Program prioritization raises concerns for faculty[1]

Stephen C. Ludwig

Regents Stephen Ludwig and Glen Gallegos brought discussion of program prioritization to the Faculty Senate's Oct. 24 meeting, where Faculty Senate/Faculty Council members expressed concern over potential duplication of efforts and increased workloads for faculty asked to take on additional self-study and reporting responsibilities.

Dialogue about the issue, which the Board of Regents has made a priority in recent months, lasted for about an hour at the meeting at the University of Colorado Denver. Gallegos and Ludwig stressed that precarious state funding for higher education compels the board to be more critical when overseeing allocation of resources, but also said they are not targeting a certain number of programs – if any – for discontinuance.

Glen Gallegos

"I'm not going to sit here and say there isn't anything we wouldn't cut," said Gallegos, a Grand Junction Republican. "Let's take a good look at ourselves."

Ludwig, a Denver Democrat, said CU is "in a resource-constrained environment," and that chances are slim that the university and other institutions of higher education will see state funding increase to past levels.

"What the board has asked the campuses to undertake with faculty is (asking): What are we world-class in? What are we underperforming at, and where do we need to invest more? How do we take limited resources and focus on what we need to be focusing on?" Ludwig said.

Laura Borgelt, vice chair of the Faculty Council, asked how the regents' prioritization process will be different from the scrutiny that programs already undergo annually at the campus level.

"A concern we've got (is that) we're always very nice to each other about it, but we grow and grow, and sometimes we don't like to make hard decisions," Ludwig said. "This (process) brings discipline. … The process you're going through now (at the campuses) will inform this whole process."

Gallegos said he expects campus leadership to work with their faculty in determining criteria that would help determine a ranking of programs that would inform the board regarding allocation of resources.

Asked Faculty Council member Bruce Neumann, "What happens afterward? When the campuses have done their thing … and the board reviews it and says, 'You didn't do enough, didn't cut enough.'"

Ludwig said the board has no target in mind.

"We're trying to be respectful of the culture that we have, so we're not dictating what the criteria are, eigher," Ludwig said. "But we expect it to be robust, thoughtful and honest."

Faculty Council member Pam Laird asked if campuses would be compensated, financially or otherwise, for the extra work that a new program prioritization process would create for administrators, faculty and staff. Council member David Port described accreditation demands at the CU Anschutz Medical Campus and the ongoing requirements for grants and the accompanying "massive reports that every department undergoes on a regular basis."

"If you impose on us another review, guess who will do that work again? Us," Port said. "That's what's going to happen."

Gallegos said he didn't believe the process would become an unfunded mandate, and that money might have to be found for such efforts, depending on what they entail. Ludwig said it will be up to faculty to work with their campus

leadership to determine how best to go about the work without causing burnout of faculty, staff and administrators.

“If you’re stuck with doing tons of reports, that needs to be part of the conversation, I agree,” Ludwig said. “No one wants you to spend tons of time on reports – that’s not why you’re here.”

Faculty Council members Peggy Jobe and Catherine Kunce said the regents seem to be framing the endeavor in terms of productivity and efficiency at a time when the university has undergone years of administrative belt-tightening.

“It’s not about having you do more with less. That’s not the intent,” Ludwig said. “It can’t be about time efficiency; it’s about, how do we determine where we put the money we’ve got?”

Council member Mark Malone said that what faculty ultimately are worried by is the possibility of program discontinuance, but said each campus already has policies in place for dealing with such cases.

“I think you’re trying to solve a problem that isn’t really a problem,” Malone said. “No dean is going to support a program that’s ineffective or losing money over a long term.”

Ludwig said he welcomed the meeting’s debate, but that faculty should consider why the board would be pursuing the effort.

“The prioritization process, for me, is a way to say, ‘Let’s take this more seriously.’ That’s what I’ve heard on the board for the last six years, that we already do this.”

The meeting concluded with Ludwig suggesting that faculty members and regents talk more about the topic in smaller, less formal groups.

A letter from the Board of Regents to the CU community[4]

October 30, 2013

Dear Members of the University of Colorado Community:

Thank you for you service to the University of Colorado. The Board of Regents greatly appreciates your contributions to the university’s success -- in classrooms, in laboratories, and in our communities.

We write today to convey recent actions by the Board of Regents and hope to dispel some misconceptions that have recently come to our attention.

At recent meetings, the Board of Regents unanimously approved two measures. One is a change to the Laws of the Regents to protect members of the university community from discrimination. The second approved conducting a climate survey to gauge how well the University of Colorado has implemented our principles of diversity. We believe that both of these are important milestones in the university’s journey toward a community that welcomes all students, staff and faculty. While media reports only focused on one part of what were unifying, bipartisan votes by our board, the actions approved were much broader.

First, the Board of Regents adopted a resolution to modify Article 10 of the Laws of the Regents to prohibit discrimination based upon political affiliation, political philosophy, gender identity, and gender expression. We are very pleased that the Board of Regents acted to explicitly provide protection for gender identity and gender expression, which made the Laws of the Regents consistent with Colorado law and existing campuses policies. We have already heard from several members of the university community thanking us for taking this step.

Some confusion has arisen about the protections for political affiliation and political philosophy. In particular, some

people have characterized this amendment to the Laws of the Regents as providing special protections for "conservative" viewpoints. This is inaccurate. As the Board of Regents considered this amendment, it was guided by established law holding that political belief and political association constitute the core activities within the First Amendment protections. Notably, this change was supported by all the regents.

As the governing board for a public institution of higher education, the Board of Regents is committed to the principles of the First Amendment and to ensuring that faculty members of all political beliefs and political affiliations are welcome to teach at the University of Colorado. We were also guided by the existing principles of academic freedom, which have long been embodied in the Laws of the Regents, which require that the appointment, reappointment, promotion and tenure of faculty members be based on that scholar's teaching, research, creative work, and service to the university, and not be based upon extrinsic considerations such as a scholar's personal political and social views.

Second, the Board of Regents will commission a climate survey to determine how CU has implemented its commitment to the principles of diversity. Again, some have characterized this climate survey as related only to political diversity, but the Board of Regents authorized the climate survey to evaluate how CU and each of its campuses have implemented the requirement that CU respect diversity in all its forms, including race, color, national origin, sex, age, disability, creed, religion, veteran status, sexual orientation, gender identity, gender expression, political affiliation, and political philosophy. While our commitment to these principles is expressed through our formal policies, the Board of Regents believes that it is important to obtain data to measure how well our communities have implemented the principles of non-discrimination. We believe the climate survey will allow us to evaluate whether our students, faculty, and staff are interacting with each other in an environment that is welcoming and respectful, as well as to provide a benchmark for measuring our progress in the coming years. The climate survey is not targeted at particular campuses or departments. Instead, it represents the first system-wide effort to gauge the University of Colorado's progress in eliminating discrimination in whatever form it may take. We are committed to ensuring that the climate survey is done by a qualified and objective third-party. The climate survey received unanimous support from the Board of Regents.

