Who is the college student of the future?
Dear Friends,

Not since the 1860s has American higher education faced such urgent need to transform itself to meet the needs of society. The challenges driving this change are many: cost, technology, regulation, changing demographics, generational culture shifts, new methods of learning, and changing needs of employers and communities. But each challenge is also a promising opportunity—and the University of Denver is poised to lead the revolution.

This transformation promises to dissolve the false dichotomies of knowledge vs. student experience, of teaching vs. research, of the ivory tower vs. the real world. The new goals for student learning recall some long-forgotten traditions, such as an emphasis on character formation and ethical development.

DU IMPACT 2025—our new strategic plan that was presented to the Board of Trustees for approval in mid-January—positions the University of Denver to lead this emergent transformation and establish a new model for higher education. We are focusing on what students need in order to be leaders in a complex, global and rapidly changing world. DU attracts students who are eager to engage and to become “world makers”; it’s up to all of us to provide them the environment in which they can learn, grow and flourish.

At DU, we will educate students holistically, collaboratively and imaginatively through engagement with others, experiential learning, and immersion in global and inclusive perspectives. Students must understand their world, with all its problems, possibilities and opportunities for engagement, service and success. And all students—professional, graduate and undergraduate—must be masters of the art and science of thinking critically.

At DU, we are building on our strengths and maintaining our focus on students. Here are just a few examples: The Sturm College of Law has achieved numerous awards for its practice-ready curriculum that prepares students experientially, classically and clinically. The Daniels College of Business is crafting a curriculum that focuses on core challenges rather than static core courses. The Graduate School of Professional Psychology is creating opportunities for students to learn at the same time they serve community members in our reduced-cost clinics. And University College is opening access to a DU education to post-traditional students, including distance learners.

As we realize the vision of DU IMPACT 2025—which will be explored in depth in the next issue of the University of Denver Magazine—we will design our curriculum and our residential experience around students’ future careers, their leadership in communities, and their desire to build lives of meaning and purpose. Our career and personal development programs will link our alumni and serve our global community in expanded and extended ways. DU will harness its many and varied strengths to create a new model of education that meets the needs of our students and of our world.

Sincerely,

Rebecca Chopp, Chancellor
FEATURES

18 Retooling school
DU revamps the student experience to reflect a diverse and fast-changing world
By Nelson Harvey

24 Sense of community
First-year students develop friendships and pursue their passions through DU’s distinctive residential learning program
By Tamara Chapman

28 Startup guys
DU grads Ben Deda and Erik Mitisek are the minds behind Denver Startup Week, the country’s largest free entrepreneurial event
By Greg Glasgow

DEPARTMENTS

6 Change of the guard
Rebecca Chopp inaugurated as DU’s 18th chancellor

11 One to watch
GSSW student inspired by health care internship

12 Native ties
Lacrosse attackman Zach Miller plays to honor the creator

14 New wave
Jazzman Steve Wiest leads a learning revolution at the Lamont School of Music

16 Community partner
Psychology professor recognized for her work with domestic violence victims

33 Alumni Connections

ONLINE ONLY @ magazine.du.edu

➤ 50th anniversary rerelease of John Williams’ “Stoner”
➤ The new Momentum Scholarship Challenge
➤ Author and alumna Amanda Rea receives $30,000 grant
➤ Nonprofit partnership brings seniors to campus to play croquet

Cover illustration by Shaw Nielsen
The story behind that football photo

Editor’s note: In our Fall 2015 issue, we ran an archival photo of students at Hilltop Stadium. We asked readers to help us uncover the story behind the picture, and several wrote in to help set the record straight.

This is a picture of a pep rally for incoming freshmen of the class of 1957 held at the stadium. We have our hands up on our red freshman beanies. They have “DU” on them. The girls in the front rows are new sorority pledges. Many freshmen came from South High School in Denver. There are also some upperclassmen that helped introduce new students. I did not date Don Buchan then, but when I showed the photo to his grandchildren, they picked out Grandpa immediately.

Eleanor Buchanan (attd. 1953–57) Gainesville, Fla.

I think the picture was taken in 1959. It is quite intriguing. I doubt that it was actually taken at a football game. Do remember that we dropped football in 1961, so interest was already waning. But even in that era, while not typically as few as in the “empty” seats in the section on the picture’s left, neither were our student numbers nearly as many as in this photo. Even with free passes for all football games (a student ID card), our typical attendance was perhaps two-thirds of the number in this photo. And judging from the unusual cross-section of the people I think I recognize in the photo, I suggest that it was perhaps staged for some other reason? Please let me know if you ever learn the real reason this unique photo was taken.

Darrell Earhart (BSBA ’60) Philadelphia

I saw your photo of Pioneer football fans cheering, and it was fun to see all those familiar faces. I thought I saw myself way down in the third row with my arms in the air and a card hanging on my neck. However, that didn’t make sense. At my old age of 83, it is hard to remember details of our lives. I was a member of the marching band and concert band, and during the football games we played music and also performed at halftime. That’s way back in 1950 to 1954 when I graduated. I love Colorado, and I loved DU. I still blow my trumpet once a day, just to exercise my brain.

Sue Leaf (BA ‘54) Menlo Park, Calif.

I can’t ID the photo, but it could have been taken during the time I was an undergrad at DU (1958–62). It surely brought back some football memories. I grew up in south Denver and as a younger attended many DU football games by entering through the “knot hole.” This was a special free access for kids to the end-zone bleachers. As an undergraduate, I remember the Air Force Academy team playing at Hilltop Stadium. The academy had just started up and was building their program. The chant was “Zap the Zoomies.” I was on campus when the decision was made to eliminate the football program, and I recall a protest march led by a few of the frat boys, players and cheerleaders. I was sorry to see the program dropped but understood the reasons for the decision.

William Hubka (BS ’62, MS ’65, PhD ’72) Sunnyvale, Calif.

This looks to me like a freshman rally at the stadium, as they seem to have beanies on their heads. It might not have been at a game. When I was a freshman in 1951–52, we had to wear DU beanies, and when an upperclassman said, “button frosh,” we had to put both thumbs on the button on the top of our beanie. You’ll notice most of the students in the picture have their thumbs on top of their hats. I don’t think this was a cheer or wave. They were just following instructions to “button frosh.” I still have my gold and red beanie.

Kathryn Morton Kenyon (BA ’55) Minneapolis

Letters
In November, in response to events at the University of Missouri, Yale and elsewhere that raised questions about racial tension on college campuses, the University of Denver community began to take a hard look at how such issues are handled at DU. On Nov. 12, members of the Undergraduate Student Government and the Black Student Alliance painted DU’s community wall with a message of solidarity for students at Missouri.

More coverage, including letters on the topic from DU administrators and student leaders: magazine.du.edu
In a Sept. 18 address capping ceremonies installing her as the University of Denver’s 18th chancellor, Rebecca Chopp called on Coloradans to imagine a renewed relationship between higher education and democracy and previewed DU IMPACT 2025, the institution’s ambitious strategic plan, scheduled for a formal release in spring 2016.

“There is a thrilling and deeply fulfilling future ahead of us, but we must create it,” Chopp, the University’s first woman chancellor, told a crowd of students, faculty, staff, alumni and guests assembled in Magness Arena.

Chopp’s emphasis on the importance of higher education to democracy and a resilient economy comes at a time when public funding for colleges and universities is shrinking and critics are questioning the value of traditional approaches to teaching and research.

“We are a people who believe passionately in the rights of the individual and the importance of the common good—as well as an obligation to work toward a better world. Our democratic ideals make our unique and diverse system of higher education the engine for the future of our society,” Chopp said.

In her speech, Chopp traveled through U.S. history to trace the many ways universities have responded to the nation’s needs for talent and knowledge, spanning the creation of the land-grant institutions in the 1860s to the “Golden Age of Research” triggered by the Soviet Union’s 1957 launch of Sputnik.

Throughout the nation’s history, higher education has met the demands of changing times, Chopp said, adding that the nation’s transformative periods have resulted from “great criticism within our democracy.”

Noting that colleges and universities are once again facing great criticism and huge challenges, Chopp looked ahead to a new transformative period, spearheaded by the University of Denver.

“Times are unsettled,” Chopp said. “We live in a vortex of complexity, pressure and swirling winds of disruption. And yet this kind of vortex is precisely where transformation can occur. As [the poet and activist] Audre Lorde observed, ‘Out of chaos, creation is born.’ And I believe that DU is ready to be a crucible: We are ready to lead positive change.”
From Tax Break to Scholarships

Financial pragmatism led Robert “Bob” Jones (BFA ’52) and Dixie Savio-Jones to establish their first DU charitable gift annuity—they wanted the lifetime income stream and tax break. The bonus to their financial pragmatism was learning that matching funds were available for their CGA, allowing their investment to provide immediate scholarships to students. “Now, we look at the return on our investment as being helpful to the next generation of DU students,” says Bob, who with Dixie has established three more DU charitable gift annuities.

RELATIONSHIPS
Advancement leader targets global network

When Armin Afsahi joined the University of Denver as vice chancellor for University Advancement in July, he was charged with leading a modernization of the University’s engagement and fundraising efforts. In his first 100 days, Afsahi restructured the division and launched several new areas of focus aimed at creating meaningful pathways of engagement for alumni and friends.

Chief among Afsahi’s strategies is an emphasis on building DU’s global network—the ways in which students, alumni, parents and friends around the world interact and build relationships that connect back to the University. This comprehensive undertaking integrates alumni relations, DU’s career center and the University’s industry engagement programs into a new enterprise—housed in Advancement—that provides career preparation, mentoring resources, internships, hiring of DU talent and continued professional development for students and alumni.

“Imagine that as a prospective student looking at universities, you hear that DU’s global network will always be an integral part of your life, from mentoring and internship opportunities to your first job to lifelong support as you advance and transform your career,” says Afsahi, former associate vice chancellor and chief alumni officer at the University of California-San Diego. “As we reframe our career and professional development opportunities, we will not only advise students, but we will also be their best representative to employers.

“We are building an exciting professional network within corporations and industries, regionally and with special interest groups, that will serve participants from all angles,” he continues. “As the network grows stronger, the University grows stronger, and we achieve and succeed together.”
Selected from a pool of 15,000 applicants and numbering 1,430 students, the **Class of 2019**—whose members arrived on campus as first-year students in early September—is one of the University’s most ethnically and geographically diverse to date. It also is one of the most academically accomplished classes in DU history.

