring contributions.” ~ Andrew, Switzerland

“I can’t wait to take this course again. Thank you for being such an awesome human being.” ~ Ximena, Mexico

Fundamentals of Global Energy in Business[15], Michael Orlando

“YES!!! If those three letters don’t convey the message, here is the long one: Prof Orlando has helped me in providing an insight into the global energy industry. As my discipline is electrical power engineering, this course brought me a resourceful knowledge of the industry, which form a solid foundation for my work.” ~ Anggoro, Indonesia

“I am electrical engineer for Japanese company. . . . I’d like to thank you, Professor Orlando, very much for giving me very valuable lecture. I’m sure I’ve learned lots of things for my life.” ~ Toshiaki, Japan

CU-Boulder’s Rankin receives Excellence in Leadership Award[18]

Rankin, left, was introduced by Cynthia Husek, assistant vice chancellor for research operations. (Photo: David Sprouse/University of Colorado)

Patricia Rankin, associate vice chancellor for research at the University of Colorado Boulder, on Friday received the annual Excellence in Leadership Award, given by the systemwide Excellence in Leadership Program[20] (ELP).

The award presentation was made during the annual ELP luncheon and lecture, attended by more than 140 program alumni and others at the Brown Palace in Denver.

“ELP is the only program that brings together faculty and staff to facilitate leadership and networking between campuses,” said Janet Lowe, director of CU’s Employee Learning and Development division, which runs ELP.

Designed for senior managers, ELP provides opportunities for CU faculty and staff to become more effective leaders who can successfully address the challenges of a dynamic university. University leaders gain knowledge and skills while building professional relationships and strengthening their understanding of CU’s business operations.

Since 2000, more than 449 CU faculty and staff have completed the program. The luncheon is an opportunity to bring together program alumni for continuing collaboration and networking.

Richard D. Krugman, M.D., vice chancellor for health affairs for CU Denver and dean of the CU School of Medicine. (Photo: David Sprouse/University of Colorado)

In the luncheon’s Leadership Lecture, Richard D. Krugman, M.D., vice chancellor for health affairs for CU Denver and dean of the CU School of Medicine, emphasized the increasing responsibilities and pressure that came with increased responsibility. “The higher you get, the more people turn up the heat,” he said.

Krugman announced in January that he will retire as dean once his successor is named. He provided the audience with personal leadership observations, which he feels allowed him to thrive in his position for more than 20 years. Among them: foster collaboration instead of competition; stress the importance of doing the right thing and place your trust in your team.

Cynthia Husek, assistant vice chancellor for research operations, introduced Rankin, noting that she has created a culture of continuous improvement that has yielded remarkable change within research administration on the CU-Boulder campus.

“As she grows and develops, so do the people around her,” Husek said.

Rankin has played a key role in efforts that saw CU-Boulder’s research operation grow 15 percent in the past fiscal year, and she was instrumental in reinvigorating long-stalled projects.

In accepting the award, Rankin said that ELP gave her a chance to examine and refine her leadership style. “Fundamentally, I am a problem solver,” Rankin said, adding that ELP taught her to value different learning styles and how to leverage those styles to reach consensus.

The event was sponsored by TIAA-CREF Financial Services[22], and also featured remarks from Richard Heller, senior vice president, Midwest region, and head of national government and religious markets; and E. Jill Pollock, vice president, Employee and Information Services, CU.

Staff Council to study professional development at CU and beyond[23]

University of Colorado Staff Council members will begin to research professional development options provided by the university while also looking at what other institutions around the nation offer as a comparison.

The governance group discussed the plan at its monthly meeting Nov. 13 at CU system offices at 1800 Grant St. The group previously has expressed concerns about the availability of development opportunities for staff members and the ways those options are presented, which, in many cases, vary depending upon campus, department and even supervisor.

While university faculty members might have pools of money or grants that may be used for professional development, staff members – in many cases – must pay for additional training on their own, even if the education relates to their current job.

“How can we change the climate, shift the culture from ‘doing your job’ to promoting growth within the system?” asked Deserae Friske, council chair. “Maybe it’s not just core development, but certificate programs or organizations or guilds that promote knowledge. What if the education is not job-specific but still brings value to your job?” She said both the university and staff would gain from increased development opportunities, even if skills weren’t specific to a currently held position.

The university currently offers a number of professional development courses, many of them online, as well as guides and other training methods through its Employee Learning and Development program[24].

Council members discussed whether the opportunities available were adequate, whether staff members were taking advantage of them, and whether money could be made available for additional training. Council also discussed the issue of selective training: For instance, staff members on a management track might be given training but the opportunities might not be available for a person who wants to develop leadership skills but isn’t interested in a management job.

Because much of what council members know about university development comes via personal experience or

constituent anecdotes, the group will research what the university offers and how it compares to other institutions.

Council will take several steps in the next few months to find answers. First, Janet Lowe, director of Employee Learning and Development, will be invited to a meeting to discuss programs offered to employees. Over the next several weeks, council members will contact universities around the country to determine what those institutions offer and how those programs compare to ones offered by CU. Once facts have been gathered, council members will decide whether to pursue a policy revision or other methods of promoting staff development.