We welcome your input as we move forward with these important initiatives. Together, through the combined efforts of the Board of Regents, the administration, and the faculty, the University of Colorado will be a stronger, more inclusive community. Please feel free to contact us individually.

Respectfully,

Michael Carrigan, Chair, Board of Regents

Sue Sharkey, Vice Chair, Board of Regents

Five questions for Phillip Morris[5]

[6]
The University of Colorado Colorado Springs, which has been designated as a military-friendly institution for the past five years by GI Jobs Magazine[7], has 1,335 students enrolled who use education benefits associated with military service. That number is growing, says Phillip Morris, who directs the campus's Office of Veteran and Military Student Affairs, so it is important to provide a high level of support services for military members and veterans.

His passion for working with veterans stems from his own -- and his family's -- military service. Morris enlisted in the Army after he graduated from high school to "gain maturity and strength to seek a scholarship to play college basketball." During the three-year enlistment, he spent a year in Iraq, and after he left the service, he received a full scholarship to play basketball at Concord University.

His grandfather served in the Army in Germany in World War II and his father was a U.S. Marine in Vietnam. "In 2006, my father worked around the clock in the senate campaign of former U.S. Sen. Jim Webb, who he served with in Vietnam," Morris says. As a senator, Webb authored and introduced the Post 9/11 GI Bill as legislation. "For many

reasons I should credit my father for successes in my life, including my current position. The Post 9/11 GI Bill is vastly more complex and comprehensive than the previous iteration, and colleges and universities increased veteran benefits personnel to accommodate the growing numbers of students using the modern GI Bill. Thanks, Dad!"

Before he moved into his current UCCS position more than a year ago, he was the project director of the UCCS SoColo Reach, which encourages area youth to enroll in colleges and universities in the region. He also worked as a veteran and military student orientation coordinator and taught a statistics and research methods course in the College of Education.

Before that, Morris was a graduate student working as a research fellow at the University of Florida. He and his wife, Cerian Gibbes, whom he met during graduate school, were hired by UCCS at the same time.

Although he loves Colorado outdoor activities – particularly mountain biking – a little bit of his heart still resides in Florida. "Between the two of us, my wife and I have five university degrees from the University of Florida Gainesville," he says. "I will be a lifelong Gator supporter and fan."

1. You have degrees in political science and geography and a Ph.D. in education administration. Why did you choose a career in higher education?

For my master's thesis project, I worked with St. Petersburg College on an environmental scan of their student population to determine their market penetration, trade area, and drive-time analysis. The goal was to improve enrollment management from a geographic perspective. During this project, my thesis director, Dr. Grant Thrall, suggested that I get a minor in education and planted the seed for university administration. He once told me that I would be a good administrator because I am affable. It was an odd comment, but I did take his advice and pursued a minor in higher education.

The first class I took was called "Community Colleges of America." This course was taught by Professor Dale Campbell, who ended up becoming a very influential person in my life and a great friend and mentor. For the community colleges class, I was encouraged to apply for a Ph.D. fellowship and fell in love with studying higher education. During my time with Dr. Campbell at UF, I worked in the Institute of Higher Education and Community College Leadership Program. One of my primary duties was organizing a national best practices awards conference for community colleges, called The Community College Futures Assembly.

2. What are some of the challenges that veterans face in higher ed today, and in what ways has the Office of Veteran and Military Affairs been able to help vets overcome these obstacles?

There are myriad issues that veterans can face as students. I certainly don't want to paint a broad-brush picture when discussing veterans, because veterans are as diverse as any group of students. I am also careful not to discount service members' experiences because they did or did not serve in what we traditionally think of as combat positions. So, when we talk about veterans' experiences, we discuss common struggles and conditions.

Many of our students have served in a combat environment, so they may have lingering effects from the exposure. I have heard this described in terms of mindset: battle mind versus home mind. In a constant-threat environment, survival is contingent upon being constantly alert and aware of surroundings, exerting targeted aggression, trusting your comrades, and responding quickly to perceived threats. Transitioning this survival mindset to the classroom can result in miscommunications, difficulties paying attention, and a general lack of trust in fellow students and instructors.

Other feelings that veterans may be dealing with are remorse over the death and destruction they witnessed. Post-traumatic stress is quite common – although by no means universal. Anyone experiencing PTS may have an exaggerated startle response to loud noises or abruptness, and may be constantly reliving traumatic experiences in their thinking. People not dealing with this type of stress quickly refocus when a door slams or a book drops to the floor, but the process of refocusing may take much longer for someone with PTS. Everyone adjusts differently.

Military deployment - combat or not - can be extremely tough on families. Many times service members have an idealized version of home, and family challenges play a huge role in how veterans adjustment. Many of our service

men and women have been on multiple deployments and their families have carried a heavy burden. Other factors that play out in the classroom are issues such as sleep disturbance, substance abuse, or sexual trauma. All of these issues are more common than we would like, and as you can imagine, all take a huge toll on concentration.

I think the most universal issue that veterans deal with is the loss of identity and purpose in transitioning out of the military. This was an issue that I struggled with. When you lose your entire framework of thinking and being, you can easily begin to wonder what your purpose is, or cling to military ways out of habit. Throw on top of this a huge adjustment in expectations and difficulties, sometimes major, with the bureaucracies of the Veterans Administration and the university, and veterans can be very dispirited and have trouble finding reasons to try. It is also important to realize that veterans may not know how, where, or be willing to ask for help. Asking for help or admitting that you are hurting is not the military way.

From left, Dr. Cerian Gibbes, assistant professor of Geography at UCCS (Phillip's wife), former Sen. Jim Webb, and Morris.

My office is doing our best to educate veterans and faculty members about these issues. I always encourage veterans to learn more about themselves in the education process and prepare themselves to be successful by not being too proud to ask for help. I like to tell our vets, "Save your pride for graduation day." We have implemented an orientation program at UCCS for veterans and military members to help spread this message and make sure everyone has everything in line to receive benefits. We are the first people that these folks interact with as they come to UCCS, and I try to make a point to introduce myself and our office as a welcoming and nurturing place.