- 22% identify as students of color, the highest percentage in the University’s history and an increase from 20% in fall 2014.
- 68% of the class comes from outside Colorado—from 47 states and 17 different countries.
- 60% traveled more than 500 miles to attend the University.
- 509 of the incoming students had a perfect 4.0 GPA in high school.
- The class includes 26 Daniels Fund Scholars and 15 Boettcher Scholars, a jump from 21 and six, respectively, in 2014.

---

**Suisheng Zhao**, director of the Center for China-U.S. Cooperation at the University of Denver’s Josef Korbel School of International Studies, recently was named one of the world’s most influential scholars on China’s international affairs, according to research by Shanghai International Studies University. At Korbel, Zhao is editor of the center’s Journal of Contemporary China, the world’s top-ranked China study journal. Zhao was in attendance at a Sept. 22 dinner to honor Chinese President Xi Jinping, who began his fall 2015 visit to the United States with a stop in Seattle.

**Lotta Granholm**, executive director of DU’s Knoebel Institute for Healthy Aging, in October received a three-year appointment as a guest professor in neurosciences at the Karolinska Institute in Stockholm, where she received her PhD in neurobiology. One of the largest and most prestigious medical universities in the world, Karolinska is the premier research institute in Sweden and the university that gives out the Nobel Prize in Medicine.

**The Institute for the Advancement of the American Legal System** (IAALS) at the University of Denver celebrates its 10th anniversary in 2016. IAALS is a national, independent research center dedicated to facilitating continuous improvement of the civil justice system. IAALS works toward a civil justice system that is accessible, efficient and accountable to the people it was designed to serve. Its director, Rebecca Love Kourlis, served as a trial court judge for seven years and in 1995 was appointed to the Colorado Supreme Court, where she served for 11 years. The institute will hold its fourth Civil Justice Reform Summit—focused on “creating the just, speedy and inexpensive courts of tomorrow”—Feb. 25 and 26 at the Cable Center on the DU campus.

---

Learn more about the Center for China-U.S. Cooperation at [du.edu/korbel/china](http://du.edu/korbel/china)

Read more about the Class of 2019 at [magazine.du.edu](http://magazine.du.edu)
In July, Denver jazz radio station KUVO put together a list of “30 Under 30” influential jazz musicians in Denver. The list included Wilson Luallen, Eunha So and Camilla Vaitaitis, current students at the Lamont School of Music, as well as Lamont alumni Cat Ackermann (BM ’11), Matt Burchard (BM ’11), Amy Darling (BM ’12), Nate Leichtman (BM ’11), Kevin Matthews (BM ’14) and Paul Mullikin (BM ’05).

The University of Denver’s Josef Korbel School of International Studies is one of 16 institutions to receive a National Science Foundation grant to explore how humans interact with the environment. The $1.8 million grant, awarded to professors Sarah Glaser (pictured), Dale Rothman and Karin Wedig, will fund research on how the growth of aquaculture in and around Lake Victoria will affect the wild fisheries for Nile perch and tilapia, and whether aquaculture can be designed to provide income in an equitable fashion. The Korbel School also has received a $1 million combined grant from the Carnegie Corporation of New York and the Royal Ministry of Foreign Affairs of Norway, received by Professor Timothy Sisk. His project, “Innovations in Peacebuilding: International Norms and Local Dynamics in Conflict-Affected Countries,” explores innovations in peacebuilding in Nepal and South Africa. Through cross-regional research on Asia, Africa and the Americas, researchers will focus on how local stakeholders in conflict-affected countries relate to and advance international human rights norms.

Peter Warren—who served the University of Denver as a visionary dean of University College, as vice provost for global development and as an associate professor of mathematics—died Oct. 15 at his home in Denver. He was 77. Born in 1938 in New York, Warren came to DU after studying at the Institute Henri Poincare in Paris, after a stint with IBM in Stockholm and after earning his PhD in mathematics from the University of Wisconsin-Madison in 1971. He left DU briefly, between 1981–83, to serve as director of research and policy planning for the Colorado Energy Research Institute. His tenure as dean of University College, which spanned more than a decade and concluded in 2001, heralded a transformation in focus for the college specializing in professional and continuing studies. Warren also was the co-founder of the Denver International Film Festival, where he served as the first chair of the board from 1978–81. He also served on the boards of the David Taylor Dance Company, Urban Design Forum, the Cheetah Foundation and Elephant Energy.

The University of Denver’s 2015 Strategic Issues Program explored legislative accountability and its relationship to regaining public trust. The panel spent several months gathering insights from former public officials, political scientists, journalists and various experts. After months of listening to a variety of viewpoints, panel members reviewed the information, added their own insights and formulated recommendations for moving past polarization and gridlock and for rebuilding citizen trust. In its final report, “Searching for Legislative Accountability: Rebuilding Trust in the Legislative Process,” the nonpartisan panel recommends that legislative bodies adopt, by statute or constitutional amendment, a two-part legislative accountability process focused on identifying key issues facing the nation, state or locality—matters of strategic significance—and reporting on actions taken to address those issues.

Read more Korbel news at du.edu/korbel Read the panel’s full report at du.edu/issues
With articles such as “Who’s Copying Us Now? The Politico Edition,” “Are Political Scientists Smug? Maybe” and “What Hillary Clinton Should Learn from Donald Trump: Nothing,” the political blog Mischief of Faction puts a savvy, self-aware spin on its investigation of American political parties. Co-founded by Seth Masket, chair of DU’s political science department, the blog aims to make the complexities of the American political system more accessible for average readers—and it has plenty to cover with the 2016 presidential election dominating the news cycle.

Digital news outlet Vox.com picked up Mischief of Faction in September 2015; the political blog joins other Vox brands, including tech blog The Verge, sports site SB Nation and gaming hub Polygon.

With the addition of Mischief of Faction, Vox follows the trend of major media outlets hosting specialized political blogs. The Washington Post is home to The Monkey Cage, which discusses political science research; and The New York Times hosts The Upshot, which focuses on politics, economics and developing policy.

“I started the blog in 2012 with several friends from graduate school,” Masket says. “We read a lot of political coverage and have often found that there isn’t a great understanding out there about the way political parties function or even what they are. This is a subject of real importance to us, and so we thought we might be able to influence political coverage a bit by producing some brief posts that explained political parties in an accessible way and applied political science research to current events.”

The blog now has eight political scientists contributing stories, including faculty from Marquette University, Georgetown University, the University of Miami, George Mason University and the University of Chicago.

Check out the blog: vox.com/mischiefs-of-faction
Kayley Carson, a second-year student in the Graduate School of Social Work (GSSW), has been passionate about social work since she was an undergraduate.

While studying psychology at Lincoln University in Jefferson City, Mo., she was inspired to pursue social work after completing an internship in palliative care with the Sisters of Saint Mary Health, Hospice and Home-Care Foundation. In 2015, she completed another internship that greatly affected her life: a patient navigation internship with the Hot Spotters program at the University of Colorado Hospital.

The term “patient navigation” describes the process of explaining health care resources to patients who are eligible for Medicaid or other government-funded programs.

“[As Hot Spotters] our main objective was to connect people to resources in the emergency department,” Carson says. “It’s a really special population, because it represents a lot of vulnerable people who have low socioeconomic status or are homeless and who frequently use the emergency department to meet their health needs.”

Carson is concentrating in health and wellness at GSSW. Although she had already completed her required internship credits for the degree, she decided to apply for the Hot Spotters internship because she is committed to helping those who are underrepresented in health care. After completing her internship, she was inspired to submit an article to the Denver Post op-ed page to share her experience.

In the article, Carson tells the story of a homeless patient with type 2 diabetes who had no reliable transportation, no resources to schedule doctors’ appointments and little to no knowledge of his insurance benefits. She spent more than two hours with him, scheduling appointments, finding him shelter and arranging transportation.

She says she decided to submit the article because she wanted to give a voice to the people she’d helped.

“I wanted to shed light on a population whose voices are very rarely heard and to show that navigating the health care system is really difficult. Health care delivery systems don’t always think about all the barriers that people face or the social determinants of health that truly impact a person’s ability to feel healthy and have an overall sense of well-being,” Carson says. “I would feel totally irresponsible if I left there without trying to let people know about this population whose voices are not heard.”

Although she’s not sure if she will pursue patient navigation after graduation, Carson is sure her experience will help her in her career as a social worker. After graduating at the end of the 2015–16 academic year, she hopes to begin a career providing psychosocial support to newly diagnosed diabetes patients.

“This will always be something I will be dedicated to, whether or not I’m doing patient navigation specifically,” Carson says. “This is my passion. I will always incorporate it into everything that I’m doing. Connecting people to resources and helping people with continuity of care, I’ll do that for sure.”

Learn more about the Graduate School of Social Work at du.edu/socialwork
University of Denver lacrosse coach Bill Tierney is heading into his 32nd year of coaching and seventh with the Pioneers. Six of his Princeton teams won NCAA championships. He has taken DU to the Final Four four times and won the national title in 2015.

His proudest moment as a coach? That’s yet to happen, but he envisions it to be the day Zach Miller graduates. Miller, a standout junior attackman, is the first Native American to play for Tierney and was a third team All-American in 2015.

“We want the story to end June 2, 2017—on his graduation day,” Tierney says of Miller, who grew up on a reservation in Steamburg, N.Y. “If this story ends right, it’s going to be the best story of my career.”

Miller is from the Seneca Nation of New York, a founding member of the Iroquois League that also includes the Mohawk, Onondaga, Oneida and Cayuga tribes. He grew up on the Allegany Reservation, the oldest of Dawn Colburn’s five children.

“I could not be more proud of Zach. He goes after his dream with his whole heart. He’s been like that since [he was] a little child,” his mother says. “He’s such an inspiration to me and everyone around him.”

Zach was born in 1995 while Dawn was a sophomore at Cornell University. She is the longtime director of mental health for Cattaraugus County, which encompasses the reservation.

“Our dropout rate in high school is astronomical compared to other populations in the school,” Dawn says. “We have a lot of issues here in the reservation. A lot of the kids are lost in terms of their identity, although recent statistics indicate graduation rates are increasing. Zach is definitely setting a wonderful precedent.”

As good as Miller’s backstory is, Tierney wouldn’t have recruited him if he couldn’t play. Miller had 61 points in his sophomore campaign, contributing 26 goals and 35 assists to the Pioneers’ championship run.
“He’s a special lacrosse player, forgetting his uniqueness as a person, uniqueness of his home life,” Tierney says.