E. Jill Pollock, vice president for employee and information services, said the university is developing a system that would link job descriptions to a catalog of courses and other learning tools so that staff would be able to determine what skills are needed for certain positions or career paths. The catalog is part of an ongoing upgrade to PeopleSoft, the human resources management system used by the university. She also said she is considering ways to make personal development part of the total compensation package for university employees. One idea might be to provide a fixed dollar amount to each person for development activities or to reward those who participate in certain activities.

Chancellors stand united for furthering online education[25]

The CU Board of Regents at its May meeting rallied behind expanding online learning across the CU campuses, with a short timeline for instituting initiatives recommended by the CU Online Education Committee.

It didn't happen.

At the board's meeting Wednesday at the University of Colorado Colorado Springs, CU's four campus chancellors stood together before the regents – possibly a first – to revisit online education and report on definitive steps that would bring a collaborative online education program to fruition. They announced a Jan. 10 deadline to report substantial progress to regents at their winter retreat.

Regent Stephen Ludwig, D-Denver, a longtime proponent of advancing online education at CU, said he was skeptical. At its December 2013 meeting, the Board of Regents heard a task force recommendation on new technologies from a report by Goldstein and Associates, and an alternative proposal by Ludwig. He said neither of those recommendations were furthered, nor were recommendations by the Online Education Committee.

"This is a third restart. Why is this different?" Ludwig asked the chancellors. "I've been clear in my concerns, my concern was, 'What do we do to create a culture that moves that forward?' It's been a cluster so far and I'd like to see something successful."

CU Denver Interim Chancellor Jerry Wartgow stressed why the third time would be the charm. "This one is going to work because the four chancellors are standing before you committing to this, a timeline and the structure behind it."

Said UCCS Chancellor Pam Shockley-Zalabak, "We need to be aggressive and we need to show a way forward that is substantially increased over what we are currently doing."

CU-Boulder Chancellor Phil DiStefano said a marketing committee will design a unified website and portal for CU Online education and implement marketing solutions that drive enrollments to online courses, tracking and retaining students from first contact through matriculation.

Said CU Anschutz Medical Campus Chancellor Don Elliman, "Our goal, and it's a ton of work, is to get meat on the bones for a presentation to you in the January retreat and anticipate an official launch of the program in the spring of 2015."

Chancellors committed to:
The development of new online programs and the expansion of existing programs to meet the needs of diverse

populations, including current CU students, adult students wishing to complete their undergraduate and/or graduate degrees, high school students in Colorado, 2+2 programs for community college students throughout Colorado and nationally, and new and continuing fully online students Collaborative marketing efforts for online programs Joint work to make concurrent enrollment processes simpler for students The development of collaborative, effective, and efficient online learning technologies and services.
Regents voiced optimism.

Regent Glen Gallegos, R-Grand Junction, said he was encouraged by the collaborative, but cautioned that some models that work for one campus might not work for others.

“I don’t think collaboration happens at all costs, I think each one of you runs a different campus, and as you’re building your collaboration and your model, there are some things that may not work,” he said. “As a system these are the things we can collaborate on, and these are the things we can’t.”

“Preparing for the future is our job; it’s the most important thing we do,” said Regent Irene Griego, D-Denver. “You are creating a virtual CU system learning culture. Virtually this is a different culture.”

Griego and Gallegos asked the chancellors to closely track and report on metrics that will measure the success and growth of online learning at CU.

President Bruce Benson also voiced confidence.

“I think you’re really on target getting this done,” Benson told the chancellors. “I think we had some false starts; I think this one is going to work.

The board’s meeting continues today; CU Connections will be updated with news from the meeting.

CU mobilizes for #GivingTuesday on Dec. 2[26]

On **Tuesday, Dec. 2**, the University of Colorado is joining a new global effort called #GivingTuesday to promote philanthropy by encouraging CU alumni, faculty, staff, parents, students and friends to make gifts to the university in whichever ways are most meaningful to them.

Established in 2012, #GivingTuesday provides a positive way to celebrate the spirit of the holiday season in the wake of shopping-focused days such as Black Friday and Cyber Monday. Though other organized philanthropic movements exist, including National Philanthropy Day and Colorado Gives Day, CU is focusing on this outreach event. Gifts made during #GivingTuesday are promoted under the auspices of the **fund for CU**—a collective annual-giving effort that unites students, alumni, faculty, staff, parents, family and friends in the common cause of supporting CU.

Ways in which you can get involved in CU’s #GivingTuesday efforts include:
Use #fundforCU: Social media liaisons for each CU campus will soon receive a social media tool kit with posts and images that can be used as-is or customized for unit social media channels. Content will begin circulating on the Supporting CU Facebook and Twitter channels for broad unit use starting Nov. 25. By using the hashtag **#fundforCU** with all #GivingTuesday posts, the content will be collected and shared here[27] to celebrate our collective giving power. **Support UNselfie behavior:** CU academic and advancement leadership are taking UNselfies—photographs of themselves telling why they give to CU and posting these photos to CU-affiliated Twitter, Instagram and Facebook pages (check out UNselfies by Ken McConnellogue and Don Elliman here[27], just to name two). Join the fun by posting your own UNselfie (along with the **#fundforCU** hashtag) on these and other social media platforms. **Visit us on #GivingTuesday:** Each campus will host a #GivingTuesday table on Dec. 2 with opportunities to make a gift, take an UNselfie and grab custom “I Gave!” stickers. Click here[28] for details about the #GivingTuesday event on your campus. **Make a gift:** All CU faculty and staff can conveniently commit one-time or periodic payroll deductions[29] that support the university in ways that work for each individual’s own budget and timeframe. **fund for CU** gifts can be

directed toward any of the hundreds of CU programs worthy of donor support or toward unrestricted funds that grant university leadership the flexibility to address areas of greatest need. Bottom line: Every gift matters.
Questions? Contact Amanda Grogan with the fund for CU at fundforCU@cu.edu[30] or 303-541-1245.

