First Ombuds Day is Oct. 11[1]
[2]

The University of Colorado Ombuds Programs join the American Bar Association in celebrating the inaugural Ombuds Day, Oct. 11, 2018.

The American Bar Association Dispute Resolution Section has declared the second Thursday of October as Ombuds Day. Please join your campus ombuds in honoring the ombuds profession and developing a shared understanding of the value and services an ombuds provides.

Ombuds Day occurs during Conflict Resolution Month and a week before ABA's Mediation Week. Please consult the ombuds office on your campus to learn more about events planned to observe and celebrate this newly dedicated day. There also will be an informative celebration at the ABA Headquarters in Washington, D.C.

Ombuds Day is inclusive of all types of ombuds, ombudsmen and ombudspersons. Ombuds work in and with all types of institutions, including governments, colleges and universities, corporations, nonprofits, hospitals and news organizations. There are many variations or types of ombuds practices, but many share the characteristics of impartiality, independence, confidentiality and informality.

The ABA Dispute Resolution Section Ombuds Committee encourages the use of ombuds programs in all conflict management systems. Ombuds programs provide a safe place to raise issues early and without fear of retaliation. This in turn enhances governance, ethics, and risk-management strategies, contributing to the overall well-being and functionality of public and private organizations, governments and the public.

At the University of Colorado, each of the four campuses has an organizational ombuds program to help faculty, staff and students discuss, address and surface university-related concerns.

Ombuds Day activities at CU:

Ombuds Offices at the University of Colorado will launch a joint-effort blog for all faculty, students, and staff. There will also be an open house on the Boulder campus to celebrate the occasion and welcome others to learn more about their services.

Thursday October 11th:

CU Boulder:

Ombuds Office Open House
Center for Community, N440
10 a.m.-noon

CU Anschutz:

Table with Ombuds
Location TBD
9 a.m.-11 a.m.

CU Denver:

Table with Ombuds
Lynx Center
1-3 p.m.

Board of Regents has first presidential search meeting[3]

The CU Board of Regents on Wednesday took initial steps in the process to select a new president of the University of Colorado by electing co-chairs of the search committee and setting a timeline for calls for nominations to serve on the committee.

Regents Heidi Ganahl, R-Superior, and Irene Griego, D-Lakewood, will co-chair the committee. In a communication to the CU community, Board Chair Sue Sharkey, R-Castle Rock, wrote that, “The board is committed to this being a bipartisan process to find a president who will lead the university community.”

The new president will replace Bruce Benson, who recently told the board he will retire from CU in July.

“We recognize how important it is for the Board of Regents to elect a president who will continue President Benson’s good work,” Sharkey wrote.

The board also established Sept. 10-Oct. 8 as the time for the university community to nominate members of the committee. It will make final selections at a special meeting on Oct. 24. A website will be posted at CU.edu by Sept. 10 that provides general information about the search, as well as a mechanism to recommend members of the search committee.

The board is continuing its review of potential search firms to assist with the process. Nine firms responded to the RFP (request for proposal) soliciting search consultants. The board will continue considering firms at its regularly scheduled meeting Sept. 13 and 14.

Board of Regents policy[4] proscribes the membership of the search committee. Sharkey said the board will work with governance groups to solicit members.

Academic policy review continues[5]

The review of Article 5[6] and Policy 5[7], contained in the Board of Regents laws and policies, continues to move forward this fall, including debate of details included in a passage addressing standards for tenure.

Members of the Faculty Council discussed concerns with 5.D.2.B. during the council’s first meeting of the academic year Aug. 30 at 1800 Grant St.

Faculty Council Chair Joanne Addison, who also attended last month’s meeting of the Board of Regents governance committee, said she’s suggesting that the campus Faculty Assemblies discuss language in the article and policy that could be interpreted as setting a higher expectation of “excellence in teaching or scholarly/creative work,” because it must “include evidence of impact beyond the institution, as determined in the primary unit criteria.”

A Faculty Council statement in a memo[8] presented at the committee meeting says the language “significantly increases the standards for tenure even though the need for this change is unclear at best.”