Lacrosse originated in the 17th century. It’s a sport first played by Native Americans in what is now Canada, and Miller grew up learning the Canadian game. The “box” game, dubbed “indoor” in America, is played inside a gymnasium or on a hockey rink. Miller played that since age 3 on the reservation, then began playing field lacrosse in high school at the Hill Academy in Vaughn, Ontario.

“At home on the ‘res,’ lacrosse is the sport to play,” Miller says. “We have an outdoor box and also an arena, so in any type of weather, you’re always hanging around there, shooting around with buddies.”

Zach’s father, Chris Miller, played the game through high school before joining the Marines and coached Zach through the eighth grade. Virtually all the tribe members of the Allegany Reservation grew up playing lacrosse.

“Lacrosse is the creator’s game,” Zach says. “He invented it for medicine, for people who play and watch the game. We play with a clear mind and to entertain him, because he’s always watching.”

Tierney says he is seeing more Native Americans in major Division I lacrosse programs.

“It’s a culture that plays lacrosse like inner-city kids play basketball, but for whatever reason, lately more seem to be using their skill set to go to college,” he says. “It’s starting to take on a life of its own. It’s giving these kids an opportunity to go to college and enhance their education.”

Which is why Tierney is so excited to see Miller succeed and hoping to see him graduate. He wants to contribute to more Native Americans playing elite-level lacrosse.

“There are opportunities for the kids, because there are scholarships available [for Native Americans], but Zach is an inspiration to many kids and adults in this community,” his mother says. “From the time he put that stick in his hands at 3 years old, it was just a passion. He’s never let go.”

» This story originally appeared in the Denver Post and is reprinted with permission.
Two years ago, multiple Grammy-nominated jazz composer and trombonist Steve Wiest did something completely unexpected.

He left one of the world’s best large jazz ensembles—located at the University of North Texas—to teach at the University of Denver’s Lamont School of Music.

Why Lamont? With its world-class facilities, chorus of dedicated faculty members and forward-thinking vision, Lamont has emerged as an attractive option for students seeking a career in music—and for the artists who want to teach them. Led by director Nancy Cochran, Lamont has a new commitment to helping students become not just excellent musicians, but successful entrepreneurs—something the school calls the “21st century mindset.”

“It’s about being aware of the musical landscape in the 21st century and trying to figure out how to be an entrepreneur in this changing world,” says Wiest, associate professor in the Lamont Jazz Studies Department. “For instance, recorded music is no longer a viable source of income, and in the 20th century that was the main source of income. So everybody has been scrambling to figure out how to adapt.”

The answer, he says, is for students to master not just their instruments, but their own futures as composers, performers and creators. In addition to classes in music history and theory, students at Lamont can enroll in courses such as the Business Side of Music, which covers everything from product development and marketing to accounting practices and concert touring, and Music Technology, which looks at inventive ways to use technology, including digital audio, video applications and the design of promotional materials. DU’s Daniels College of Business even plans to offer an entrepreneurship minor in collaboration with the Lamont School of Music and the Daniel Felix Ritchie School of Engineering and Computer Science.

“I like to think of the 21st century as being the best of times and the worst of times,” Wiest says. “It’s the best of times in that all young artists, because it’s a digital revolution, are in charge of their own destinies now. And the worst part is that young artists are in charge of their own destinies now. That’s the joke.”

One of Wiest’s first duties at Lamont was to create and direct the FLEX Ensemble, a new group that combines a jazz rhythm section with performers from the school’s classical and vocal divisions in the spirit of genre-hopping groups like Snarky Puppy and Alarm Will Sound. It was an easy sell, he says, to students who already perform original material at venues throughout the city.

“They’re ready to dig in and work hard on the highest levels possible,” he says. “They’re playing gigs in Denver all the time, so they’re already professional in that sense, but we as a faculty are committed to really bringing them to the highest professional level that there is. They’re into it, and they can do it. It’s very exciting.”

—Additional reporting by Tori Peglar
## Events calendar

### Music & Dance
At the Newman Center for the Performing Arts, newmantix.com

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>TIME (p.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEBRUARY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Faculty Recital: Linda Wang, violin</td>
<td>7:30</td>
</tr>
<tr>
<td>20</td>
<td>Nebula New Music Ensemble</td>
<td>7:30</td>
</tr>
<tr>
<td>20–21</td>
<td>Newman Center Presents Paul Taylor Dance Company</td>
<td>7:30</td>
</tr>
<tr>
<td>21</td>
<td>Lamont Wind Chamber Ensembles</td>
<td>4:30</td>
</tr>
<tr>
<td>22–23</td>
<td>Lamont Wind Chamber Ensembles</td>
<td>7:30</td>
</tr>
<tr>
<td>25</td>
<td>Newman Center Presents Colorado Symphony— Learning to Hear Color</td>
<td>7:30</td>
</tr>
<tr>
<td>28</td>
<td>Modern Hue New Music Ensemble</td>
<td>4:30</td>
</tr>
<tr>
<td>29</td>
<td>Lamont FLEX Ensemble</td>
<td>7:30</td>
</tr>
<tr>
<td>MARCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Lamont Percussion Ensemble</td>
<td>7:30</td>
</tr>
<tr>
<td>2</td>
<td>Lamont Jazz Orchestra</td>
<td>7:30</td>
</tr>
<tr>
<td>3</td>
<td>Lamont Chorale, Men’s Choir and Women’s Chorus</td>
<td>7:30</td>
</tr>
</tbody>
</table>

### Visual Art
At the Vicki Myhren Gallery in the Shwayder Art Building, vicki-myhren-gallery.du.edu

- **FEBRUARY 2 – MARCH 6**
  "Learning to See Color," featuring works from the University Art Collections in dialogue with works by regional and national contemporary artists. Includes selections from the University’s portfolio of color studies by Bauhaus master Josef Albers.

- **MARCH 24 – MAY 1**
  "Early Women Artists of Colorado," featuring work researched and curated by graduate students in art history.

### Theater

<table>
<thead>
<tr>
<th>DATE</th>
<th>EVENT</th>
<th>TIME (p.m.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEBRUARY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10–13</td>
<td>“Eurydice,” Department of Theatre, Byron Studio, Newman Center for the Performing Arts</td>
<td>7:30</td>
</tr>
<tr>
<td>14</td>
<td>“Eurydice,” Department of Theatre, Byron Studio, Newman Center for the Performing Arts</td>
<td>2:00</td>
</tr>
<tr>
<td>25–27</td>
<td>“Little Shop of Horrors,” Department of Theatre, Byron Studio, Newman Center for the Performing Arts</td>
<td>7:30</td>
</tr>
<tr>
<td>MARCH</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3–5</td>
<td>“Little Shop of Horrors,” Department of Theatre, Byron Studio, Newman Center for the Performing Arts</td>
<td>7:30</td>
</tr>
</tbody>
</table>
On campus, Anne DePrince is a professor and chair in the psychology department and serves as director of the Center for Community Engagement and Service Learning, which coordinates the University’s public-good work.

But her work with the community doesn’t stop there. DePrince and her psychology students work with a number of local victim-service agencies to conduct research and share findings. In collaboration with SafeHouse Denver and other Denver-area agencies, DePrince examined the impact of community-coordinated responses to domestic violence. Working with a team of undergraduate and graduate research assistants, DePrince investigated what happens when victim advocates from SafeHouse and other agencies reach out to women to offer services following reports of domestic violence to police. The research found that outreach has a positive impact on women’s well-being and criminal justice outcomes.

“Anne’s research has been a guiding and validating force for our service delivery at SafeHouse Denver and has directly benefited the adults, children and youth that we serve,” says Victoria McVicker, CEO of SafeHouse, which presented DePrince with its Carolyn Hamil-Henderson Memorial Award in October.

DePrince’s work spans the spectrum of trauma and violence, from revictimization risk following child abuse to finding ways to improve traditional cognitive behavioral therapy. Each study she develops, she says, is informed by her work in the Denver community. “I am able to talk to partner organizations about the issues that are central to them so that we can find ways to use research effectively,” she says. “By understanding the bigger picture from the community, I am able to bring the best of our research to them.”

DePrince’s work is gaining traction outside of Denver, too. In September, she received the Thomas Ehrlich Civically Engaged Faculty Award from Campus Compact, a national coalition of nearly 1,100 colleges and universities committed to campus-based civic engagement and the public purposes of higher education. Winners of this award advance civic learning, conduct community-based research and build institutional cultures of contributing to the public good.

DePrince has several new projects under way. With the Denver Sexual Assault Interagency Council, her team is investigating how people react to women who disclose sexual assault, looking at the impact of positive and negative reactions on survivors. Another project with Rocky Mountain Victim Law Center looks at ways to make legal services easier to access for crime victims. And as always, DePrince is supporting her research through her work in Denver.

“I am proudest of the connections that my team and I have made in the community,” she says. “Working with community partners means we get to do research that matters for solving real problems in the lives of people, and that’s what this work is really all about.”
HONORS

Awards recognize faculty and staff excellence

The Oct. 28 Faculty and Staff Awards Luncheon paid tribute to research that benefits the public good, teaching that transforms the lives of students, and an engaged, dedicated staff that supports the institution’s efforts to excel.

Martin Rhodes (pictured), professor at the Josef Korbel School of International Studies, was named the John Evans Professor—the University’s highest faculty honor—for his work researching and analyzing the politics of economic policy across the globe.

Other faculty awardees were Jeanne Abrams, professor in University Libraries and the Center for Judaic Studies, who was named University Lecturer; Paul Michalec, clinical professor in the Morgridge College of Education, who received the Distinguished Teaching Award; Kimberly Bender, associate professor in the Graduate School of Social Work, who received the Distinguished Scholar Award; Pallab Paul, marketing professor at the Daniels College of Business, who received the United Methodist Church University Scholar/Teacher of the Year Award; Richard von Foerster, adjunct faculty member at the Lamont School of Music, who received the Ruth Murray Underhill Teaching Award; and Federico Cheever, professor in the Sturm College of Law, who received the Faculty Service Award.

Staff Advisory Council Awards went to Cara DiEnno, associate director of the Center for Community Engagement and Service Learning (Outstanding Service Award); Brooke Rohde, curator of collections at the University of Denver Museum of Anthropology (Crimson and Gold Award); and Franklin Jackson, Media Services Manager for University Libraries (Innovator Award). The Quality Department Award went to Learning Communities and Civic Engagement, which manages the Living and Learning Community and Pioneer Leadership programs on campus.