Another very significant support structure that we have worked on is promoting and developing the Student Veterans Organization. There are some truly remarkable student leaders working diligently to promote an inclusive, welcoming environment at UCCS. I am very proud of the current and past club leadership team. They all care deeply about fellow veterans, and with a little support from our office, have made leaps and bounds in terms of impact on campus. I am really looking forward to seeing what they accomplish in the future.

3. Doesn't the structure learned in the military help make veterans better students?

Yes, but this is a case-by-case thing. The rigid structure of the military lifestyle promotes discipline, timeliness, professionalism, and a mission-driven approach. But this approach doesn't always translate well when the mission is not clearly defined. From studying higher education and student development, I know that ambiguity is part of the cognitive development process for college students, and, generally speaking, the goal of the college experience is taking students from simple to complex ways of thinking. The intensive training that many of our veterans undergo is based on the concept of "stick to your protocol – it can save your life," so the absence of protocol is difficult for some veterans to understand.

One of the greatest predictors of academic success for veterans is the rank they were when they separated. For the younger veterans, even if they had a high level of responsibility, likely they were always directed and were never asked their opinion and made very few choices for themselves. For these students, the wide-open structure of college is a lot to deal with and may contribute to struggling with ambiguity. My goal is to help all student veterans become better self-advocates, to ask for clarity and help when they need it, and to be open to ambiguity and developing more complex ways of thinking and communicating.

4. One of your goals is to help faculty and staff better understand challenges veterans face. How will you do this?

We are educating faculty and staff through a program we call VETS – Veteran Educators Training and Support program. In the program we discuss the issues veterans are dealing with and try to promote veteran cultural competence. Through this process we are creating a network of supportive staff and faculty on campus.

Another initiative of our office is working to develop an advisory board of faculty and staff members that can help promote veterans' issues on campus and inform the overall university strategy for maximizing the success of our

student veterans. We also encourage all faculty and staff to get involved in activities sponsored by our office and the Student Veteran Organization on campus. We have a full week of events planned for 2013 veteran's week.

5. Is there a specific time in your own Army experience that has special meaning for you?

Morris helped Fareed Essa and his family come to the United States after Fareed, who was an interpreter for the U.S. military in Iraq, received death threats for working with Americans.

After returning from Iraq in 2004, I learned from a captain that I worked with during my deployment that one of our interpreters, a local Iraqi named Fareed, was in serious danger because of his work with U.S. forces. During my year in Iraq, Fareed distinguished himself as an excellent interpreter with remarkable interpersonal skills. Fareed was the most professional and first-chosen interpreter for combat and civil operations and just a wonderful person. Walt Coleman, the captain who I worked with in the Civil Military Operation Center, found out that Fareed had to move his family from place to place to avoid terror threats and assassination attempts. Walt asked if I would help him develop a residency application for Fareed and his family. After two long years of work, Fareed arrived in Charlotte, N.C., with permanent residency for himself and his family. Walt was determined to get Fareed and his family out of danger and I admire him greatly for his determination and leadership.

Looking back on my OIF experience, helping Fareed and his family is the thing that I am most proud of. Fareed and family are doing well. We speak on the phone often and I make a point to fly through Charlotte when traveling to the East Coast. Fareed will be a lifelong friend. It makes me smile to think about Fareed's young children doing well in school, playing soccer, and living healthy lives in Charlotte.

Dyet named President's Employee of the Year[10]

Brian Dyet receives the President's Employee of the Year Award from CU President Bruce Benson. (Photo: Cathy Beuten/University of Colorado)

Brian Dyet, senior help desk consultant in the Office of the University Controller,is winner of the President's Employee of the Year Award.

System Staff Council announced the award last week and hosted a reception Oct. 24 for Dyet, fellow nominees for the award, and employees recognized for reaching milestones of service to the University of Colorado. Click here for photos of the event.[12]

In multiple nomination letters, Dyet's colleagues wrote:
"When things change (and they change all the time), Brian is typically the first to raise a question about how the change will work." "I continue to be tremendously impressed with Brian and the front-line work he does." "His connection with so many employees for so many years has established a unifying bond."
The honor includes a $1,000 award.

System Staff Council also recognized the other nominees for the President's Employee of the Year Award:

Leah Cheney – "Leah is a rising star in our office and I would be happy to have her represent not only the Office of University Counsel, but the greater university community through this prestigious award."

Karthik Chigururu– "He has demonstrated his insatiable hunger for and commitment to growing his technical skills, working exceptionally long hours to maximize his career growth."

Ridawn Cummings – “She can be counted on to always bring a positive attitude and optimistic outlook to even the most challenging project.”

Heather Fields– “Heather’s amazing ability to be calm in a time of crisis has served this institution greatly. It is the behind the scenes, critical technical work, that Heather Fields has done so well which makes our lobbying efforts work.”

Charlene Lydick– “Charlene goes the extra mile every day at the PSC and does whatever it takes to ensure that things are done accurately in a timely manner.”

Lynn Pae– “Lynn has developed systems for the TTO in finance, accounting, HR and some of the workflow associated with processing agreements. She is able to manage complex problems and develop systems for ongoing workflow management.”

Also at the Oct. 24 event, nearly 60 CU system employees were recognized for reaching benchmarks in their years of service to the university. Click here to see the list.[13]

Diversity and Inclusion Summit aims to convert talk into action[14]

[15]

CU-Boulder’s 2013 Diversity and Inclusion Summit is set for Nov. 13-14.

This year’s theme is “Building the Road Map: Realizing Diversity and Inclusion for CU-Boulder, the city of Boulder and Boulder County,” with sessions designed to take attendees “beyond talking” to actionable outcomes that could be implemented over the coming year.

The CU-Boulder Summit Planning Committee invites all University of Colorado faculty, staff and students to attend the morning of Nov. 13 to hear from Lt. Gov. Joseph Garcia, CU professor Adam Bradley and keynote speaker professor Patricia Gurin.