Rec Center expansion to begin soon[31]

[32]

Architectural rendering of the UCCS Recreation and Wellness Center main entrance

Construction on what will become a campus student health and wellness center will begin Dec. 2, according to the Department of Facilities Services.

The $16.3 million 51,000-square foot expansion of the Campus Recreation Center will make way for a new student health clinic, counseling services and expand recreation options. When complete, the project will almost double the footprint of the campus recreation center, Charles Cummings, project manager, Facilities Services, said.

“We have already begun discussing how the co-location of the Student Health Center, University Counseling Center, Recreation Center, and nutrition counseling services can offer unique programming opportunities,” Tamara Moore, executive director, Auxiliary Services, said. “Every student has some sort of health risk to varying degrees, whether it’s stress, unhealthy eating, lack of exercise or sleep deprivation. These behaviors can impede a student’s ability to succeed in college and life. We want to give students the tools to make positive, sustainable changes.”

In addition to new clinical and counseling spaces totaling 11,000 square feet, the expansion will include two additional gymnasiums, two additional fitness rooms, an expanded fitness floor, new offices and expanded locker room areas. Construction is expected to continue through fall 2015.

The site of the expansion was previously known as Lot 8. In anticipation of the construction, the lot was fenced earlier this fall and parking prohibited. Recreation Center users were encouraged to use the new Alpine Garage.

A change in subcontractor and retaining wall re-design delayed the project’s start by about six weeks, Cummings said.

“We apologize for the delay,” Cummings said. “While activity has not been obvious, we’ve been working hard behind the scenes to make sure the expansion results in a facility that the campus can be proud of and use for many years to come.”

This week, six temporary parking spaces close to the Recreation Center will be made available for use by individuals who are unable to walk from Alpine Garage. Use of the spaces will be by special permit issued by the Recreation Center staff.

At symposium, experts survey obesity landscape, tools, solutions[34]

[35]

Personal weakness. Heritable condition. Environmental outcome.

Such are our views of obesity, a physical state few Americans are comfortable with yet an increasing number of us live with, to dire health consequences.

More than 150 public health practitioners and obesity experts from the spectrum of the health industry, academia and research gathered in Thornton on Thursday, Nov. 12 for the Colorado School of Public Health[36]'s one-day symposium on obesity and public health. More than one-third of American adults (and 22 percent of Colorado adults) are obese. Nationally, 18 percent of children aged 6 – 11 and 21 percent of adolescents are obese.

"Next to tobacco, obesity is the biggest single behavior-related risk factor for many diseases," said Dr. Tim Byers, associate dean for Public Health Practice and professor of Epidemiology at the Colorado School of Public Health, and associate director for Cancer Prevention and Control, University of Colorado Cancer Center. "Obesity drives heart disease, cancer, diabetes, arthritis – that's about half of our chronic diseases. Obesity presents a tremendous opportunity for us to improve health."

Trends, proven practices and road-tested experiences were shared at the event, featuring speakers from the Colorado School of Public Health, the Colorado Department of Public Health and Environment, LiveWell Colorado, the Colorado Health Foundation, Kaiser Permanente Colorado, the CU Anschutz School of Medicine and College of Nursing, and numerous other local health departments and nonprofits.

What works in fighting obesity

Dr. Shale Wong, associate professor at the CU School of Medicine and consultant to the Robert Wood Johnson Foundation, cited six evidence-based policies to combat obesity:

Improving the nutritional quality of food in schools; Increasing access to parks, playgrounds and bike paths; Increased access to healthy affordable foods; Helping schools and all programs that serve children to increase activity; Reducing consumption of sugary beverages; and Protecting children from marketing of unhealthy products.

Individual laziness, willpower or greed were not cited as causes of obesity. Rather, public health solutions stem from a shared understanding that excess body weight is a consequence of sedentary lifestyles, unsafe streets, calorie-dense meals, driving, stress, food insecurity, poverty and changing social norms.

"It's unhelpful to think of obesity as primarily a personal weakness," said Byers. "If we think that, we miss all the other things we can do to fight obesity. The solution will involve personal motivation and also community and environmental changes that make the healthy choice the right choice."

Health equity focus

Some populations, including low- to moderate-income families, Hispanics and African-Americans are disproportionately affected by obesity. And, as statisticians gather body mass index (BMI) data by neighborhood, they are finding that excess weight corresponds to poverty.

Hunger, for instance, can lead to obesity. Hunger causes stress and disordered eating, which leads to overeating high calorie, nutritionally poor foods.

Further, women who are undernourished in pregnancy have children with a higher-than-usual rate of diabetes and obesity. Gestational diabetes affects babies' metabolisms as well.

All this data underscores the need to specifically target certain populations with anti-obesity programs.

"We need to be intentional so that our strategies address the people with the highest disease burden," said Dr. Sandy Stenmark, a pediatrician with Kaiser Permanente.