The Oct. 28 Faculty and Staff Awards Luncheon paid tribute to research that benefits the public good, teaching that transforms the lives of students, and an engaged, dedicated staff that supports the institution’s efforts to excel.

Martin Rhodes (pictured), professor at the Josef Korbel School of International Studies, was named the John Evans Professor—the University’s highest faculty honor—for his work researching and analyzing the politics of economic policy across the globe.

Other faculty awardees were Jeanne Abrams, professor in University Libraries and the Center for Judaic Studies, who was named University Lecturer; Paul Michalec, clinical professor in the Morgridge College of Education, who received the Distinguished Teaching Award; Kimberly Bender, associate professor in the Graduate School of Social Work, who received the Distinguished Scholar Award; Pallab Paul, marketing professor at the Daniels College of Business, who received the United Methodist Church University Scholar/Teacher of the Year Award; Richard von Foerster, adjunct faculty member at the Lamont School of Music, who received the Ruth Murray Underhill Teaching Award; and Federico Cheever, professor in the Sturm College of Law, who received the Faculty Service Award.

Staff Advisory Council Awards went to Cara DiEnno, associate director of the Center for Community Engagement and Service Learning (Outstanding Service Award); Brooke Rohde, curator of collections at the University of Denver Museum of Anthropology (Crimson and Gold Award); and Franklin Jackson, Media Services Manager for University Libraries (Innovator Award). The Quality Department Award went to Learning Communities and Civic Engagement, which manages the Living and Learning Community and Pioneer Leadership programs on campus.

HONORS

Awards recognize faculty and staff excellence

The Oct. 28 Faculty and Staff Awards Luncheon paid tribute to research that benefits the public good, teaching that transforms the lives of students, and an engaged, dedicated staff that supports the institution’s efforts to excel.

Martin Rhodes (pictured), professor at the Josef Korbel School of International Studies, was named the John Evans Professor—the University’s highest faculty honor—for his work researching and analyzing the politics of economic policy across the globe.

Other faculty awardees were Jeanne Abrams, professor in University Libraries and the Center for Judaic Studies, who was named University Lecturer; Paul Michalec, clinical professor in the Morgridge College of Education, who received the Distinguished Teaching Award; Kimberly Bender, associate professor in the Graduate School of Social Work, who received the Distinguished Scholar Award; Pallab Paul, marketing professor at the Daniels College of Business, who received the United Methodist Church University Scholar/Teacher of the Year Award; Richard von Foerster, adjunct faculty member at the Lamont School of Music, who received the Ruth Murray Underhill Teaching Award; and Federico Cheever, professor in the Sturm College of Law, who received the Faculty Service Award.

Staff Advisory Council Awards went to Cara DiEnno, associate director of the Center for Community Engagement and Service Learning (Outstanding Service Award); Brooke Rohde, curator of collections at the University of Denver Museum of Anthropology (Crimson and Gold Award); and Franklin Jackson, Media Services Manager for University Libraries (Innovator Award). The Quality Department Award went to Learning Communities and Civic Engagement, which manages the Living and Learning Community and Pioneer Leadership programs on campus.

The Oct. 28 Faculty and Staff Awards Luncheon paid tribute to research that benefits the public good, teaching that transforms the lives of students, and an engaged, dedicated staff that supports the institution’s efforts to excel.

Martin Rhodes (pictured), professor at the Josef Korbel School of International Studies, was named the John Evans Professor—the University’s highest faculty honor—for his work researching and analyzing the politics of economic policy across the globe.

Other faculty awardees were Jeanne Abrams, professor in University Libraries and the Center for Judaic Studies, who was named University Lecturer; Paul Michalec, clinical professor in the Morgridge College of Education, who received the Distinguished Teaching Award; Kimberly Bender, associate professor in the Graduate School of Social Work, who received the Distinguished Scholar Award; Pallab Paul, marketing professor at the Daniels College of Business, who received the United Methodist Church University Scholar/Teacher of the Year Award; Richard von Foerster, adjunct faculty member at the Lamont School of Music, who received the Ruth Murray Underhill Teaching Award; and Federico Cheever, professor in the Sturm College of Law, who received the Faculty Service Award.

Staff Advisory Council Awards went to Cara DiEnno, associate director of the Center for Community Engagement and Service Learning (Outstanding Service Award); Brooke Rohde, curator of collections at the University of Denver Museum of Anthropology (Crimson and Gold Award); and Franklin Jackson, Media Services Manager for University Libraries (Innovator Award). The Quality Department Award went to Learning Communities and Civic Engagement, which manages the Living and Learning Community and Pioneer Leadership programs on campus.
The past five years have seen a tremendous amount of change in higher education, and the next 10 years promise to bring even more. By the year 2025, college students will be just as likely to be first-generation college students as not, and chances are, they’ll need skills for jobs that haven’t even been invented yet.

“To better serve the changing student experience, and to keep pace with the rapidly evolving 21st century, universities will have to do some changing of their own,” says Chancellor Rebecca Chopp. It’s a reality reflected in myriad ways in DU IMPACT 2025, the University of Denver’s new strategic plan that will be communicated broadly this spring.

The student body at colleges and universities nationwide is growing more racially, ethnically and economically diverse. Students and employers alike are demanding more experiential, problem-based learning to ease the transition from school to the workforce. As educational options proliferate—from community colleges to so-called massive open online courses (MOOCs)—traditional residential universities are doubling down on their biggest strength: helping students at the undergraduate, graduate and professional levels work closely and connect deeply with faculty and other mentors.

With the average American worker now changing jobs every four years or so, and with constant innovation creating new occupations and obliterating others, the increasingly turbulent economic landscape has many educators calling for a renewed embrace of a broad-based liberal arts education and a new marriage of liberal arts and professional education that will help students weather all this change. With its many professional schools and a liberal arts approach to undergraduate education, DU is poised to demonstrate the benefit of this marriage to all students.

At the same time, some students are seeking opportunities to develop complex and necessary skills like leadership, compromise and interdisciplinary communication, which haven’t historically been covered in the classroom, while others are striving to personalize their degrees and distinguish themselves from their peers when the job hunt begins.

Here’s a look at how the University of Denver is anticipating changing demographics, shifting economic sands and new student demands to keep its offerings relevant for the next generation of students.
Five years from now, students at any university are likely to look significantly different from those who roamed the halls just five years ago. Between 2010 and 2021, according to the National Center for Education Statistics at the U.S. Department of Education, the number of African-American students attending postsecondary degree-granting institutions in the U.S. is projected to grow by 25 percent, the Asian population by 20 percent and the Hispanic population by 42 percent, as the white population at these schools grows by 4 percent. This new student population is far more likely than their white counterparts to be first-generation college students. That means schools will be challenged to help them pay for college and to navigate the university once they arrive.

“As the whole society becomes more diverse, and as people from different cultures and traditions come into the university setting, we have to think about the tools that they need to prosper,” says Mary Sue Coleman, former president of the University of Iowa and the University of Michigan and an incoming member of the DU Board of Trustees.

“Universities are well equipped to change as the population changes.”

For DU to remain attractive to this new generation of students, the school will have to meet their growing financial needs through an increase in fundraising for financial aid. Although more than 80 percent of current DU students already receive need-based or merit-based aid, the school is currently unable to meet the full financial demands of its student body. The University will need to endow financial aid funds to address the growing need and ensure that a DU education is accessible to all deserving students.

Yet DU and schools like it will have to do more than merely overhaul their aid programs: It also is critical to help students adapt to university life and to teach them how to take full advantage of campus resources once they arrive.

Virtually all students struggle when they first come to college, Chopp says, whether they’ve been sheltered and are learning to survive independently or they are first-generation college students navigating the labyrinthine university without a parent’s guidance. Succeeding in college requires more than learning to do your own laundry: Skills like organization and time management are also essential, as is developing a mental map of the university’s resources, from psychological counseling to grants for research and student clubs.

“What would a good transition to the university look like?” asks Jennifer Karas, DU’s associate provost for undergraduate academic programs. “What are the big skills that students need that they aren’t learning in the classroom? And how do we teach them—is it a series of workshops, training that happens in the residence halls, or something else?”

Internships, research projects, service-learning opportunities and study-abroad programs are more popular than ever on college campuses nationwide. Employers are increasingly looking for evidence of experiential learning on transcripts, while students and families are seeing such opportunities as transformational educational experiences.

Take the case of Jess Davidson, a senior political science and public policy dual bachelor’s and master’s degree student who serves as vice president of DU’s Undergraduate Student Government. She has complemented her political science classes with an internship in the office of former Colorado Senator Mark Udall; with study-abroad opportunities in South Africa, Tanzania and Uganda; and with participation throughout her college career in DU’s Pioneer Leadership Program (PLP), a living and learning community whose students live together on campus their freshman year, take classes in leadership studies and complete service learning projects. Through PLP, Davidson has designed on-campus stress-reduction trainings for DU students, worked with Denver’s African Community Center to create a booklet of job interview terminology for non-English speakers, and created a program where high school girls in Denver mentor middle school girls on healthy food choices, body image and self-esteem.

For many students, this sort of community engagement helps ease the transition to the “real world” that follows college graduation.

“When you leave campus after college, there is a sense of ‘what now?’ Everything you have done has occurred in the DU bubble,” Davidson says. “For students to apply what they have learned to real problems in the city helps prepare them for the rest of their lives.”

Research suggests that experiential learning may also increase students’ chances of finding satisfying work after they graduate. A 2014 Gallup poll of 30,000 college graduates found that those whose college experience had included forms of “experiential and deep learning”—such as internships, participation in extracurricular activities like clubs and student government or long-term, multi-semester research projects—were twice as likely to be engaged in their postgraduation jobs.

Regardless of how satisfying that first job is, experiential learning also can give students a leg up when it comes to finding...
work in the first place: Four out of five employers surveyed in a 2010 poll by the Association of American Colleges and Universities said they want colleges to place more emphasis on community-based field projects and internships that give students real-world experience. DU’s employment/post-graduation survey of 2014 graduates showed that students who participated in at least one internship during college earned $10,000 more in their first job than those who did not intern.