Further complicating the matter is that standards for measuring external impact vary across the campuses.

To allow more time for review, Michael Lightner, vice president for academic affairs, who leads the review of academic policies, has advised that further consideration of the matter be delayed until the committee’s Oct. 17 meeting and the full Board of Regents’ November meeting. The board is expected to advance the rest of Article 5 Policy 5 during its Sept. 13-14 meeting at the CU Anschutz Medical Campus.

In other business at last week’s Faculty Council meeting:

Regent Stephen Ludwig and Patrick O'Rourke, vice president, university counsel and secretary of the board, took questions on the search for the next CU president. Addison said the council has asked for input from elected members of the campus Faculty Assemblies. The goal is to assemble a brief document around October that indicates the attributes and qualifications the faculty would like the next president to demonstrate. Michelle Martinez updated the council on human resources issues. Martinez has taken on a newly created role, director of strategic benefits initiatives, and will be working closely with Faculty Council and Staff Council. The recently launched paid parental leave benefit has proven popular, she said, while Employee Services in the coming months will be reviewing disability and life insurance plans, a potential fertility treatment benefit, potential long-term care benefit and increased access for mental health care.

Two academic policy revisions took effect Sept. 1[9]

The Office of Policy and Efficiency (OPE) has announced revisions to two administrative policy statements from the Academic/Research area:

Revisions
1017-Procedures for Implementing Regent Actions on Distinguished Professorships 1018-Justification for Appointment with Tenure (Outside Hire with Tenure)
The changes, which were reviewed by the campus chancellors and approved by President Bruce Benson, took effect Sept. 1, 2018.

For more detailed information, go to: https://www.cu.edu/ope/policy/aps-changes[10].

For additional information on system policies, go to: http://www.cu.edu/ope[11].

Nominate a CU leader for the Excellence in Leadership Award[12]
[13]

Do you know a leader who has participated in the Excellence in Leadership Program[14]?

The Excellence in Leadership Program (ELP) is now accepting nominations for the 2018 Excellence in Leadership Award. The deadline is Sept. 25.

ELP is a university-wide program that provides opportunities for faculty and staff to become more effective leaders who can successfully address the key challenges of a dynamic university.

The Excellence in Leadership Award recognizes an ELP alumnus who has shown exemplary leadership at the university in one or more areas:
Leadership of organizations, departments or teams Leadership of projects, programs and/or research Fiscal management and/or fundraising Student instruction
The award recipient and the nominator will be recognized at the Excellence in Leadership Luncheon and Lecture on Nov. 30 at Denver's Brown Palace Hotel.

Who is eligible?

ELP graduates who are currently working at the University of Colorado. View the ELP Alumni list.[15]

How and where do I submit my nomination?

Click here[16] to download the nomination form and email it to system.training@cu.edu[17] once completed. The

deadline to submit a nomination is 5 p.m. Tuesday, Sept. 25.

If you have questions, please contact system.training@cu.edu[17]

Astronaut Scott Kelly to speak at CU Boulder on Oct. 3[18]

UCCS Downtown opens Sept. 10[19]

HHMI fellows join researchers at Harvard and Columbia[20]

New website offers resources in advance medical care planning[21]
[22]

Colorado Care Planning – www.Coloradocareplanning.org[23] – is a new comprehensive website aimed at helping Coloradans of all ages find information for future medical planning.

Launched in July 2018, this public website is directed by Hillary Lum, M.D., Ph.D., in the Division of Geriatric Medicine at the University of Colorado Anschutz Medical Campus.

Coloradocareplanning.org provides free resources like Colorado-specific advance directives including a Medical Durable Power of Attorney form and a living will.

Informed by input from Coloradans including community members, veterans and health care providers, the website has a roadmap with an overview of advance care planning. The roadmap guides visitors along a path to think about their values, choose a medical decision maker, write down their wishes, make medical choices, and share wishes with others.

There also are resources for those with different needs – for example, Spanish-speaking individuals, veterans, and individuals with dementia. Because advance care planning can bring up additional topics such as housing and caregiving, the website also provides Coloradans with local community resources.