Programs build on each other

In Colorado, public health practitioners are focusing on changes to the built environment and programs to boost physical activity and bring nutritionally rich foods to schools and neighborhoods. For example, in Pueblo, the county department of health is working with retailers in "food deserts"—urban neighborhoods and rural towns that don't have access to fresh, healthy foods—to introduce apples, bananas, grapes and oranges, while Denver Public Health is building playgrounds throughout the city and working with physical education teachers to increase exercise levels in schools.

Such programs build upon each other, so that when streets become safer, walking groups emerge and activists can then talk about bringing fruits to the local grocery store.

“It’s really clear that we need all hands on deck if we are going to impact health,” Stenmark said.

“We’re not looking for that one thing we can do,” Byers said. “In fact, there are a number of things we can do, and they build on each other. Multidimensional programs reach people in lots of ways.”

Videos from the symposium will be posted on the school’s Center for Public Health Practice website at www.publichealthpractice.org[37].

World-renowned education scholar Rinaldi shares insights with campus community[38]

[39]

Dean Rebecca Kantor and the School of Education & Human Development[40] recently hosted a two-week visit by world-renowned education scholar Carlina Rinaldi, president of Reggio Children and a professor at the University of Reggio Emilia and the University of Modena, Italy.

Rinaldi gave talks to a range of audiences—from CU Denver[41] students, faculty and staff to Colorado teachers and school administrators to policymakers and members of the public. Rinaldi’s presentations focused on the child as citizen as well as the social, cultural and historical significance of educational projects in Reggio Emilia, Italy.

The Early Years

Attention to the importance and potential of the early years of a child’s life has never been greater, according to Rinalidi. We know how important a child’s first years are because of recent brain research and economic studies. Both show the return on investment for children whose development is promoted in their early years versus the cost of repairing the consequences of poor development in later years. In Rinaldi’s CU Denver forums, participants worked to clarify their own agendas regarding commitment to and investment in children.

The Reggio Emilia project began just after World War II in a city that was a site of resistance to Nazism and was, subsequently, destroyed in the war. The first school was built out of the rubble of the war—its discarded tanks and bombed-out buildings. From the start, citizens committed themselves to the quality of education for all children in their city. Today, 95 percent of Reggio Emilia’s young children attend inclusive care and education programs, while thousands of educators, legislators and leaders visit from afar every year to learn from Reggio Emilia’s accomplishments.

The Dialogue

During her talks, Rinaldi was not interested in sharing a “prescription” for the world to follow. Rather, her intention was to create dialogue: to question together what lessons may be learned, what possibilities we see in Colorado, and what ideas we might share with her colleagues in Italy.

In Reggio Emilia, Italy, there is a fundamental belief in the rights of children as citizens, including children with disabilities, who are fully included in every classroom. Rinaldi spoke about how these fundamental rights shift her society’s views on education. “Childhood is a treasure,” said Rinaldi. “Children are competent from the moment they are born to express how they learn best, seek connections, enjoy culture and connect with one another,” she said. They have fundamental rights to be curious, to find wonder in the world, to make discoveries, to explore nature, to learn in group settings and to feel connected, she added. Children are amazing researchers; and, the best teachers of teachers are children.

The Researchers of Knowledge

Rinaldi went on to say that the world's best teachers are researchers of knowledge. They listen carefully to children and co-learn with them in an interdisciplinary fashion. They treat children as the treasures they are. They teach with research, intention, empathy, experimentation, relation and narration…always with the end goal of giving children a high quality of life. The real inspiration of the programs in Reggio Emilia is the commitment of its citizens to high-quality education, whether through tax dollars, volunteer participation in the daily life and governance of the schools, or citizens serving as ambassadors to the city's many visitors each year.

She showed pictures that demonstrated the "spirit" of Reggio Emilia. There is great emphasis placed on learning in a group or as a group. This type of learning teaches intersubjectivity and interdependency. And, Rinaldi expressed the importance of inaudible languages, or what the people of Reggio Emilia call the "100 different languages,"… such as dance, smell and taste. They view taste as one of the most important connectors in the world. Master chefs are employed by the city's schools to work with children on taste and nutrition. Beauty and culture are also viewed as essential connectors. Children in Reggio Emilia are encouraged to develop works of art in public places. "It's important to allow children to be recognized for their creativity," said Rinaldi.

She ended her Oct. 27 talk with a plea: "Teachers: be challenged by your children. The future is in your hands."

Report: CU-Boulder ranks No. 1 in state for sending, receiving students internationally[42]

The University of Colorado Boulder enrolled more international students during the 2013-14 academic year and sent more students abroad during the 2012-13 academic year than any other higher education institution in Colorado.

The data, released today by the Institute of International Education in its annual Open Doors Report, show that CU-Boulder was home to 2,163 international students during the 2013-14 school year, up from 1,910 in 2012-13.

In addition, CU-Boulder sent 1,282 students overseas during the 2012-13 school year.

"International experiences transcend education at CU-Boulder in many positive ways," said CU-Boulder Chancellor Philip P. DiStefano. "As our students, faculty, visiting scholars and staff pursue some of the greatest academic, research and service programs around the globe, they broaden cultural perspectives and understanding, benefiting themselves, our community, Colorado and beyond."

CU-Boulder has held the No. 1 spot in Colorado for sending and receiving international students for 12 of the past 13 years, according to Larry Bell, executive director of CU-Boulder's Office of International Education.