Many faculty, like students and employers, are seeing the value of creating “problem-based” curricula that apply academic theories to real-world problems in the cities and towns around their campuses. At DU’s Daniels College of Business, for instance, a new “challenge-based” MBA program replaces core courses with real-world challenges that students must confront in order to graduate. Over the course of 20 months, every student will start a small business, help a corporation solve a complex problem, launch a social responsibility initiative and travel abroad to work with an international company, gaining exposure to new languages, values and customs.

Yet students don’t have to travel abroad to apply their education to real-world problems. “Taking advantage of your context is something that I see more and more in higher education,” says Coleman, who in October became president of the Association of American Colleges and Universities. “And DU is marvelously positioned in the city of Denver. Whether it’s a problem that the Denver public schools are grappling with or a problem that stems from how quickly the city’s neighborhoods are growing and changing, students can use their classroom knowledge to solve that problem, rather than just cramming their heads full of facts.”

Strengthening personal relationships in the age of the MOOC

It’s no secret that over the last decade or so, the growing accessibility of low-cost online learning has transformed the higher education landscape. Among other changes, it’s prompted some colleges and universities to move a portion of their core curricula online, making education more accessible.

Faculty at four-year residential universities have embraced this trend to some degree, offering summer classes online, introducing “hybrid” classes that complement in-class lectures with online assignments and using online tools to track student performance and improve advising. DU, for instance, has more than 12,000 students enrolled in distance and hybrid instruction.

Sure, Liliana Rodriguez has a PhD in psychology with a specialty in emerging adulthood identity development. But her interest in how college students succeed is more than merely academic.

As DU’s new vice chancellor for campus life and inclusive excellence, Rodriguez oversees a wide range of services, from the Office of Student Life to the Center for Multicultural Excellence. In her first year on the job, she is charged with implementing an inclusive excellence plan across the University to ensure that DU embraces and celebrates the diverse identities of all community members. For Rodriguez, the first step toward establishing such a culture is encouraging every individual to critically examine his or her own identity.

“The best way to get comfortable with diversity is to really unpack yourself and your own identity,” she says. “How do I define my whiteness or my blackness? Why am I a Christian or a Muslim? Our parents and grandparents meant well, but we all receive messages throughout our lives that are biased. The more you come to understand these biases, the more you understand the influence that culture has on all of us. This awareness increases empathy and compassion.”

As a doctoral student, Rodriguez focused on the academic behaviors of college students and the stumbling blocks, like drinking and drug use, that they encounter on the road to a degree. She returned to her alma mater, Williams College in Massachusetts, to work in diversity recruiting. She then became the second in command in the office of student affairs at Swarthmore College in Pennsylvania, where she implemented a diversity and inclusion plan.

As she prepares to launch similar initiatives at DU, Rodriguez says that transforming the school into a place that truly embraces diversity will depend on convincing faculty and staff, who define the institution’s culture over the long haul, to unpack and examine their identities alongside students.

“It will be hard, because we have to admit our own prejudices, and that is threatening to a lot of people,” she says. “But we all need to get on board.”

—Nelson Harvey
Yet there is much about a residential college experience that online learning fails to replicate, including the chance to forge close, personal relationships with faculty members and other mentors on campus. Today, schools are playing up this comparative advantage to set themselves apart from online learning options.

“Why would a student choose a school like DU?” asks Karas, DU’s provost for undergraduate academic programs. “They want to come because here there are smart faculty. Every student can find a home somewhere—at a community college, in a massive open online course. But when students come here, they come to engage with faculty members.”

This engagement takes myriad forms at DU, and many of them combine experiential education with close collaboration among students and faculty. A few examples: Students and professors partner and use their expertise to help local organizations solve problems in the “Science Shop,” a project of the Center for Community Engagement and Service Learning. Cheri Young, a professor at the Knoebel School of Hospitality Management, trains her students to teach a commercial food safety training course that helps recently arrived African refugees get jobs. And Elizabeth Drogin of the Writing Program leads a service learning class, volunteering alongside students for a Denver organization called SCORES, which offers soccer and creative writing programs to local elementary schoolers.

There may be a good reason for DU to re-emphasize the opportunity it offers prospective students to build relationships with mentors: Many students consider these relationships among the most valuable outcomes of their college careers. A 2014 Gallup poll of 30,000 college graduates found that if a graduate had a least one college professor who “cared about them, made them excited to learn and encouraged them to follow their dreams,” their odds of being engaged and interested in their current job more than doubled.

Mentoring on college campuses doesn’t just mean engagement between faculty and students. Many schools are now working to pair students with role models and guides at all levels of the university.

“Mentoring should be about networks,” says Liliana Rodriguez, DU’s vice chancellor for campus life and inclusive excellence. “Currently, every student is assigned one faculty advisor and has access to administrative academic advisors, but my dream is that each student will have a faculty mentor, a staff mentor, an upperclassman peer advisor, a graduate student mentor and even an alumni mentor.”

For students, forging relationships with young alumni in particular could provide valuable insight into the challenges
they’ll face upon graduation—insight that faculty members or administrators are less equipped to provide.

“It’s powerful for a current student to speak with a recent alum who shows them what’s possible,” Chopp says. “One who says, for example, ‘You can major in philosophy and go to Wall Street, and here’s how I did it.’”

Teaching students to navigate choppy economic waters

When today’s college seniors entered school four years ago, the U.S. economy was still limping its way out of its worst recession in nearly 70 years. And although the economic downturn prompted many companies to cut pay, benefits and retirement plans for workers, the stable 40-year career was in decline long before the economy crashed. Today, the typical American worker is expected to change jobs every 4.4 years, according to the federal Bureau of Labor Statistics. That means the average worker will hold around seven jobs during a 30-year career, some of which don’t yet exist and will arise out of technological innovation in the years to come.

For pending graduates, this trend toward profession hopping inspires deep uncertainty about which skills, learned in college, will ensure workforce success. Career services professionals are responding by helping students grow and diversify their professional networks even before graduation, encouraging them to engage with employers, alumni and parents to forge a community that fosters resilience in the face of constant change.

“Career advising is still a developmental process, and the fundamentals of understanding one’s strengths, interests and values are still very critical,” says Mary Michael Hawkins, director of the DU Career Center. “However, advising is also about making and building connections and supporting students’ career development over their lifetime, especially in light of the frequent career transitions this current workforce is experiencing.”

Those frequent transitions—and the climate of general uncertainty that pervades the U.S. economy—are prompting alumni to demand more career support from their alma maters, whether in the form of coaching for their own careers or opportunities to hire recent graduates into their companies. At DU, the “global network” that connects students, alumni, donors and corporate partners is a new area of focus in University Advancement and Alumni Relations.

For all the consternation it inspires, the move toward ongoing career reinvention may be a powerful argument for the value of a liberal arts education, one that honors the trope of teaching students not what to think, but how.

“The liberal arts have always been about teaching students how to be adaptable,” Coleman says. “We teach students how to vet information, how to make an argument, how to write well and how to speak well. What students see as a career path today may not be a career path in 10 years, and in that same time frame, new careers may also emerge. That means students will need to keep learning throughout their lives, and that’s what the liberal arts teach them to do.”

Still, many administrators acknowledge that even the most prestigious and interdisciplinary institutions could do better at giving students the skills they’ll need to thrive in an increasingly diverse and interconnected world.

“We have to develop managers who know how to communicate across disciplines—how to lead and inspire groups of people from different nationalities, religions, ethnicities and races,” Rodriguez says. “We need to teach them to navigate conflicts and to compromise. Students need to learn to be self-starters, to solve problems and to be creative. Our academic system is very structured from elementary school all the way through college, but the workforce does not necessarily have that same kind of structure anymore. We need scholars who can take the lead in occupations that don’t yet exist.”

Given these changes, Chopp says, Career Services will need to expand and be prepared to help graduates throughout their lifetimes, as their careers evolve and are reinvented. “Graduate and professional programs will need to recognize, too, that job preparedness means something different in an era of constant change.”

Davidson, the DU senior and political science major, agrees. As college becomes accessible to a broader swath of the population, she says, a college degree is no longer the guarantee of a job that it once was. To distinguish themselves in the labor force, today’s graduates need to understand how to work in diverse environments and need technological fluency, enabling them to communicate across media from the PowerPoint presentation to the Twitter feed. Universities, Davidson says, should give students ample opportunities to develop these skills, along with a chance to customize their college degrees in ways that set them apart from their peers. In her work with student government, Davidson routinely encounters students who are building and shaping their individual academic majors to reflect their passions and distinguish themselves when the job hunt begins.

“Almost every student we work with has a central defining element to their college career, and I think that’s new since my parents went to college,” Davidson says. “Back then, they would go to class and maybe be involved in a fraternity or a sorority. Now, students are demanding to have a safe space to try—and maybe fail—at doing what they’re most passionate about.”
When Sydney Limond, a junior majoring in environmental science and mathematics, got the news that she would be attending the University of Denver, she puzzled, like so many soon-to-be college students, over what the first year would hold.

Where would she find friends? Would she like her classes and professors? Would she get to study the things that interest her most?

For Limond, any trepidation she had about that first year was eased when she discovered the University’s Environmental Sustainability Living and Learning Community (ESLLC). One of six such communities on campus, the ESLLC brings 22 like-minded students together to take a quarterly 2-credit class on environmental sustainability, to share a floor in a residence hall, and to participate in community engagement projects related to the topic.

“I applied for the ESLLC almost as soon as I found out about it after I’d gotten accepted to DU,” Limond recalls. “I’ve been interested in the environment since the seventh grade, when I took my first environmental science class. I did a lot of research...
online about the program before I applied, and I was dying to get in. It just seemed too perfect: I was going to college as an environmental science major, and here was the opportunity to live with students who had similar interests to myself and to learn more about sustainability and how my interest in the environment could be useful outside of the traditional classroom. And I was nervous about making friends, so I figured it would kind of be an automatic group I’d be included in.”

Limond wasn’t disappointed. The ESLLC not only gave her an instant social circle—one populated by people who relish a dinner time discussion of, say, composting—it allowed her to dive into a meaningful topic her very first weeks on campus. What’s more, through field trips, classroom work and community service, she learned how to make a difference.

That’s the idea behind the University’s theme-based living and learning communities, which debuted on campus in 1994, part of what was then a national movement to craft first-year programs that foster a smooth transition to college life while cultivating a culture of community engagement. The programs arose at institutions across the country out of growing concern that Americans were becoming increasingly detached from the civic activities and institutions so essential for a thriving democracy. That’s still of concern today, and as the University seeks to implement its new strategic plan, which calls for additional initiatives to enhance the student experience, programs like the LLCs will provide a solid foundation for future efforts.