Health care team members describe coloradocareplanning.org as an easily navigated resource, useful for providers and patients.

When Megan Prescott, LCSW, first visited the site she was impressed by how it guided people.

“The website is a great place for people to land for all kinds of information. It links to resources that help craft conversations for patients and families who may initially be a little resistant. It has printable Colorado directives that are grounded in goals with better language for patients than what is typically drawn up by lawyers, specifically the Easy to Read Colorado Advance Health Directive.”

Jackie Glover, Ph.D., describes how her professional knowledge of the website enabled her to personally help a friend during a critical time.

“My friend was facing end-of-life decisions and was afraid her wishes wouldn’t be known or carried out. I directed her to the website to find tools and she was able to schedule a visit with her primary care provider armed with information, particularly about the Colorado MOST form. She was able to make her wishes known.”

Visit ColoradoCarePlanning.org to see for yourself. As Glover concluded, “It’s wonderful to have one repository of information.”

For questions about the website, advance care planning innovations at the University of Colorado, or to provide feedback, email coloradocareplanning@ucdenver.edu[24].

Finance: Can you speak the language?[25]

We’ve all heard it before – knowledge is power. Knowledge allows you to see situations from fresh perspectives, excel in your job and continue to grow in your career. With 20.3 million Americans working in the professional and business services[26], increased knowledge is paramount, and apparently, financial knowledge is lacking among many non-financial professionals.

A 2009 study[27] by the U.S. Treasury found that an adult’s financial acumen is only slightly higher than that of a high school student’s. When tested on their financial literacy, adults only earned a grade of C, barely passing in the eyes of U.S. education.

In this same vein, a study conducted by the FINRA Foundation[28] revealed that Americans have notably low levels of financial acumen and oftentimes struggle with applying financial decision-making skills to real-life situations.

Is the topic of finance not a focal point in today’s education? Why is it so necessary to be well-versed in the language of finance?

Financial skills strengthen business leadership and are required competencies for managers and their accompanying organizations. According to Nicholas Martin, CPA, “Mastering basic financial concepts enables you to make quick and sound decisions.” He states that “pursuing these skills while understanding how your department impacts the organization is an indispensable criterion for success both in your personal growth and that of your organization.”

Without financial acumen, you are at high risk for failing. A study [29]conducted by Dartmouth found that “just as it has proven to be impossible to succeed in the modern world without the ability to read and write (literacy), so it will be impossible to succeed in the present-day financial system without knowing the abc’s of economics and finance (financial literacy).”

Martin says it is “vital for a business professional to be able to communicate efficiently and effectively; the foundation of that communication begins with basic financial literacy.” For a company to be successful, every employee must fully understand what is making the company money.

Do you have the ability to converse with confidence in financial discussions at work? Martin is hosting an entire workshop on building your financial acumen on Wednesday, Sept. 12, at CU South Denver. The workshop is $225 and will teach you to navigate and actively participate in financial conversations, how to assess performance and make sound business decisions, and help you master basic terminology and skills.

Learn more at: https://southdenver.cu.edu/portfolio/financial-acumen/[30]

Jones named dean of students[31]

Nine faculty selected as ethics fellows[32]

DeJong named emergency manager[33]

Five questions for Clint Carroll[34]
[35]
[36]

Ensuring that a new generation of Cherokee people understand the cultural and scientific significance of the land and become effective environmental policy leaders is one goal of a five-year project directed by Clint Carroll, assistant professor of Native American and Indigenous studies at the University of Colorado Boulder. With funding from a National Science Foundation Early Career Award, Carroll is working with Cherokee Nation elders to teach five Cherokee students about traditional ways of life, language and ethnobiology.

A citizen of the Cherokee Nation, Carroll's interest in Native American environmental policy and governance, traditional ecological knowledge and practices and American Indian environmental health was first inspired by his father.

"My dad instilled in me some ethical and cultural perspectives when it comes to looking at the land and environment from a Cherokee point of view," he said. "And also, broadly speaking, through an environmentalist perspective on corporations and rampant capitalism and other things that are typically detrimental to the environment. He instilled in me at a young age to be critical of those types of activities and to work toward a land ethic or stewardship ethic in the way we live our everyday lives."