"Since 2000, our campus community has led the way in the state as an example of international education and its benefits," said Bell. "International education at CU-Boulder contributes tens of millions of dollars annually to our state economy. More significantly though, it increases discovery and mutual understanding between the people of the U.S. and other countries."

CU-Boulder also ranked No. 12 in the nation in 2012-13 among higher education institutions of its type for study abroad participation in semester-long programs.

Among higher education institutions across the nation that offer doctoral programs, CU-Boulder ranked No. 39 in 2012-13 for overall study abroad participation.

The Open Doors Report on the flow of students to and from the United States is released annually in conjunction with International Education Week, which this year is Nov. 17-21. The week of celebration is a joint initiative of the U.S. Department of State and the U.S. Department of Education.

Other top-ranking Colorado institutions recognized in this year's Open Doors Report include the University of Denver, Colorado State University, Colorado College and the University of Colorado Denver.

For more information about the Institute of International Education and the Open Doors Report visit http://www.iie.org/ [43]. For more information about international education at CU-Boulder and International Education Week events visit http://www.colorado.edu/oie/international-education-week/international-education-week-2014[44].

Gannon returns as director in Office of Grants and Contracts[45]

[46]
Amy Gannon is the new director in the Office of Grants and Contracts (OCG) based at Anschutz Medical Campus. Prior to her new position, Gannon was the director of Procurement Systems and Payable Services at the CU System – work she started in 2010. Before that, Gannon worked with the health sciences programs for 10 years. In 2005, Gannon was the interim director of Sponsored Projects for CU Denver before the consolidation with CU Anschutz.

In these roles, she had progressive administration and compliance oversight responsibilities. Gannon also has been involved with financial compliance reviews involving sponsored projects as well as other fiscal and human resource policies. These reviews have involved working with Legal Counsel, Finance, Human Resources and OCG.

A key part of her work will be to strengthen ties with the research community by working with our schools/colleges/departments to build a partnership in research administration. She has started her position by scheduling initial outreach meetings to introduce herself and discuss the research administration partnership.

She also was involved with the development of sponsor-project compliance polices including direct charging (A-21 compliance) and clinical trials. Another area Gannon has worked in is helping to develop oversight reports for principal investigators and fiscal managers to assist with timely review of expenses on federally-sponsored projects for A-21 compliance.

Gannon has been heavily involved in implementing information technology to increase the efficiency of processes. Specifically, she was the project manager for the implementation of the CU Marketplace. And, she is knowledgeable about the university's financial reporting system and policies.

McDevitt lead author on study about political influence within families[47]

[48]
Michael McDevitt, CU-Boulder professor of media, communication and information, is lead author of a study that found parents are more reactive than proactive when providing political influence and opportunities for their children.

The study, published in the journal "Social Science Quarterly," found that political engagement independently pursued by youth spurs parents to realize that childrearing extends to the civic realm. It also is the first study to show intentional political parenting as an outcome of family interaction rather than a stimulus.

"Ideally, moms and dads would view parenting as an opportunity to encourage political development and involvement," said McDevitt. "But oftentimes, parents need some kind of wake-up call, such as a daughter bringing up controversial topics discussed at school or a son suddenly paying attention to election news coverage."

McDevitt and co-author Spiro Kiousis, professor of public relations at the University of Florida, use a basketball analogy to help explain the finding. In a "give-and-go," the player with the ball passes to a teammate and repositions herself for the return pass.

“Similarly, in reactive political parenting, a son or daughter signals interest in politics and prompts a response,” said McDevitt. “The act of giving -- the display of youth expertise -- is rewarded by the parent, who returns the favor by further coaxing political development.”

The study was conducted using data from the 2002 and 2004 election cycles to take advantage of increased opportunities for family political communication in light of youth opposition to the U.S. and U.K. invasion of Ba’athist Iraq. In the spring of 2004, the Pentagon struggled to enlist troops large enough to confront popular resistance in Iraq, according to McDevitt. While a military draft had been abolished 30 years prior, rumors of reinstitution circulated -- a situation likely discussed in families with teenagers and young adults.

About 500 parent-adolescent pairs from Arizona, Colorado and Florida participated in the study. Youth participation in classroom discussions about campaign issues, attention to election news, opposition to U.S. military involvement and first-time voting highly correlated with active political parenting. However, the parents’ own political engagement did not correspond highly with their political parenting.

McDevitt said he hopes the study will promote awareness of the civic obligations of parents.

PGA honors Sutherland[49]

[50]
Mollie Sutherland, director, PGA Golf Management Program, College of Business at UCCS, recently received the Professional Golfers Association Horton Smith Award, which is designed to give special recognition to an individual PGA professional for outstanding and continuing contributions to professional education. Horton Smith was a 37-year member of the PGA and former association president.

Sutherland was named director of the UCCS program in May 2012 and previously served as acting director and internship coordinator. She is an active member of the PGA of America Education Committee and the Colorado PGA Connecting With Her Committee. She is one of about 200 PGA Professionals who is an LPGA Teaching and Club Professional.

Mansour, McKinnish publish on economics of age gaps and marriage[51]

Mansour

Men and women who are married to spouses of similar ages are smarter, more successful and more attractive compared to couples with larger age gaps, according to a paper from CU Denver Economics Assistant Professor **Hani Mansour** and co-author **Terra McKinnish**, associate professor of Economics at CU-Boulder.