Although DU wasn’t the first university to introduce living and learning communities, it was among the early pioneers. “There are different models [for LLCs] all over the country,” says Linda Olson, DU’s executive director of learning communities and civic engagement. She also serves as a teaching professor in the Pioneer Leadership Program LLC.

“The idea is to incorporate curricular content with an engaged learning experience,” Olson explains. “It’s a chance for students to be in a classroom with a professor—very hands-on, relationally based learning—and then go back to their residence hall, talk about it further and engage in co-curricular activities. You’re integrating a common academic content experience with a living experience, to which we then add a civic engagement and problem-solving focus. It’s high-impact learning at its best.”

DU added its signature twist to the concept by opening each community to students from across the disciplines, Olson says, adding that many universities organize LLCs around a specific major. In other words, students majoring in Spanish might study and live together in a community dedicated to exploration of the language and its literature.

The advantage to DU’s interdisciplinary approach, Olson says, is that the LLCs attract students from a variety of majors who bring different perspectives to an area of shared interest. They appeal to students who want “an active voice on the topic.” Make that a voice powered by insight and hands-on experience. Donald Sullivan, an associate professor in the Department of Geography and the Environment and director of the environmental LLC, works with the rest of the ESLLC staff to fashion a goal-focused curriculum with related programming.

“What we want [students] to do is not just get a better idea of the complexity of sustainability and the environment, but also do something, working toward goals,” he says.

Living & Learning Communities at DU

The University sponsors six living and learning communities:

- Creativity and Entrepreneurship
- Environmental Sustainability
- International
- Pioneer Leadership Program
- Social Justice
- Wellness

Number of students in each:

<table>
<thead>
<tr>
<th>Community</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creativity and Entrepreneurship</td>
<td>22 to 88</td>
</tr>
<tr>
<td>Environmental Sustainability</td>
<td>22 to 88</td>
</tr>
<tr>
<td>International</td>
<td>22 to 88</td>
</tr>
<tr>
<td>Pioneer Leadership Program</td>
<td>22 to 88</td>
</tr>
<tr>
<td>Social Justice</td>
<td>22 to 88</td>
</tr>
<tr>
<td>Wellness</td>
<td>22 to 88</td>
</tr>
</tbody>
</table>

Total number of first-year students participating:

220
Although the curriculum always covers certain front-and-center topics, such as water and air quality, it varies from year to year, depending on the issues and opportunities that arise. For example, in fall 2015, students focused on urban sustainability, reading a recently published book on walkable cities, visiting Denver’s new Union Station transit hub, and learning about everything from urban farming to bicycle-sharing programs.

In winter and spring 2016, Sullivan says, the emphasis will shift to water. “That’s a very exciting issue now, and not just in terms of drought, increasing population and different demands on water, but also looking at the long term, at the potential impacts of climate change,” he explains.

To introduce them to the challenges facing water planners, Sullivan takes ESLLC students for a retreat at the Keystone Science School, located at 9,200 feet in the Rockies. There, they get up close and personal with the all-important snow pack.

Before they go, Sullivan says, students research the “various stakeholders that have a claim on Colorado water, which runs the gamut from the Forest Service, which wants to maintain the watersheds, to groups like Trout Unlimited, the whitewater rafting industry, cities like Denver, Colorado Springs and Aurora, and agricultural users, and downstream users outside the state.” They learn about how each group uses its allotted water and about how groups may negotiate with one another for additional use.

Once at Keystone, students don cross-country skis and head to the backcountry, where they dig snow pits and, as Sullivan puts it, “do a little snow science.”

“They [learn how to] estimate the water content of the snow, so they have an idea of how much water is stored in the snow. That’s actually how water planners use the snow pack to determine how much water is going to be available,” Sullivan explains.

Back at the Keystone Science School, they participate in a staged town hall meeting, where the staff presents them with scenarios and questions. The snow pack is 70 percent of normal, so how should that water be used? How should water authorities weigh competing demands? What steps need to be taken to ensure there’s enough water for basic needs?

For Limond, that experience remains one of the highlights of her time at DU. “Actually getting to be out in the snow, working with the scientists and putting into practice what we’d been taught was the most immediately applicable and real education I think I’ve ever gotten,” she says.

Experiences like these, Sullivan says, not only stoke a student’s interest in such larger environmental issues as climate change and resource management, they also reinforce the desire to take action. It’s no surprise to Sullivan that, after their year in residence is up, ESLLC students go on to participate in sustainability initiatives on and off campus. On campus, they serve on the Sustainability Council, staff the recycling and composting bins at zero-waste hockey games, weed beds at the community garden, and aid efforts to repair and tune bicycles for students eager to reduce their carbon footprint.

For Olson, this roll-up-the-sleeves commitment to community is testimony to the value that an LLC brings to the student experience and to the country at large.

“We want them to understand the role of their citizenship—not passport-wise, but that they’re a member of a community,” she says. “And the civic world needs informed activists who are taking seriously the life of the community and preserving democracy.”

Learn more about DU’s Living and Learning Communities at du.edu/livinglearning.
startUp guys
When Artifact Uprising co-founder Jenna Walker attended her first Denver Startup Week in 2013, she had no idea the event would change her life.

“We had been operating for close to a year, but when we attended Denver Startup Week, we started to realize how many resources were in Denver that we didn’t know existed,” says Walker, a Denver-based wedding photographer whose company lets photographers create professional-quality books, prints and cards right from their laptops. “We didn’t even know the whole startup landscape existed. We were just photographers on a mission to put a better product out on the market who then kind of accidentally ended up in the technology realm. At that point, it really felt as though we knew nothing about the technology scene in Denver.”

That quickly changed for Walker at Denver Startup Week. The brainchild of University of Denver alumni Ben Deda and Erik Mitisek, Denver Startup Week has emerged as the nation’s largest free gathering of business and tech entrepreneurs. With a mix of seminars, workshops, panel discussions, happy hours and pub crawls, the annual event draws throngs of young bootstrappers and techies to locations throughout downtown Denver. In fall 2015, its fourth year in operation, the thriving Front Range phenomenon reeled in more than 12,000 participants.

“It was because of Denver Startup Week that we learned about the vast number of people and resources in Denver, and that we weren’t alone in the struggle to build a business,” Walker says. Thanks in part to the knowledge and contacts...
she gained at the event, Artifact Uprising has grown from a handful of employees to more than 30. It was acquired last year by California- and New York-based art and technology business Visual Supply Co.

Such is the power of Denver Startup Week, which over four years has grown into the city’s biggest signature business event and has served as a model for other cities looking to launch their own celebrations of startups and entrepreneurship.

Behind it all are Mitisek (BS ’99), co-chair of Startup Colorado and chairman of BuiltInColorado, as well CEO of the Colorado Technology Association, and Deda, executive vice president of marketing and business development at Galvanize, a Denver-based tech education business that combines classroom space with co-working areas and community-building events for startups.

Four years ago, in response to the startup boom that was just beginning to sound in Denver, the two joined forces with Tami Door, executive director of the Downtown Denver Partnership, to create an event that harnessed and celebrated the Mile High City’s entrepreneurial energy.

“In every community, there are a few people who have big ideas, who are also able to build relationships, articulate their vision and get things done,” Door says. “That epitomizes Ben and Erik. When your motives are pure—when you really are committed to the success of the people for whom you are creating this environment and helping to build this environment—people recognize that authenticity and they gravitate toward it. With Ben and Erik, that is what happens. They really believe in making a difference, they really care about the success of our entrepreneurs and our community, and they’re willing and able to get things done.”

In 2012, its first year, Denver Startup Week drew 3,500 attendees to 60 events over the course of five days. In fall 2015, 11,000 participants attended more than 200 events. Topics covered in 2015 included virtual reality, 3-D printing, the future of PR, mobile technology and equity compensation.

Admission is free to nearly all Startup Week events, which, as Mitisek puts it, “democratizes access to information to be an entrepreneur.” And with events held at tech-business hubs around the city—including Galvanize, the Commons on Champa and the TAXI development—Startup Week also gives attendees a mini-tour of Denver’s red-hot startup scene.

On a recent fall day at Galvanize’s new Platte Street location—just across the Highland Bridge from Denver’s trendy LoHi neighborhood, and within stumbling distance of bustling Union Station—Deda and Mitisek sat down to discuss the past, present and future of Denver Startup Week.

UNIVERSITY OF DENVER MAGAZINE: Tell me about the origins of Denver Startup Week. According to your website, it all started—as so many great things do—over a round of beers?

ERIK MITISEK: There was an existing program called Boulder Startup Week. There was lineage as to what was happening in our sister city. Seven or eight of us got together over beers and said, “Let’s do this our way. Let’s celebrate everything in Denver; let’s do this 100-percent community-led; let’s throw our shoulder against it; and let’s create something that’s never been created in Denver—or in Colorado, for that matter.”

And that’s when the ball started rolling. We approached the Downtown Denver Partnership—which we discovered had a similar idea to develop a startup event in the city—to be deep partners in the program, and through their leadership it became something that was not just a group of entrepreneurs, but a group of entrepreneurs with an incredible platform. With that partnership, Denver Startup Week was born.

What did you see happening in Denver in 2011, 2012, that made it seem like the right time to kick off an event like this?

BEN DEDA: I think the timing was just about as good as it could get. You not only had great tech companies setting up shop in Denver; at the same time there is a tech boom, you’re coming out of a recession, and Denver has become the No. 1 destination for millennials in the country. So all those things came together to create this incredible environment and this incredible opportunity. I don’t necessarily know that this could have
happened 10, 15, 20 years ago, and it’s not because there wasn’t the talent back then; it was that we hit it at the right cycle at the right time.

Since the first Denver Startup Week in 2012, how has the city’s entrepreneurial landscape changed? How has Startup Week played a part in that?

MITISEK: When we were getting ready for Startup Week this year, we took a look back. At the time that we were just getting started, 2011, 2012, there were nine monthly meetup-type of activities that were happening in the community around innovation, technology and entrepreneurship. Nine or 10 things that you could do if you wanted to get involved. Fast-forward to 2015. We looked at the same monthly activity, and this year there are 96 different meetups and activities in the community. We really look at Denver Startup Week as a huge catalyst that brought together and convened not just the big things, but microcategories like women in entrepreneurship and kids who code. There are 96 things that you can choose from now, and Denver Startup Week is probably highly responsible for a lot of that creation.