Schedule info: colorado.edu/diversitysummit[15]

Highlights include
Keynote speaker Patricia Gurin will discuss “Engaging Diversity: More Important Than Ever.” Professor Gurin will extend the social science evidence that was key in the 2003 Supreme Court Affirmative Action Ruling on the educational benefit of diversity. CU-Boulder professor Adam Bradley will offer an address titled “A Hip-Hop Road to a Diverse Future.” Lt. Gov. Joe Garcia will offer insights on the critical importance of diversity and inclusion for the state of Colorado. Steven Hayward, visiting scholar in conservative thought and policy, will discuss the intersectionality of Environmental Justice and Social Justice. Law professor Melissa Hart will present “Diversity Under Scrutiny,” a look at how the ongoing Fisher v. University of Texas case will have consequences for public universities all over the country. Our partners at the city of Boulder will present on “Hidden Disabilities,” which will recognize and address barriers and opportunities for physical changes in facilities and work spaces to make them more accessible. Panel discussion on “Where have we come from” will cover significant milestones from campus and the community. Invited panelists include Dick Jessor (Jessor Report from 1970) and noted community members. This session lays the groundwork for follow-on sessions “Where are we Now/Where are we Going?” in which our partners at the city and county will ask targeted questions, lead dialogues, and gather info at these focus-group-oriented sessions. The info gathered will direct the planning committee’s efforts in the coming year and will also help form a bridge between CU, the city of Boulder and Boulder County. “Infusing Multiculturalism Into Planning, Recruitment, Hiring and Retention Practice” will cover concrete actions that will be provided for stepping through the long processes of planning, recruiting, hiring,

orienting, working with current employees, and retaining new hires.

CU ahead of the curve in implementing health care law[16]
[17]

What: Benefits-eligible university employees who waived health care coverage and currently do not have coverage may enroll in medical plans.

When: Nov. 11-22

Details: www.cu.edu/es[18]

Many universities have been working overtime to determine the impact that the Affordable Care Act will have on their benefit plans and costs. In many ways, CU has been ahead of the curve in implementing requirements of the law, said Gena Trujillo, executive director of the CU Health Plan Administration for the CU Health and Welfare Trust.

A few months after the law was passed in March 2010, the trust was established with the goal of mitigating rising health care costs. It began planning for ACA implementation and reviewing tasks that would need to be undertaken for the next five years, Trujillo said.

More than 60 percent of higher education institutions expect costs to increase as a result of the ACA, and by an average of 8 percent, according to the 2013 Employee Health Benefits in Higher Education Survey, conducted by the College and University Professional Association for Human Resources (CUPA-HR). Some 27 percent of survey respondents increased the employee share of premium costs in 2013 in preparation for the now-delayed 2014 employer mandate.

By contrast, CU employees saw no increase in their premium costs for the current plan year.

Some of the first ACA requirements put into effect for CU Health Plans were the elimination of lifetime limits and extended dependent eligibility to age 27. Around the same time, Flexible Spending Account limits were reduced from $6,000 to $2,500 per year and over-the-counter medications no longer qualified. Since then, co-pays have been waived for many services, including women's preventative services.

"I think the main thing for people to keep their eye on as a result of the health care law is the ability to manage their health care in a much more positive way, as it relates to the financial or the out-of-pocket expense side," Trujillo said. "They should really review their benefits and look to see what the best advantages are to them."

While 23 percent of survey respondents said they had adopted or enhanced a wellness program since the ACA's passage, CU's decision to implement Be Colorado was not motivated by the law, Trujillo said. "The wellness program was done as part of a philosophy or vision to actually integrate wellness with health care to address the health care needs of participants," she said.

Work still remains to implement the ACA. Employee Services will conduct a limited enrollment from Nov. 11-22 to allow CU employees who have waived university medical plans and do not have health insurance to enroll in university plans, said Lisa Landis, assistant vice president of Employee Services.

"This limited enrollment wasn't required, but we felt it was important to offer CU employees the opportunity to enroll with CU now, instead of waiting until spring Open Enrollment," Landis said.

In the CUPA-HR survey, only 25 percent of the respondents said they have identified the criteria they will use to

determine if part-time or adjunct faculty work 30 hours or more per week and therefore must be provided health care coverage under the ACA. CU is conducting a review to determine sensible and fair criteria, Landis said.

Investment insight offered at retirement prep seminars[19]

[20]

Pop quiz: With gridlock in Washington, D.C., and an economy that's had more ups and downs than your average roller coaster, investing in the stock market will leave your finances in shambles, right?

Think again, says Sam Casad. He's a workplace planning and guidance consultant with Fidelity Investments, one of seven CU retirement-plan sponsors presenting at "Preparing to Retire" seminars, sessions and fairs organized by Employee Services and set for Nov. 18, 19, 21 and 22 on each CU campus.

Through the annual event, Fidelity — as well as other sponsor presenters — want to break down sometimes convoluted, intimidating financial data and show you how it relates to you and your financial future.

"I always hear, 'My god — The economy is so bad. My portfolio stinks so bad. I haven't made money in the last couple years.' That's highly unlikely," Casad says.

As long as American businesses continue to thrive, investors can expect to enjoy long-term growth, Casad says. All his clients need is a little education in world markets, which they'll get in "Investing in Current Market Conditions," Fidelity's "Preparing to Retire" presentation.

The presentation demonstrates how so many moving pieces affect worldwide financial markets. It grounds participants in the basics of how economic markets work: from explaining what gross domestic product is to how growth rates, revenue and earnings affect market shifts from the United States to China.

"People walk into the presentation all the time who have no clue (about) economics or interest, and walk away with a lot of key takeaways that really made their day," Casad says.

Attendees also will explore the role that political, social and cultural factors play in the world economy. Examples: What happens to the U.S. and global economy if the United States recoups manufacturing jobs currently held overseas? What are the possible economic impacts of the United States overtaking Saudi Arabia as the largest net exporter of oil? How does the exploding elderly population help or hinder the global economy?

"Investing in Current Market Conditions" is just one of several seminars to be presented as part of several events at "Preparing to Retire."

Check out the event calendar[21] to find more great presentations, on everything from Social Security to opening additional retirement savings accounts. Check CU Connections in the coming weeks for more stories about "Preparing to Retire."

National science report highlights CU-Boulder spinoff companies[22]

CU-Boulder physics professor and JILA Fellow Dana Anderson, center, in his JILA laboratory with research assistants Kai Hudek, left, and Seth Caliga. (Photo by Patrick Campbell/University of Colorado)

A new national report highlighting the success of 100 university spinoff companies tracing their roots to federally

funded research includes two companies that sprang from cutting-edge research at the University of Colorado Boulder.

The report, “Sparking Economic Growth 2.0: Companies Created From Federally Funded Research, Fueling American Innovation and Economic Growth,” was released by the Science Coalition, a nonprofit, nonpartisan organization of more than 50 of the nation’s leading public and private research universities, including CU-Boulder.