Although he grew up in Texas, more than four hours' drive time from his tribal community, he maintained his identity as being Cherokee, he said, and the work that he does now has come full circle as he applies his skills and knowledge to aid his community in Oklahoma.

He joined CU in 2015, along with his wife, Angelica Lawson, who also is an assistant professor in the Ethnic Studies Department and a member of the Northern Arapaho Nation. Carroll was drawn to CU for several reasons: first to be close to family and also to be part of the burgeoning Center for Native American and Indigenous Studies, of which he serves on the executive board, as well as part of a network of "really amazing scholars in the field and the Native American law program."

In his office, he keeps a pair of hand-crafted hickory stickball sticks, a powerful symbol of his native culture, but also because they were a wedding gift from his Cherokee Nation co-workers.

"The individual who made them is a friend of mine, and so they are symbolic in a number of ways," he said. "They also are just beautiful pieces of handmade craftsmanship, and a wonderful educational tool."

1. You are in the second year of the National Science Foundation-funded "Knowing the Land" project. What is the status of the project and what are its goals?

We recruited our student cohort in April and May and now have five undergrad and graduate Cherokee students, who

will be primarily based in Oklahoma. We also have one who will attend the University of Arkansas. I have also recruited a grad student who is assisting me at CU Boulder. She is a citizen of the Sault Ste. Marie Chippewa tribe and is working on her own research project, but she will also assist me on various tasks related to the research, field work and data analysis.

I'm excited to begin the research field work this fall. During the past year, I've worked closely with the Cherokee Nation Medicine Keepers, whose mission is to preserve and perpetuate our environmental knowledge and ensure that knowledge is respectfully and appropriately incorporated into our tribal environmental policy and conservation plans. They are key partners in this project.

Last year we designed a curriculum for the three-year education program, which I presented to the students in July during our orientation and kick-off meeting. During the meeting, the students got a tour of the Cherokee Nation heirloom plant garden and then visited elder and spiritual leader Crosslin Smith and received the traditional blessing from him. We also visited a tract of tribal land for an ethnobotany tour. (Visit the project blog at http://knowingtheland.edublogs.org/[37])

I'm now planning the group's next meeting in September. These activities will bring everyone together and focus on specific activities that are land-based, for instance, learning a traditional craft from start to finish, like collecting materials and making a traditional Cherokee basket or learning how to harvest corn and grind it down to make cornmeal. Many traditional Cherokee recipes are made with cornmeal. The activities give the students hands-on, experiential education regarding our environmental knowledge that ranges from food to wild plants and land stewardship.

We have many different goals. The NSF funding mechanism is equal parts education and research. Our educational goals are to strengthen our student cohort's Cherokee language abilities. Language is a key component in the program because much of our environmental knowledge is embedded in the language. They will be learning the Cherokee language in tandem with the topical material and experiential activities that we have with the elders. These Medicine Keepers are fluent speakers and so it is a really great opportunity for the students to ask questions and talk about the language through the mentor/apprentice relationship.

The other educational goal, of course, is for them to obtain a strong grasp of the multifaceted world of environmental issues that the Cherokee Nation specifically faces. That entails both the traditional knowledge and Western scientific biological knowledge as well as how politics and policy play into land conservation in northeast Oklahoma, where the Cherokee Nation is located.

The research goals are to understand the obstacles that Cherokee people in rural areas are encountering when they seek to gather wild plants and how they navigate those obstacles in order to continue ways of life that are land-based. We want the research to be able to shed light on the ways the Cherokee Nation can strategize land conservation that best meets the needs of communities in the rural areas using the legal and political tools they have.

2. You mentioned that the Cherokee people face obstacles. Do you mean climate change and encroaching development, for instance?