“Who Marries Differently Aged Spouses? Ability, Education, Occupation, Earnings, and Appearance” is published in the “Review of Economics and Statistics.”

“When we started this study we were curious about the so-called ‘cougar’ phenomenon, i.e. women marrying younger men,” Mansour explained. “To our surprise, we did not find any evidence of such a new phenomenon. Although the

share of older women marrying younger men has slightly increased over time, cougars have been among us since the 1960s. This led us to investigate the characteristics of individuals who choose to be in differently aged marriages regardless of whether the husband or the wife is the older spouse."

Using U.S. Census data from 1960 through 2000, the researchers analyzed outcomes such as completed education, occupational wages and earnings. They also looked at the 1979 National Longitudinal Survey of Youth which measures cognitive skills and the National Longitudinal Survey of Adolescent Health to gauge physical attractiveness.

Their analysis dispels a commonly held belief that men much older than their wives are likely to be financially successful compared to men married to wives closer to their age.

Mansour and McKinnish found strong evidence that men and women married to differently aged spouses have lower earnings, cognitive ability scores, educational attainment, and ratings of attractiveness compared to similarly-aged couples. For example, data from the 1980 Census shows that men married to women eight or more years younger or older earned on average $3,495 less per year than men married to women who are no more than a year older or younger.

The researchers conclude that their findings are consistent with a model in which individuals with more years of formal education tend to enter occupations with greater upward mobility, and then they have more interaction with similarly aged peers. As a result, they are more likely to marry similarly aged spouses.

They found further evidence in tests conducted in high school which measured verbal, math and arithmetic reasoning skills. Those who eventually went on to marry a differently-aged spouse scored lower on the tests. Men with spouses at least eight years younger scored on average 8.4 points less than those who married women of a similar age. Women had less drastic drops in their scores.

Their results prompted Mansour and McKinnish to pursue additional analysis in a separate paper on why same-occupation individuals are more likely to marry.

"We show that these patterns are driven by the fact that it is less costly (easier) to meet a spouse in one's own occupation and not because individuals have a preference to match with a same-occupation spouse," Mansour said. "The results suggest that marriage markets are more local-oriented than typically modeled by social scientists and imply that choices about occupation can affect one's marriage market match by changing the group of people that an individual interacts with most often."

The second paper currently is under review for publication.

On a different project, Mansour also recently published a paper with co-authors Rey Hernández-Julián and Christina Peters, both of Metropolitan State University on the Auraria Campus.

"The Effects of Intrauterine Malnutrition on Birth and Fertility Outcomes: Evidence From the 1974 Bangladesh Famine" is in the newest edition of "Demography."

The team studied the impact of intrauterine malnutrition on infant health. They found that children who were in utero during the most severe period of the 1974 Bangladesh Famine were significantly more likely to die within one month of birth compared to children who were not in utero during the famine.

Several studies have shown that intrauterine malnutrition impacts infant health which also leads to worse adult economic outcomes. Although nutritional deficiencies are more common in developing countries, they also are a concern for vulnerable populations in the United States and other developed countries. Mansour pointed out that it is difficult, however, to disentangle the effects of malnutrition from other unobserved characteristics about the mother.

The data show a higher survival rate for female infants born during the famine, and that women who were pregnant during the famine experienced a higher number of stillbirths in the post-famine years.

Johnston recognized for leadership in vaccine debate[53]

[54]
Richard B. Johnston Jr., associate dean for research development and professor of pediatrics at the School of Medicine, recently was honored with the David Rall Medal by the Institute of Medicine (IOM).

The honor is given to an IOM member who has demonstrated distinguished leadership as chair of a study committee or other such activity, showing commitment above and beyond the usual responsibilities of the position.

Johnston was selected for his leadership role in vaccine safety activities on the Board of Health Promotion and Disease Prevention. That work placed him at the center of the vaccine safety controversies that have been particularly heated over the past two decades.

The IOM award selection committee cited Johnston's efforts to bring a science base to the often emotionally-charged debate and study of the adverse effects of vaccines. The IOM committee noted that Johnston consistently exhibited knowledge of and belief in the IOM process of bringing science to bear on an important and controversial policy problem.

Dropping names ...[55]

At UCCS in October, 10 people accepted non-teaching positions. They are:

Michael Bigelow, senior executive, clinical activities; **Kevin George**, success coach, Office of Student Retention and First Year Experience; **Stephen Gurian**, police officer, police department; **Katie Kopp**, clinical dissemination specialist, Trauma, Health and Hazards Center; **Jillian Mathena**, lead teacher, Family Development Center; **Sarah Mensch**, program assistant, media services; **Amy Padowski**, hospitality professional, dining and food services; **Michael Schaller**, police officer, police department; Stephanie Smith, program assistant, Department of Economics; and **Ericka Weed**, assistant textbook buyer, bookstore. …