“The federal investment to basic research activity at CU-Boulder and other universities around the nation has resulted in thousands of key discoveries and the development of hundreds of spinoff companies in fields like biotechnology, engineering, energy and biomedicine,” said CU-Boulder Chancellor Philip P. DiStefano. “America’s prosperity depends on the innovations and job creation spurred by basic research, and in order to continue on this path we need to secure continued federal funding for economic reasons, and to inspire the next generation of scientists.”

The Science Coalition is dedicated to sustaining the federal government’s investment in basic scientific research as a means to stimulate the economy, spur innovation and drive America’s global competitiveness. The two Boulder startup companies highlighted in the report are ColdQuanta and LineRate Systems.

ColdQuanta grew out of decades of research by CU-Boulder Professor Dana Anderson and his work at JILA, a collaboration of CU-Boulder and the National Institute of Standards and Technology, to make ultracold-matter systems simpler, more compact and more practical through the applied research development of atom chip technology. Atom chips provide a means to substantially simplify the production of ultracold matter and provide a standardized pathway for developing practical ultracold matter-based sensors.

“Federally supported university research has enabled Nobel–caliber discoveries in ultracold matter science to emerge as a far-reaching technology likely to have impacts comparable to the laser,” Anderson said. “University spinoff companies like ColdQuanta play a key role by placing groundbreaking technology into the hands of the innovators, the applications engineers and the developers, who give life and substance our nation’s high-tech economy.”

The core technology for LineRate Systems, which helps companies scale their network services to support growing Web traffic, grew out of John Giacomoni’s research as a graduate student at CU-Boulder studying high-performance network systems and design. Formed in 2008 by Giacomoni and former CU-Boulder computer science Assistant Professor Manish Vachharajani, LineRate Systems was acquired by F5 Networks this year for $125 million. Funding from the Department of Defense also helped support some of Giacomoni’s research.

“I believe that serendipitous foundational inventions resulting from federally funded projects are a vital link in the engine driving American innovation,” said Giacomoni, CTO of LineRate Systems. “The reason is that with all serendipitous inventions, including the Internet and the technologies driving LineRate Systems, one cannot predict a priori the impact of a federally funded project but the economic impact has been vital.”

According to Science Coalition administrators, the basic science research behind LineRate, ColdQuanta and other startups is jeopardized by the current federal funding environment. Federal research and development has been on a downward trend for the past decade, with funding levels in 2013 at historic lows. Sequestration, which began in March 2013, is set to continue through 2021 and will remove an additional $95 billion from federal research budgets over that period.

“This report demonstrates the power of the federal investment in basic scientific research,” said Science Coalition President Tim Leshan. “While research is only a small portion of the overall federal budget, the results are huge: discoveries with profound implications for our health, safety and quality of life; training for future generations of scientists, doctors and teachers; and innovations that give birth to new technologies, companies and industries.

“If America wants to maintain its innovative edge, create meaningful jobs and realize economic growth, then we must ensure that funding for scientific research is prioritized, even in times of cost-cutting.”

The new Science Coalition report, as well as university startup company success stories, is available at www.sciencecoalition.org/successstories[24]. An accompanying database provides access to company profiles and allows users to sort companies by federal funding agency, university affiliation, type of innovation and other criteria.

Information technology job market remains robust, panel says[25]

Panelists in the Business Executive Panel are, from left, Ted Hellmuth, Daniel Zimmerman, Tim Rod, Gail Coury, Alan Cullop, Mark Endry and Randy Weldon. Not pictured is eighth panelist Randy Guthrie.

Hundreds of thousands of information technology and computer-related jobs are currently unfilled in the United States due to a shortage of qualified applicants. The sector's long-term employment outlook remains robust.

Those were two of many promising messages that information systems and other business students heard at the 8th Annual Business Executive Panel. About 300 Business School[27] students attended the Oct. 22 event, featuring eight information technology executives, at St. Cajetan's.

Even more good news was supplied by Jahangir Karimi, Ph.D., professor and director of the Business School's Information System's program. He told the audience that Information Systems[28] now offers a dual degree design[29] that allows undergraduate students to take some graduate-level courses and earn both a bachelor's and MSIS[30] in just five years. He noted that the IS program is the only program in the Business School that offers a doctoral program in computer science and information systems. "So as you listen to our panelists tonight, think about these programs," Karimi said. "It may be something for you to look forward to."

The panel featured moderator Ted Hellmuth, division director of the Denver office of Robert Half Technology and 2009 MBA graduate from CU Denver's Business School; Gail Coury, vice president of risk management, Oracle; Alan Cullop, chief technology officer, DaVita; Mark Endry, senior vice president and chief information officer, Arcadis-United States; Randy Guthrie, Microsoft; Tim Rod, president of Rod Consulting Group, Inc.; Randy Weldon, director of supply chain management in the IT department of Johns Manville; and Daniel Zimmerman, vice president of technology, Nordstrom.

Dean Sueann Ambron thanked the panelists for participating in the executive panel and encouraged students to look into the dual degree program. "It's a fantastic opportunity for students in this particular field," she said.

Before the panel began, co-presidents of the CU Denver chapter of the Information Systems Association[31] -- Michael Carlisle and Riya Deotale -- encouraged students to join the organization, which sponsored the event.

Hellmuth started the panel discussion off by contrasting the national unemployment rate -- 7.3 percent -- to the current unemployment rates for web developers and network/computer system administrators -- just 1.8 percent and 1.1 percent, respectively.

"As you can see, having a background in technology, having certain skills and taking relevant courses will obviously prepare you for your job search," Hellmuth said. "Having a little bit more technology background is only going to increase your chances of getting a new opportunity."

Guthrie, technical evangelist for Microsoft, explained that both the current and future jobs outlook for technical positions is very bright. The sector is expected to add 30 percent to 40 percent more jobs over the next 10 years, according to the U.S. Bureau of Labor Statistics. He said entry level technology jobs often offer salaries in the $60,000 to $70,000 range, depending on the market.

"The good news is that a technology career is not only pretty interesting and dynamic in the short term, but it has a lot of future potential as well," Guthrie said.

The panelists provided a wide range of information, including what skills employers are looking for, how to position yourself as a top candidate, and job-location trends in technology. They pointed out that current employment statistics

show that the trend of jobs being shipped overseas does not apply to the technology sector.

The jobs are available in this country. "If you have a passion for health care, or higher ed, or another area, if you've got a business background and strong IT skills you can take that and apply it to many different types of industries," Coury, of Oracle, said.