Yes, climate change and encroaching development with the added complication of what we call checkerboarded land ownership. You can date that back to the early 1900s and the onslaught of the Allotment Act of 1887 (in which the United States government sought to survey tribal lands and divide them into parcels for individuals). Around the time that Oklahoma became a state in 1907, the U.S. government virtually dissolved the Cherokee Nation government and all of the principal chiefs from 1907 to 1971 were federally appointed, and many of those positions were just needed to sign off on land sales. It was an unfortunate period of time for the Cherokee people, and we lost a lot of land in the process. Tribal land went from 4.48 million acres to 100,000 acres.

Climate change is another obstacle. Plant species move according to climate patterns and climate shift. Property boundaries stay fixed, but as the climate shifts, you see an encroaching prairie ecosystem into some of our oak-hickory forests, disturbing a lot of the culturally significant plants we still recognize. Many of the people buying land in the area are non-locals and they are not allowing access to Cherokee people to plants important to them like echinacea, yarrow

and sassafras. There are other, more sensitive species that we are focusing on in terms of conservation of the lands that sustain them and protection of these species for medicinal purposes. The Medicine Keepers are there to talk about these plants and why they are important.

3. Are you fluent in Cherokee?

I am still a learner when it comes to my native language. I've been studying the language since I was in my late teens and have been working with fluent speakers as well. It's an ongoing, lifelong process. I'm teaching my daughter; we talk in the house as much as we can. I'm giving her that grounding at an early age so that she can go on to learn it more when she gets older.

Relatively few people grow up with it these days, and so we have a lot of immersion programs, an immersion school and some adult immersion programs. We have a program that was recently developed – for which I was fortunate enough to be a guinea pig – called "Your Grandmother's Cherokee." It's called that because when John Standing Deer, an Eastern Band tribal citizen, and Dr. Barbara Duncan, one of the directors of the Museum of the Cherokee Indian in North Carolina, were developing the program, they received comments from elders and fluent speakers about the way the Old Ones used to speak it. They wanted to preserve every syllable. In every language, you have slang or cut-off ends of words or things are melded together in weird ways that everyone understands. But this program is about looking at the full form of words and why each component is important. The students will be getting training in that program as well, working with me online and practicing with the fluent speakers.

4. What other studies have you done with or for the Cherokee Nation?

A related project that I'm really proud of is a PhotoVoice project that reflects the Cherokee Nation Medicine Keepers' perspective on land use as it relates to community health. It's about 30 minutes long and I just published an article in 2018 on this project.

I gave the Cherokee elders digital cameras and they went out on their own time and took photographs of plants and places and things that to them really speak to the intersection of land and health. I met up with them a couple months later and recorded interviews with them, then overlaid the voices onto the still images in a kind of Ken Burns-style documentary. It enables people – including our tribal leaders, council members, politicians and decision-makers – to get this perspective, and it reached them in a significant way. Many times, our tribes have a lot of issues that seem more pressing – health care, education, housing. But what would it take to get them to think about the bigger picture, that conserving our land and our culture and cultural knowledge about lands is just as important and is related to all of those other issues? That video has been able to make an impact in that regard. The publication that just came out this year is about how Cherokee citizens were affected by the video. We found some statistically significant changes in their perceptions about their environment but also in the way they prioritize tribal funding in regard to land conservation. (See the video at https://youtu.be/B2h_CUF9scc[38])

I'm also a consultant on a National Parks Service-funded project in Arkansas at Buffalo National River, which is just east of the Cherokee Nation. In a strategy to combat, or at least to adapt to climate change, we examined the impending shift or encroachment of a drier eco-region into our oak-hickory woodlands. I was approached a few years ago by a research team out of the University of Arizona to enlist the Medicine Keepers' support and participation to establish gathering rights. The National Park Service has published a groundbreaking rule in the National Register that allows Native Americans to gather plants within national park boundaries. We held the field work activity in May of 2017, and the elders I worked with saw some plants they had not seen in ages growing in abundance. That's understandable because you have the park boundaries to protect them and a little more rainfall and the right ecological conditions. We're getting close to the end of an environmental assessment of the potential impact that gathering would have on the plants that were identified during that research field work. We'll be working in the coming months to finalize that agreement, which would be very significant, and hope it will be the first such agreement signed since the rule was published.