A roster of officers was recently elected to serve in CU Denver's Association of Lecturers and Instructors (UCDALI). This governance group represents all CU Denver non-tenure-track faculty (NTTF). **Andrea Haar,** instructor of Sociology in the College of Liberal Arts and Sciences, was chosen as president. The other new officers and appointees are: Vice president - **Lucy Dwight**, senior instructor, Criminal Justice, School of Public Affairs; and Secretary / Treasurer - **Kelly Palmer**, instructor, history - College of Liberal Arts and Sciences. Members-at-Large are: **Aimee Bernard**, senior instructor, integrative biology - College of Liberal Arts and Sciences; and **Marta K. Maron**, instructor, chemistry - College of Liberal Arts and Sciences. Faculty Assembly Representatives are: **Lucy Ware McGuffey**, clinical assistant professor, Political Science - College of Liberal Arts and Sciences; and **Sam Walker**, senior instructor, philosophy - College of Liberal Arts and Sciences. Campus Communication Committee: **Vivian Shyu**, senior instructor, psychology - College of Liberal Arts and Sciences; and **Eric Baker**, research and instruction librarian - Auraria Library. Faculty Course Questionnaires (FCQs) for NTTF: **Rebecca Hunt**, clinical assistant professor, History - College of Liberal Arts and Sciences; Beijing Liaison - **Anthony Miller**, instructor, History - College of Liberal Arts and Sciences; and Tenure-Track Liaison - **Pamela Laird**, professor and department chair, History - College of Liberal Arts and Sciences.

Obituary: Myra Jackson[56]

[57]

Myra Lee (Barnes) Jackson, known to every student and faculty member who scheduled a recital or concert at the College of Music and widely known to the Boulder community for her work with CU Presents, died at her home Oct. 29, 2014. She was 73.

"In the 21 years it was my privilege to work with her, I was constantly inspired by her devotion to her work and those around her," says Joan McLean Braun, executive director of CU Presents. "She dealt with life's hardships with incredible strength and grace, and she will be deeply missed by many."

Myra's family and many friends are grateful for the many holidays, birthdays, trips and many other special occasions they shared with her. She was the number-one fan of her grandsons Cole Borrego, and Jackson and Carson Dowis, supporting all their sporting endeavors, rain, shine ... or snow. Myra was a great traveler and enjoyed exploring America, Europe and Thailand, and living for a short time in England.

Born to Velma and Arcie Barnes on Nov. 24, 1940, in Gainesville Texas, she was named after the neighboring town of Myra. At a very young age she became the mascot for the high-school football team coached by her. When the family moved to Bridgeport, Texas, Myra became a baton twirler at the school where her father was teaching — but as Myra always said with a laugh, "Bridgeport had neither a bridge nor port."

When it was time for college, Myra went to Texas Wesleyan University in Fort Worth on an academic scholarship. There she met Dennis Jackson, to whom she was married for 40 years. Their daughters, Michele Dowis and Gwen Borrego, were born in Barbourville, Kentucky during the family's time at Union College. The family also lived in Ann Arbor (University of Michigan), and Lincoln, Nebraska (Nebraska Wesleyan) before coming to Boulder in 1971.

Myra typed many doctoral dissertations and books for CU-Boulder professors before becoming the cheerful voice answering, "Concerts," at the College of Music. Countless students and staff members worked with Myra in the monumental task of scheduling and creating programs for more than 350 annual concerts and recitals. Myra patiently listened to students pleading their case for a needed room, date and time for their recitals — sometimes it worked; others times it didn't.

Through the years, students, faculty and staff became part of Myra's extended family. Several former and current graduate students and a staff member gave her a surprise gift of a house concert with vocal and clarinet selections accompanied by the cello in her final weeks. Her smile throughout the concert spoke of her joy and appreciation for this musical gift.

Myra was honored as Employee of the Year in 1996 for the University of Colorado Boulder Academic Affairs Divisions. She was again recognized for her 30 years of service a ceremony hosted by CU-Boulder Chancellor Phil DiStefano.

In addition to her daughters and grandsons, Myra is survived by her son-in-law Ben Borrego and a cousin, Don Young.

Memorial contributions may be made to TRU Community Care[58], 2594 Trailridge Drive East, Lafayette, CO 80026-9928 or the CU Foundation, Music Scholarship Fund[59], 1800 Grant St., Suite 725, Denver, 80203.

In memoriam[60]

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

CU-Boulder
Mark Daniel Teeter, 20, student assistant. Oct. 26, 2014.

CU Anschutz Medical Campus
David Everett Bristol, 59, classified staff. Oct. 26, 2014.

Dodge a taxing 2015 by heeding year-end reminders[61]

Avoid the stress of searching for missing tax documents this April; verify your personal information within the employee portal today.

Starting this month, when you log in to the portal at my.cu.edu[62], a pop-up message will urge you to verify the mailing address CU has on file for you. By confirming your address (within the Personal Information menu), you'll ensure that you quickly receive your W-2 Form (or 1042-S for some international employees), a key document for filing taxes.

CU's Employee Services Department will mail 2014 W-2 forms by Jan. 31, 2015, as required by law.

Each year, CU's Employee Services Department receives hundreds of returned W-2/1042-S forms that have bad addresses. The longer it takes to confirm correct addresses, the later employees can expect to receive their forms.

Check off these other items from your tax to-do list:

Verify your name.

If you changed your name this year, make sure the name that appears on your Social Security card matches the one listed within your employee profile in the portal. If the names don't match, contact your department's payroll liaison (aka, business partner). Similarly, make sure any company with which you have a retirement account has your new name on file. These steps will save you potential problems come tax time.

Know tax rates and what they mean to you.