Cullop, with DaVita, added, "It's smart to take a look at companies and industries that you want to be in and then get your LinkedIn account going or find ways to meet people who work for that company."

All of the executives emphasized the importance of taking the initiative in landing internships, joining professional organizations, networking, and making an impact in technology areas both inside and outside the classroom in order to set yourself apart in the job search.

One student asked if a college degree is necessary to achieve success in information systems and technology. The panelists unanimously said it is. "If you don't have organizational skills, if you can't sell your ideas to other people with negotiation, communication and presentation skills, you're not going to have a sustainable job in the future," Rod, of Rod Consulting Group, said. "It's not strictly about just having a technical skill. So, is it absolutely mandatory to have a college degree? No. Does it lay a foundation for ultimate success in the future? Yes."

Altitude Research Center showcases latest findings[32]

[33]
Over the last year, Robert Roach and his fellow researchers have traveled the world's high places searching for clues into how people adjust to the challenges of altitude.

Their mission has taken them from Breckenridge to Bolivia and beyond.

"This isn't just about recreation and mountain climbing," Roach said. "Our research has major implications for lung disease, heart disease and even cancer. We believe our work can lead to new treatments and drugs."

Roach, PhD, was speaking earlier this month at a reception for the Altitude Research Center[34] (ARC) where he serves as director.

The center, part of the University of Colorado School of Medicine[35], is the only civilian institution focused on studying the effects of altitude on human physiology.

More than 100 people came to learn about the latest research, including famed mountaineer Tom Hornbein, M.D., who scaled Mount Everest via the daunting West Ridge in 1963. Hornbein chairs the ARC Foundation.

Academy-award nominated photographer and National Geographic contributor, James Balog, was also on hand to talk about his work on climate change.

Balog has stationed more than 30 time-lapse cameras from Greenland to Mount Everest, capturing stunning footage of glaciers in full retreat.

"This isn't fiction, it's not imaginary," Balog said. "Climate change is a fact and it's happening right now."

The evening was a celebration of ARC's mission to "improve life through research on how hypoxia affects health and performance."

Hypoxia occurs when the body is deprived of sufficient oxygen, resulting in anything from headaches and nausea to life-threatening cerebral or pulmonary edema.

For months now, the center has been testing subjects brought to high altitudes to better understand the genomic basis of how they respond to hypoxia, or acute mountain sickness (AMS), and perhaps even how to cure the ailment.

A new test by Roach can now predict with 90 percent accuracy who is likely to get sick and who isn't.

In 2012, the team spent the summer at 17,200 feet near the summit of Mount Chacaltaya in Bolivia studying 21 college students from Eugene, Oregon. They hoped to determine how the subjects adjusted to a low-oxygen environment. While the results are still pending, some intriguing observations were made.

"When people acclimatized and then went to a lower elevation they did not seem to lose the benefits of acclimatization when they returned to altitude," said Ryan Patterson, M.D., one of the CU School of Medicine[35] researchers who accompanied Roach to Bolivia. "Our research is the first to show that these benefits persist."

But those benefits fade somewhere between seven and 21 days of leaving the mountain, he said.

Roach told the audience inside the Fulginiti Pavilion on the Anschutz Medical Campus that if they were immediately taken to the top of Everest most would lose consciousness and die within 30 minutes. And yet, with time to acclimate, they would likely survive.

Roach hopes to market an AMS test kit so those likely to get sick can take precautions before going to altitude. He also wants to study populations living in the high mountains of Ethiopia and Ladakh to see how they have adjusted genetically to their environment.

"Skiers, climbers, soldiers and those suffering from a number of serious medical conditions can experience the results of our research," Roach said.

Balog then took the floor and began showing his remarkable time-lapse footage of melting glaciers.

Rivers of ice became rivers of water. Icebergs as tall as 60-story buildings tumbled magnificently into deep blue seas while some glaciers disappeared altogether.

His documentary, Chasing Ice[36], has won worldwide acclaim for its depiction of the slow, inexorable retreat of earth's great ice sheets.

"The story of climate change has typically been told with charts and graphs that appeal to the left brain," said Balog, who lives in Boulder. "I felt what was lacking was a more visual approach that would touch the right side of the brain."

Balog explained that a glacier is a very slow moving river of ice that forms when more snow falls in winter than melts in summer.

"The vast majority of glaciers around the world are retreating due to warmer temperatures," he said. "But I realized that photos were not enough. So we built a whole network of time-lapse cameras, powered by solar energy and timed to fire every half-hour to make a record of these melting glaciers."

His cameras capture glaciers literally shrinking to nothingness. Others melt before viewers eyes. In the Andes, he said, glaciers are retreating one to three vertical feet per year.

"Glacier National Park will need a new name soon because all the glaciers will vanish in a few decades," he said.

Balog explained that climate change affects everyone. Floods and wildfires have become more frequent, more devastating and more expensive.

Skeptics of climate change believe earth goes through natural heating and cooling cycles and reject the notion that humans impact those phases.

Balog was once a skeptic himself. Then he traveled to the Arctic in 2005 for a National Geographic assignment on climate change. What he saw changed his life forever.

“Humans have always felt that the basic operating system of the earth would take care of itself. But the idea that the earth is unchangeable is quickly disappearing,” he said. “We have entered what some scientists call the Anthropocene era which says that we are the dominant agent of change on earth today.”

The notion that humans can’t impact the planet, he said, “is going into the dustbin of history.”

Post-Halloween pumpkins to demonstrate medieval history[37]

[38]
By chucking jack-o-lanterns across the West Lawn on Friday, Nov. 1, two UCCS faculty members hope to demonstrate the value of interdisciplinary cooperation and hands-on learning.

For the second year, Roger Martinez, assistant professor, Department of History, and Michael Calvisi, assistant professor, College of Engineering, will bring history to life by recreating an medieval weapon. From 11 a.m. to 1 p.m. on the West Lawn, engineering and history students will deploy a handmade one-fifth scale 13th century Cantigas de Santa Maria Trebuchet, chucking pumpkins to demonstrate engineering and historical principles.

Those who bring projectiles will be entered into a raffle for prizes including a pumpkin spice latte.

Faculty, staff and students are asked to bring Halloween remnants to the event and to participate in the demonstration of a weapon popular in the era before gunpowder. In its heyday, trebuchets were used to hurl projectiles – mostly rocks — at enemies.

“We’re making some enhancements from last year’s model,” Martinez said recently. “Even though it’s old technology, it’s still evolving.”