You both attended DU at different times; how do your experiences at the University connect to what you have achieved with Denver Startup Week?

MITISEK: When I was at DU, I was in the first class of the Pioneer Leadership Program, and I was simultaneously involved, my sophomore year, in 17 different organizations. The concept of community leadership that I learned at DU manifested in giving back and trying to lead the community through Denver Startup Week. The biggest corollary for me was Winter Carnival. I was the chair of Winter Carnival my sophomore, junior and senior years at DU, and I think of [Denver Startup Week] as a gigantic winter carnival to celebrate startups in the Front Range.

DEDA: I did the Executive MBA at the Daniels College of Business. At the time, I was working for another Denver startup, on the manufacturing side. The whole reason I went to DU is because I was invested in Denver. I spent seven years in the Marine Corps, and all of my fellow Marines, when we got out, they all went to Ivy League MBA programs. But my wife and I had planted roots in Denver, we wanted to be here, and I said, “OK, DU has a great program, and it’s a great way to build connections here and help give back to this community.” And that’s what happened.

What advice would you give to DU students and alumni who want to get involved in the entrepreneurial scene in Denver? How does that scene reflect the economy and the work world those students will be graduating into?

MITISEK: You’re welcome, with open arms, to engage with all these programs. They’re free. There’s no membership pass required. If you’re interested in learning about Galvanize, come down and hang out at Galvanize. Meet some folks and orientate yourself. Denver’s an open door for that. Be involved; get engaged. Show up and say, “I want to start a company. I want to be involved in a startup. I want to learn about working in a high-growth company.”

Erik Mitisek’s TOP 5 TIPS for Entrepreneurs

1. Harness your obsession. At the core of the company, you are obsessive about solving the market problem.

2. Ask for help. Great startup leaders have amazing mentors. Find them before you start.

3. Be laser focused. It is easy to be opportunistic. Focus, focus, focus.

4. Go for it. “Do or do not, there is no try.” —Yoda

5. Never stop. Grit and persistence = success. Never stop, even when it feels like you should.

The ethos of what we’ve grown in Colorado and what we’ve grown in the greater Denver area around startups is we want to welcome new folks into the community. This is not a place where it’s all about who you know—this is a place where, if you get involved, your number will come up. I would go so far as to say that students probably have an unfair advantage. People want to help those who are thinking about entering the tech sector and the entrepreneurial sector. Everyone has a story of the first company they started, how they got their first job in tech, or how they got their first job in a startup—everyone has those stories, and those are big stories that I think students need to understand as career paths. There are lots of companies of varying sizes right here in our backyard that would love to have them involved.

DEDA: Those 93 meetups that Erik was talking about? Anyone is
DU launches new center for entrepreneurship, innovation and technology

The Daniels College of Business, the Sturm College of Law and the Daniel Felix Ritchie School of Engineering and Computer Science joined forces in December to launch Project X-ITE, an interdisciplinary hub for projects at the intersection of entrepreneurship, innovation and technology.

The University-wide initiative—which looks to position DU as a global leader in entrepreneurship-related higher education and to increase the University’s visibility in Denver’s startup scene—eventually will grow to include expertise and contributions from across campus.

"Innovation, entrepreneurship and technology are driving growth in Denver, and DU can benefit from and contribute to that momentum through Project X-ITE,” says Chancellor Rebecca Chopp. “Project X-ITE will serve as a hub for transforming ideas into projects, products and businesses—as well as a headquarters for experiential learning focused on entrepreneurial work.”

Project X-ITE will have two central functions during its alpha phase: coordinating and hosting a range of “Meetings of the Minds” on campus and elsewhere in Denver that will position the University as a central platform for the global conversation around innovation, technology and entrepreneurship; and using DU resources to kick-start, accelerate or expand a range of innovations in curriculum, research, industry relations and startup activity.

"For me, it’s about making DU synonymous with Denver,” says JB Holston, dean of the Ritchie School. “If you think about what’s so exciting about Denver right now—millennials coming here, industry coming here, Google opening a 1,500-person office in Boulder—there’s this tremendous entrepreneurial energy. Everybody wants to come to Denver because they’re identifying it as a very entrepreneurial, innovative kind of place, and we want everyone to think of DU as equally entrepreneurial and innovative.”

—Greg Glasgow

Learn more at projectxite.org

Denver Startup Week 2016 takes place Sept. 12–16; visit denverstartupweek.org for more information
This photo from the 1962 Kynewisbok shows students gathered to register for classes in the days before computers made it easy. The original photo caption offered these words of comfort: “Remember, you’re an individual, C5024!” Do you recognize anyone in this photo or have registration memories to share?

Email us at du-magazine@du.edu
Class Notes

1964

G.D. “Corky” Christman (BSBA ’64) of Billings, Mont., is an advocate for Camp Mak-A-Dream (campdream.org), a free camp for kids, young adults and other adults affected by cancer. He serves as a volunteer fundraiser through Certified Residential Specialists (CRS) and the Childhood Cancer Committee. Corky was named the CRS volunteer of the year in 2009.


1965

Bernard Kamine (BA ’65) of Beverly Hills, Calif., has retired from the Engineering Contractors Association (ECA) after serving three decades on the board and similar tenure as legal counsel. As legal counsel, Bernard wrote amicus briefs in support of ECA positions in court cases and worked to establish ECA’s annual legal seminar, now in its 13th year. Bernard also served a term as chair of the affiliates committee, was honored with the DIG Award and the President’s Award and was named Affiliate of the Year three times. His work for the ECA earned him the Military Outstanding Volunteer Service Medal, issued by the U.S. Army. Bernard and his wife, Marcia, plan to continue to participate in ECA events after Bernard steps down from his leadership positions.

1967

Don Burgess (MA ’67) of Fort Worth, Texas, wrote his first novel, “Lincoln Street: Coming of Age in Fly-over Country.” Taking place in the 1950s and ’60s, the book chronicles the lives of teenagers and adults who live on a four-block neighborhood of Lincoln Street in the small town of Coffeyville, Kan.

1968

Gary Lozow (JD ’68) of Denver, a partner at Foster Graham Milstein & Calisher LLP, has been awarded the Alvin D. Lichtenstein Award by the Colorado Criminal Defense Bar for remarkable accomplishments over a lifetime of distinguished service.

1969

Lynn Hegstrom (BFA ’69) of Centennial, Colo., is a kitchen and bath designer for Kitchens by Wedgewood. Prior to Wedgewood, she was an interior designer for Bollinger Design in Denver. She is a member of the American Society of Interior Designers, the National Kitchen and Bath Association and the Home Builders Association, where she sits on the Remodelers Council Board of Directors. Lynn is married and has four grown children and three grandchildren. Her active lifestyle includes skiing, hiking 14ers, sailing, rafting/canoeing and bicycling.

1972

Debbie Murphy (BA ’72, MA ’75) of Dillon, Colo., traveled to Peru with her husband, Dennis, in May 2015. The two visited Machu Picchu and other locations.

1973

Debbie Miller (BA ’73) of Fairbanks, Alaska, is the author of two children’s books: “A King Salmon Journey” and “Grizzly Bears of Alaska.” She is working on an adult book about the wilderness surrounding Prince William Sound.

1974

Myra Warren Isenhart (MA ’74, PhD ’78) of Greenwood Village, Colo., co-authored the book “Forgiving Others, Forgiving Ourselves: Understanding & Healing Our Emotional Wounds.” The book explores the process of forgiveness through the lens of communication, psychology, counseling, theology and original research.

1976

Jean Fowler (BFA ’76) and Chris Fowler (BA ’78) of Bethesda, Md., recently celebrated their 33rd wedding anniversary.
Faven Habte (BS ’10) stepped into her science classroom at Chicago’s Bronzeville Scholastic Institute last fall hoping to ignite a passion for her discipline among her students—much the same way her own passion was sparked and stoked by her high school and college mentors.

“My goal is that my students will see that they can do whatever they want,” says the newly minted teacher. And if she gets the classroom chemistry just right, a good portion of them may just want to pursue careers in the STEM fields (science, technology, engineering and mathematics).

Habte’s love of science—and her dedication to sharing that love—has earned her a prestigious five-year STEM fellowship from the Knowles Science Teaching Foundation. Based in Moorestown, N.J., the foundation was established to increase the nation’s stock of high-quality secondary school STEM teachers.

Habte’s path to her science classroom was initially charted at DU, where, as a biochemistry major, she spent hours in the lab experiencing just how exciting science can be. After graduating from DU, Habte spent three years with AmeriCorps City Year Chicago, tutoring and mentoring middle school students and working with teachers and administrators to improve the student experience. To ensure she was ready for her own classroom, she enrolled at the University of Chicago to pursue a master of arts in teaching secondary biology.

“I don’t want to do things because that is the way they have always been done,” Habte says. “I want to do them in a way that is most engaging.”

—Tamara Chapman

Richard Green (BSBA ’78) of Washington, D.C., has joined Vetted Solutions, an executive search firm specializing in helping associations and nonprofit organizations find and develop high-performing leaders. The firm has tapped Green to lead its new area of focus, drawing upon his multi-decade career as a senior executive with the Marriott Corp.

Steve Fraser (BSBA ’80) of Scottsdale, Ariz., is human resources leader at Blue Star Resort & Lodging.

Timothy Benolken (BSBA ’81) of Chicago is senior vice president of operations,
In the winter of 1979, with Iran in the throes of a revolution that would transform the nation from a pro-Western, one-party state into an Islamic theocracy, Ali Malekzadeh was far from his home country in more ways than one. The previous year, Malekzadeh (BSBA ‘77, MBA ‘78) had finished his master’s degree at the University of Denver’s business school (now the Daniels College of Business). The shock of the Iranian Revolution, combined with the quality of the education he’d received at DU, convinced him to seek political asylum in the U.S. and pursue his own career in education.

“The country of Iran became a theocracy, and both my wife and I had relatives imprisoned by the new regime,” he recalls. “My time at DU helped me see that education was important work, so my wife and I decided to stay in the U.S. and pursue our doctorates here.”

That decision has paid off in any number of ways. After rising to become a business school dean and accomplished fundraiser at St. Cloud State University in Minnesota, Xavier University in Cincinnati and Kansas State University, Malekzadeh was named president of Chicago’s Roosevelt University in July. Just days later, the Carnegie Corporation of New York honored him as one of 38 “great immigrants” the nonprofit recognizes annually for their contributions to America’s social fabric.