5. You've mentioned that your father influenced your love of the land, and that includes being connected to the land through gardening. What do you grow and what other hobbies do you have?

Gardening allows me to take a break between projects and keeps me busy in a good way. We moved into this house in Longmont where the yard was full of weeds that were about waist-high. We spent a lot of time on that the first summer we lived there. We put in some raised beds and an area where I've been trying to grow Cherokee heirloom corn. I haven't had luck with that because of the winds that typically come in the early fall and knock the stalks over, and then squirrels finish them off. I have had luck with heirloom squash and beans, a nice strawberry patch we inherited from the previous owners, and a number of other things like tomatoes, carrots, cucumbers, and a variety of herbs and greens. We do this during the growing season to stay connected to where our food comes from, but also and especially so that our daughter can grow up getting fresh food from the garden.

I also like to play music and play the guitar. I used to be in a band and played drums, but I don't anymore. I haven't found new bandmates in Colorado. And I like to get out and go camping whenever I can, and I like to go fly-fishing.

Links
[1] https://connections.cu.edu/stories/first-ombuds-day-oct-11[2] https://connections.cu.edu/sites/default/files/ombuds-day.jpg[3] https://connections.cu.edu/stories/board-regents-has-first-presidential-search-meeting[4] https://www.cu.edu/regents/policy-3e-searches-administrators-and-guidelines-appointment-chief-officers-university[5] https://connections.cu.edu/stories/academic-policy-review-continues[6] http://www.cu.edu/regents/laws-and-policies/regent-laws/article-5-faculty[7] http://www.cu.edu/doc/policy-5pdf[8] https://www.boarddocs.com/co/cu/Board.nsf/files/B3Q2NY00C3A9/$file/GovenanceCommentsArticle5-8-20-18.pdf[9] https://connections.cu.edu/stories/two-academic-policy-revisions-took-effect-sept-1[10] https://www.cu.edu/ope/policy/aps-changes[11] http://www.cu.edu/ope[12] https://connections.cu.edu/stories/nominate-cu-leader-excellence-leadership-award-0[13] https://connections.cu.edu/sites/default/files/career-advancement-and-learning-banner_lg.png[14] https://www.cu.edu/employee-services/career-advancement-learning/leadership/elp[15] https://www.cu.edu/docs/elp-alumni[16] https://www.cu.edu/docs/elp-award-nomination-form[17] mailto:system.training@cu.edu[18] https://connections.cu.edu/stories/astronaut-scott-kelly-speak-cu-boulder-oct-3[19] https://connections.cu.edu/stories/uccs-downtown-opens-sept-10[20] https://connections.cu.edu/stories/hhmi-fellows-join-researchers-harvard-and-columbia[21] https://connections.cu.edu/stories/new-website-offers-resources-advance-medical-care-planning[22] https://connections.cu.edu/sites/default/files/coloradocareplanning_01.jpg[23] http://www.coloradocareplanning.org/[24] mailto:coloradocareplanning@ucdenver.edu[25] https://connections.cu.edu/stories/finance-can-you-speak-language[26] http://www.pewresearch.org/fact-tank/2016/09/01/8-facts-about-american-workers/[27] https://www.treasury.gov/resource-center/financial-education/Documents/Key_Themes.pdf[28] https://www.finrafoundation.org/[29] https://www.dartmouth.edu/~alusardi/Papers/NBER_Reporter.pdf[30] https://southdenver.cu.edu/portfolio/financial-acumen/[31] https://connections.cu.edu/people/jones-named-dean-students[32] https://connections.cu.edu/people/nine-faculty-selected-ethics-fellows[33] https://connections.cu.edu/people/dejong-named-emergency-manager[34] https://connections.cu.edu/spotlights/five-questions-clint-carroll[35] https://connections.cu.edu/sites/default/files/5q-carroll_top.jpg[36] https://connections.cu.edu/sites/default/files/5q-carroll_01.jpg[37] http://knowingtheland.edublogs.org/[38] https://youtu.be/B2h_CUF9scc