Martinez uses the trebuchet as part of his History 1020 Medieval World class and in support of a curriculum called Reacting to the Past. For the past month, the oak-hewn trebuchet has been displayed in the atrium of El Pomar Center, complete with its own oversize campus parking pass.

“Dean Switzer was gracious and allowed us to park the trebuchet outside of the library,” Martinez said. “But we all know everything at UCCS needs a parking permit.”

As part of the curriculum, students experience history by re-enacting it. Students in Martinez course are studying the Crusades and debating the merits of war. By building a machine of war and putting it into action, Martinez believes students are experiencing history in a unique, hands-on way that makes an indelible impression.

Building on the efforts of students last year, this year’s students are in the process of constructing a new box to hold the light-but-large pumpkin projectiles. The larger box will require a different counterweight and new calculations about how far a five pound pumpkin will fly.

That’s where Calvisi and the members of the Historical Engineering Society come in.

Calvisi will lead student engineering society members in analyzing the trajectory of the projectile and overseeing the production of the new box. Last year, engineering students conducted a stress analysis of the trebuchet’s oak frame to ensure it could do the job it was intended. The trebuchet passed and the students learned skills that could be applied to the workforce.

"The process is the same," Calvisi said. "It doesn't matter if you're testing a trebuchet or a bridge girder. The students were able to say in a job interview, 'Yes, I've had experience with stress testing.'"

The engineers will also work through safety protocols in conjunction with the history students, again combining skills toward a common goal.

"I'm sure there were plenty of accidents using these things," Martinez said. "That's one part of history we're not interested in."

See a video of the trebuchet in action last year: http://www.youtube.com/watch?v=kIvjV1yT01k[39]

Ortman receives award for commitment to Crow Canyon[40]

[41]

Scott Ortman, an assistant professor of anthropology at CU-Boulder, was recognized for his longtime commitment to the Crow Canyon Archaeological Center with an honor award presented at the center's 2013 appreciation dinner. Crow Canyon is a nonprofit research and education organization in southwestern Colorado.

Ortman began work at Crow Canyon as a field research intern in 1993 before joining the center full time in 1997, first as a material culture specialist and then as laboratory director and database manager. After an educational leave in 2008 and 2009 to complete his Ph.D. dissertation, he returned to Crow Canyon as director of the research and education department.

Ortman was the winner of the 2011 Society for American Archaeology Dissertation Award for "Genes, Language, and Culture in Tewa Ethnogenesis, A.D. 1150–1400." He was awarded the Don D. and Catherine S. Fowler Prize for "Winds From the North: Tewa Origins and Historical Anthropology," a book based on his dissertation.

Ortman also is a senior researcher with the Village Ecodynamics Project, a multi-institutional, multidisciplinary effort that studies the long-term interaction between the ancestral Pueblo Indians and their environment.

In 2011, he was named Crow Canyon's first Lightfoot Fellow. Also in 2011, he began service as an Omidyar Fellow at the Santa Fe Institute, a private, not-for-profit research institute in New Mexico. Ortman joined CU in 2013.

Additon, Sher honored by CU-Boulder Alumni Association[42]

Maren Additon, director of budget and operations for Student Affairs, and **Daniel Sher**, dean of the College of Music, were each honored with the Robert L. Sterns Award for their exceptional achievements and service to the university by the CU-Boulder Alumni Association at the 84th Alumni Awards Ceremony during the university's Back to Boulder Homecoming Weekend.

Additon

Additon has quietly shaped key university initiatives without public acclaim. Her leadership as chair of the Center for Community Building Committee was instrumental in bringing together the diverse thoughts and visions of numerous departments. In her role she developed a comprehensive understanding of the needs of the future tenants of the Center for Community, an $84.4 million project, and negotiated conflicts to streamline design processes and

construction schedules. Under her leadership, the building has truly become a center for community for students, staff, faculty and visitors.

Drawing on her prior experience volunteering on the student run Finance Board, she works with student leaders helping them understand complex financial issues. Additon consistently strives to ensure students receive the best services possible within the financial means of Student Affairs.

At the request of the chancellor, Additon chairs the Campus Use of University Facilities (CUUF) committee. She led the committee through the arduous process of revising and updating the CUUF policy until the update was endorsed by the chancellor and adopted by the campus.

Sher

You could say Daniel Sher hit all the right notes during his 20-year tenure as the Dean of the College of Music at CU-Boulder. Sher learned music from some of world's most respected institutions in the world, including the Oberlin Conservatory, the Juilliard School and the Teachers College of Columbia University. And because of his presence and prowess, he's now put CU's College of Music on par with those same schools.

For the past three consecutive years, CU-Boulder has been cited by the Fiske Guide to Colleges as one of just 25 in the nation — among a total 1,200 music programs in higher education — for its excellence in music. It has been ranked in the top 20 among all college, university and conservatory music programs by U.S. News and World Report.

Sher has served on numerous committees, boards and societies, and that has led to collaborative and strengthened relationships with virtually all of the major arts organization in Colorado, including the Colorado Symphony Orchestra, the Aspen Festival and School, Central City Opera, and the Boulder Philharmonic, among several others. CU-Boulder leaders praise Sher and say he's been the instrumental piece in establishing the university as a cultural and performing arts hub that attracts upwards of 385,000 citizens to the campus annually.

Sher stepped down as dean at the end of June, but continues his role as a faculty member.

Reddy joins Iowa Creative Corridor tour[45]

[46]
Venkat Reddy, dean of the College of Business at UCCS, was one of seven community leaders who participated in a three-day, mid-October, fact-finding trip to Cedar Rapids and Iowa City, Iowa. The visit to Iowa's Creative Corridor was to learn more about the region's effort to create a successful, demand-driven workforce readiness system.

The trip was organized by the Colorado Springs Regional Business Alliance and its president and CEO, Joe Rasso. In addition to Reddy, other members of the delegation included representatives from the Pikes Peak Workforce Center, Pikes Peak Community College and Pikes Peak United Way.

In November, the group will reconvene to review findings from the trip and to discuss how the Pikes Peak region can incorporate some of the collaborative spirit, shared data and community awareness programs seen in Iowa.

"I am looking forward to the wrap-up meeting," Reddy said. "During my brief visit, it was clear how important it is for UCCS and PPCC to continue to strengthen our relationship."