In December, the IRS will release the 2015 W-4 Form, which gives you the opportunity to change the amount of taxes withheld from your paycheck each pay period. Get a better understanding of how tax rates will change in the New Year by reviewing the 2015 tax guide[63].

Understand what steps to take in 2015 if you filed as tax exempt in 2014.

If you requested to be exempt from taxes on your last W-4 Form, you must complete a new form by Feb. 9, 2015, to update your tax-filing preference. Complete this form online at my.cu.edu (select the "W-4" link within the "Payroll & Compensation menu" on the left). If you don't, you'll automatically begin withholding the highest amount of taxes (single, filed as 0) until you complete a new W-4 Form.

If you hit the Social Security wage base[64] **in 2014, prepare for taxes to resume on Jan. 1.**

U.S. law sets a limit on how much Social Security tax can be deducted from annual wages. In 2014, deductions on income stopped after a person had earned $117,000. In 2015, that limit will be $118,500. If you've been enjoying tax-free income during the final weeks or months of 2014, prepare for deductions to resume on Jan. 1.

Publication note: No Connections on Thanksgiving, Christmas, New Year's[65]

CU Connections will not publish new issues on Thanksgiving Day (Nov. 27), Christmas Day and New Year's Day.

Today's issue is the last to appear before the Thanksgiving break. Deadline for submissions for the Thursday, Dec. 4, issue is noon Wednesday, Nov. 26.

The final new issue before the winter holiday break will appear Thursday, Dec. 18; deadline for submissions is noon Friday, Dec. 12.

Connections returns after the winter break on Thursday, Jan. 8; deadline for submissions is noon Friday, Jan. 2.

During the holiday breaks, the website will be updated with news should events warrant.

Links
[1] https://connections.cu.edu/stories/cu-leader-mooc-education[2] https://www.coursera.org/[3] https://www.coursera.org/cusystem[4] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/11/moocs_dkf.png[5] https://www.coursera.org/about/partners/country/us-state-institutions[6] http://www.suny.edu/[7] http://blog.coursera.org/post/40080531667/signaturetrack[8] http://revealingcooperationandconflict.com/[9] http://www.uccs.edu/history/faculty/roger-l-martinez-phd.html[10] http://revealingcooperationandconflict.com/virtual-plasencia-portal/[11] https://www.canvas.net/courses/mini-medical-school[12] https://www.canvas.net/[13] http://english.colorado.edu/william-kuskin/[14] https://www.coursera.org/course/comics[15] https://www.coursera.org/course/globalenergybusiness[16] http://www.ucdenver.edu/academics/colleges/medicalschool/departments/EmergencyMedicine/Faculty/Faculty-Anschutz%20Medical%20Campus/Pages/lemery.aspx[17] https://www.cusys.edu/forcolorado/feature_mini-med.html#.VGJtA_nF_Is[18] https://connections.cu.edu/stories/cu-boulder%E2%80%99s-rankin-receives-excellence-leadership-award[19] https://connections.cu.edu/file/rankin01png[20] http://www.cu.edu/employee-services/leadership/elp[21] https://connections.cu.edu/file/rankin02png[22] https://www.tiaa-cref.org/public/index.html[23] https://connections.cu.edu/stories/staff-council-study-professional-development-cu-and-beyond[24] http://www.cu.edu/employee-services/eld[25] https://connections.cu.edu/stories/chancellors-stand-united-furthering-online-education[26] https://connections.cu.edu/stories/cu-mobilizes-givingtuesday-dec-2[27] https://storify.com/SupportingCU/cu-giving-tuesday-2014[28] http://www.cufund.org/fundforcu/giving-tuesday/[29] http://www.cufund.org/guide-to-giving/what-to-give/payroll-deductions/pdgf/[30] mailto:fundforCU@cu.edu[31] https://connections.cu.edu/stories/rec-center-expansion-begin-soon[32] https://connections.cu.edu/file/uccsrec-ctrtoppng[33] https://connections.cu.edu/file/uccsrec-ctr01png[34] https://connections.cu.edu/stories/symposium-experts-survey-obesity-landscape-tools-solutions[35] https://connections.cu.edu/file/anschutzsymposium-obesitypng[36] http://www.ucdenver.edu/academics/colleges/PublicHealth/Pages/welcome.aspx[37] http://www.publichealthpractice.org/[38] https://connections.cu.edu/stories/world-renowned-education-scholar-rinaldi-shares-insights-campus-community[39] https://connections.cu.edu/file/ucdrinaldi-shares-insightstoppng[40] http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx[41] http://www.ucdenver.edu/about/denver/Pages/DenverCampus.aspx[42] https://connections.cu.edu/stories/report-cu-boulder-ranks-no-1-state-sending-receiving-students-internationally[43] http://www.iie.org/[44] http://www.colorado.edu/oie/international-education-week/international-education-week-2014[45] https://connections.cu.edu/people/gannon-returns-director-office-grants-and-contracts[46] https://connections.cu.edu/file/pgannonpng[47] https://connections.cu.edu/people/mcdevitt-lead-author-study-about-political-influence-within-families[48] https://connections.cu.edu/file/pmcdevittpng[49] https://connections.cu.edu/people/pga-honors-sutherland[50] https://connections.cu.edu/file/psutherlandpng-0[51] https://connections.cu.edu/people/mansour-mckinnish-publish-economics-age-gaps-and-marriage[52]

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