Dropping names ...[47]

Beer

Gary Lewis, director of orchestras and professor of music at CU-Boulder, will rehearse students chosen for the National High School Honors Orchestra. The honors orchestra is a collection of 100 competitively selected musicians who assemble biennially to perform at the association's national conference. The next gathering is March 5-8 in Louisville, KY. After three days of preparation with Lewis, students will present Symphony No. 5 in D minor, Op. 47, by Dmitri Shostakovich. … **Nicky Beer**, assistant professor of English in the College of Arts and Sciences at CU Denver, won the 2013 Betsy Colquitt Poetry Award from “Descant,” the literary journal of Texas Christian University, for her poem "Revision." The award, named in memory of the founding editor of the literary journal, is given annually to the best poem or series of poems by a single author in an issue, and comes with a $500 prize. … **Robert (Rob) Kadel**, lecturer in sociology at CU Denver’s College of Arts and Sciences, recently traveled to Australia to participate as the keynote speaker in the NAVIGATE 2013 Conference. His presentation, “Kicking the Box: Lateral Thinking in eLearning,” focused on ways to challenge learners with engaging eLearning tools. Kadel also had a chance to consult with the Department of Education for the State of Tasmania while he was there. … **Stephen John Hartnett**, professor and chair of communication, College of Arts and Sciences at CU Denver, recently published an article -- "Tibet is Burning: Competing Rhetorics of Liberation, Occupation, Resistance, and Paralysis on the Roof of the World" -- in the Quarterly Journal of Speech 99:3 (Aug. 2014): 283-316. The article analyzes the global response to Tibetan independence. Harnett's work also was shared through the National Communication Association's (NCA) Communication Currents, which takes scholarly articles and asks the authors to “translate” them into media-friendly pieces meant to circulate widely.

Call for proposals: 12th Annual CU Women Succeeding[49]

[50]
The Faculty Council Women’s Committee announces a call for proposals for the CU Women Succeeding 12th Annual Professional Development Symposium.[50]

The one-day symposium runs 7:30 a.m.-5 p.m. Feb. 28, 2014, on the CU Anschutz Medical Campus.

The committee welcomes proposals for workshops, roundtables, book discussions, panels, and other interactive and innovative formats focused on the theme of "Empowerment for Excellence.” Proposals should address the interests and concerns of CU women faculty and staff and also may address broader educational/professional development issues related to women in academia and beyond.

Proposals must include:
Title of presentation Summary of presentation to be printed in Symposium brochure (100 words or less, please) Brief description or proposed topic and how it relates to the “Empowerment for Excellence” theme (200 words). One to three specific teaming objectives for participants Time block preference (Indicate preference for 45 or 90 minutes) Names of each presenter (if more than one) Contact information for the principal presenter; CU campus and department; title; email address: phone number Technology resources needed
Deadline for submission is Nov. 11.

Submit your proposal here: www.cu.edu/FacultyCouncil/womens-symposium[51]

The selection process will be completed and presenters notified by early December.

Questions: facultycouncil@cu.edu[52].

Discount offered for Accessing Higher Ground conference[53]

Members of the University of Colorado community can receive a 30 percent discount on the registration fees for next week's Accessing Higher Ground - the 16th annual Accessible Media, Web and Technology Conference, which will be Nov. 4-8 at the Westin Hotel in Westminster, Colorado.

"The conference offers a unique opportunity to learn from speakers across the country – and some outside the country, including the keynote speaker – who are leaders in the field of Universal Design and accessibility. The concepts discussed at the conference are not simply about making information, websites and curricula more accessible, it's about making them more usable, which should be a key goal of any course, product or system," said Howard Kramer, a proponent of the integration of Universal Design into curricula and a lecturer in Continuing Education at CU-Boulder.
This year's conference theme is Universal Design in curriculum and the role of Universal Design in other areas of higher education. A full-day pre-conference workshop on Integrating UD into University Curriculum will be offered on Tuesday, Nov. 5, and will be presented by four educators who have been forerunners in teaching Universal Design at their institutions.This year's keynote, Dr. David Sloan, will discuss Teaching Universal Design - the Dundee Approach: A Discussion and Reflection of the University of Dundee Approach to Teaching Students Universal Design. The talk will take place at 1 p.m. on Nov. 6 and will cover how the University of Dundee came to give such focus to the topic of Universal Design, the key people and factors driving this initiative, their approach to implementation and the subjects covered. Dundee's comprehensive approach included elements such as web standards and inclusive user experiences."A key take-away will be specific resources and methods for not only making curricula, courses and electronic resources more accessible and usable, but guidance on how to include content about Universal Design into courses and curricula," said Kramer.
The Universal Design track at Accessing Higher Ground is a project of Promoting the Integration of Universal Design in University Curriculum (UDUC), funded in part by a grant from the National Endowment for the Arts, to promote the integration of Universal Design content in university curriculum.

CU affiliates can register for the conference at a 30 percent discount. A limited number of scholarships are available for faculty, staff and students for the Nov. 5 pre-conference session on Integrating Universal Design into University Curriculum. The deadline to register is 3 p.m. Friday, Nov. 1.

Additional sessions on Universal Design include:
Teaching Accessibility & Universal Design Concepts Through the Use of Public Policy Projects[54], Jonathan Lazar, Towson University **Research Based Impacts of Universal Design Strategies in Postsecondary Educational Instruction**[55], Kelly Roberts & Robert Stodden, Center on Disability Studies, University of Hawaii **How (Not) to Teach Web Design and Development**[56], Terrill Thompson, University of Washington **Developing the Inclusive Design Graduate Research Group: Reflections on a UD-Focused Architecture Program at a Public University** [57], Korydon Smith, University at Buffalo **Using Universal Instructional Design? A Study of Faculty Processes and Universal Instructional Design Strategies Across Multiple Modalities**[58], Julie Frese, University of the Rockies **Technology, Transitions, and Practicing what you Preach: A Case Study on How an Orientation Program Models Universal Design for Learning**[59], Van Credle
To view the entire Universal Design track, visit: http://accessinghigherground.org/UDTrack2013.html[60]

The conference's other areas of focus include the benefits of web standards and Universal Design for digital media along with strategies for making campus information resources accessible for students with disabilities and effective for all audiences.

You can view the entire agenda of over 60 sessions at: http://accessinghigherground.org/wp/wednesday-agenda2013/ [61]

An information and registration page for CU-Boulder and other CU campuses is at:
http://accessinghigherground.org/UCcampuses2013.html[62]

Please contact Howard Kramer at hkramer@colorado.edu[63] or 303-492-8672 if you have any questions about the

conference, the UDUC project or the scholarships for the preconference.

- See more at: http://www.colorado.edu/node/2984545#sthash.LETok8UI.dpuf[64]

Links
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