If not for his time at DU, Malekzadeh concedes that his interest in education might have remained dormant. It’s striking that such a vital chapter in his life started accidentally: Arriving in Denver in 1969 to visit friends he’d met while traveling in Tehran, he was stunned by the city’s geographic resemblance to the place he’d left behind. He resolved to attend DU shortly thereafter. Malekzadeh has championed the University by recruiting eight members of his own family to attend the school, including his wife.

“When you have a revolution, you realize that all the belongings you have can be taken away,” he says. “The only thing people cannot take away from you is your education.”

—Nelson Harvey
Western North America, for Hilton Worldwide. He received the J. Patrick Leahy Lifetime Achievement Award from the Illinois Hotel & Lodging Association in spring 2015.

1982
Jim Jahnke (BSBA ’82) of Fort Lee, N.J., joined the mergers and acquisitions team at Blue River Financial Group in early 2015.

1983
Gail Folwell (BFA ’83) of Boulder, Colo., was commissioned to create a sculpture for the Professional Football Hall of Fame. The sculpture, titled “The NFL Draft, 1936,” was unveiled on Aug. 7, 2015, in Canton, Ohio. Gail also was named Sports Artist of the Year in 2014 by the National Art Museum of Sport.

Stewart Stockdale (BSBA ’83) of Wayne, Pa., is chief executive officer at JG Wentworth Holdings Inc.

Pam Turbeville (MBA ’83) of Scottsdale, Ariz., is CEO of i-calQ, which recently received a U.S. patent for its smartphone-based rapid medical diagnostic testing device. The device will make possible low-cost, portable systems that can replace the traditional medical laboratory, especially in developing countries where hospitals and labs are not readily accessible.

1984
Johannes Faessler (BSBA ’84) of Vail, Colo., is president of Sonnenalp Properties, whose Sonnenalp Hotel in Vail was recognized by U.S. News & World Report as one of the best hotels in the world.

Yoshi Uematsu (BSBA ’84) of Stamford, Conn., former CEO of Daiwa SB Investments Ltd., has retired after several years in the investment and asset-management sectors.

1985
Debra Uematsu (BSBA ’85) of Stamford, Conn., joined GE Capital’s Commercial Services division.

1986
Sharon Markman (BSBA ’86) of Chicago retired in spring 2015 from her position as director of public affairs and communications at the Robert H. Lurie Comprehensive Cancer Center of Northwestern University.

Kerry Moriarty (BSBA ’86) of Denver is regional sales executive at TSYS Merchant Solutions.

1989
Tom Harold (BSBA ’89) of Colorado Springs, Colo., is director of contracts for veteran engineering and technology for Veteran Information Technologies, where he also was promoted to vice president and senior program manager. In his new role, Tom oversees operations and manages a NASA contract for IT services and equipment. Tom is also the proud father of DU sophomore Shelby Harold (pictured).

Michelle Hemerley (BSBA ’89) of Conifer, Colo., joined Speedy Cash/Tiger Financial as chief compliance officer in winter 2015.

1990
Olivier Rene Heuchenne (BSBA ’90) of Mallorca, Spain, is managing partner at Heuchenne Bauge.

1991
Hermann Elger (BSBA ’91) of Mattapoisett, Mass., is general manager of the St. Regis New York Hotel, which received a 2015 Travvy Award after debuting an extensive renovation and was ranked by U.S. News as one of the best hotels in the U.S.

Rand Wergin (MBA ’91) of Vermillion, S.D., earned tenure and was promoted to associate professor of marketing at the University of South Dakota’s Beacom School of Business. Rand earned his PhD in marketing from Oklahoma State University in 2009.

1993
Todd Hamilton (BSBA ’93) of Chicago is chairman of the Boys and Girls Club of Chicago. Todd hosted a group of DU finance students at his offices last year to share his experiences since graduating.

Ted Souder (BSBA ’93) of Chicago joined the U.S. Global Leadership Coalition Advisory Committee and was named to Gov. Bruce Rauner’s Illinois Innovation Council in 2015. Ted is an active member of the Knoebel School of Hospitality Management’s advisory board.

1997
Kevin Maddoux (BA ’97, MEPM ’05) of Denver joined Felsburg, Holt & Ullevig, a Colorado-based consulting firm specializing in transportation and environmental planning, traffic engineering and transportation-system design.

Eric Schmautz (BSBA ’97) of San Francisco and his wife, Stephanie, welcomed their first child, Molly, in March.

1998
Keith Jones (BSBA ’98) of Denver is a senior global human resources business partner at Molson Coors.

1999
Greg Luttrell (BSBA ’99) of Englewood, Colo., is director of insurance at TeleTech.
**Class Notes**

**Jason Mounts** (BSBA ’99) and his wife, Anne, own the Yogurtland store on South Colorado Boulevard in Denver. They have twin boys, Jude and Eli.

**Matthew Randolph** (MACC, BSAC, BSBA ’99) of Denver was promoted to principal for advisory services at Ernst and Young, a multinational professional services firm.

**Andrew Walter** (BSBA ’99) of Beverly Hills, Calif., is executive vice president of corporate development at Metro-Goldwyn-Mayer Studios.

**2000**

**Megan Feldman Bettencourt** (BA ’00) of Denver is an award-winning journalist whose work has appeared in magazines such as Glamour, Details, 5280 and Southwest, and in newspapers including Newsday and the Dallas Observer. She authored the book “Triumph of the Heart: Forgiveness in an Unforgiving World” (Avery at Penguin, 2015), which explores stories of forgiveness from all over the world.

**David McEntire** (PhD ’00) has been appointed dean of the College of Aviation and Public Services at Utah Valley University in Orem.

**Jeff Schwartz** (BSBA ’00) of Washington, D.C., is director of fund accounting and pricing at retirement services company ICMA-RC.

**Meg Steitz** (MA ’00) of Denver is executive director of the Colorado Children’s Chorale. She served on the chorale’s board of trustees from 2005–13 and held the position of board president from 2010–12. In the past, Meg worked as director of the Humanities Institute at DU and as director of marketing and community relations for DU’s Divisions of Arts, Humanities and Social Sciences.

2001

**Anne (Coniff) Leonard** (BA ’01) of Colorado Springs, Colo., married Aram Leonard on June 27, 2015, at La Foret Conference and Retreat Center in Colorado Springs. The wedding and reception were attended by DU classmates Jon Kraus (BSBA ’00), Kajal Dhabalia (BA ’00), David Bauer (BS ’99, MS ’01), Amy (Colonna) Parisi (BA ’01) and Mollie (McKiernan) Call (BA ’01).

**Lynnea Louison** (MBA ’01) is a member of Leadership Denver Class of 2015, a program at the Denver Metro Chamber of Commerce that develops community leaders and enhances the civic infrastructure of the region.

**Dafna Michaelson** (MBA ’01) of Commerce City, Colo., traveled across all 50 states in 52 weeks in 2009 in search of ordinary people solving problems in their communities. She wrote a book, “It Takes a Little Crazy to Make a Difference,” about her experiences. In May 2015 the book was awarded the International Book Award for social change from USA Book News.

**Sherryl Weston** (MA ’01) of Denver began her work as a special education teacher, additionally focusing her time on community service as it relates to women’s health and domestic violence. She launched the Diversity Affairs Department of Naropa University in Boulder, Colo., in 1999. Sherryl is now on the board of directors for the Colorado Organization for Latina Opportunity and Reproductive Rights.

2002

**Sharon Bauserman** (IMBA ’02) of Greenwood Village, Colo., is manager of interline, government and military sales, cargo partnerships and alliances division, at United Airlines. Sharon and William Hogg were married in March 2015.

**M. Travis Maynard** (MBA ’02) of Fort Collins, Colo., an associate professor in the department of management at Colorado State University, was awarded a Fulbright Scholar Award and is currently working with faculty members and PhD students at the ISCTE Business School at the Instituto Universitario de Lisboa in Lisbon, Portugal.

2003

**Abraham Denmark** (MA ’03) of Fort Collins, Colo., has been appointed deputy assistant secretary of defense for East Asia, where he supports the secretary of defense and other senior U.S. government leaders in the formulation and implementation of defense policy for China, Japan, Mongolia, North and South Korea and Taiwan. Abraham previously served as senior vice president for political and security affairs at the National Bureau of Asian Research and as a fellow at the Center for a New American Security.

**James Gray** (BA ’03) of Denver sold a pilot to the USA Network for a new television series titled “Poor Richard’s Almanack.” James has written for a number of television series, including “Pushing Daisies,” “Hannibal” and “Orange Is the New Black.” He also worked as a producer on “Hannibal” and “Orange Is the New Black.”

**Peter Knisely** (BSBA ’00) of Evergreen, Colo., is associate director at Savills Studley, a global commercial real estate services firm.

**Nicole Mattson** (BSBA ’03, MBA ’12) of Denver is co-owner with her husband, Scott Mattson, of Nocturne Jazz & Supper Club, a new restaurant and music venue in Denver’s RiNo neighborhood.

**Daniel Miekina** (BSBA ’03) of Chicago earned an MBA from Notre Dame in 2013. Daniel is an advisory consultant with Price Waterhouse Management Consultants.
2004

**Hannah Seigel Proff** (BA ’04) of Denver joined the staff of the Colorado Juvenile Defender Center (CJDC) as staff attorney for juvenile defense and policy. Prior to joining CJDC, Hannah spent seven years as a senior deputy state public defender in the Denver trial office. Hannah started the nonprofit Learn Your Rights in Colorado (LYRIC), which teaches youth about their constitutional rights in classrooms, community settings and juvenile justice facilities across the state.

2005

**Ashley Buderus** (BSBA ’05) of Aurora, Colo., a former member of DU’s development team, is now philanthropy director of gift planning at Children’s Hospital Colorado Foundation.

**Max Goldberg** (BSBA ’05) of Nashville, Tenn., co-owner with his brother Benjamin of the Strategic Hospitality restaurant group, opened a French-inspired restaurant, Le Sel, in Nashville in October 2015. Max co-owns a number of restaurants in the city, including Pinewood Social, the Patterson House, Catbird Seat, Merchants, Aerial and Paradise Park.

**Jim Toft** (BSBA ’05) of Denver is a financial advisor with Edward Jones. He also is a board member at Colorado Youth for Change and a volunteer basketball coach for the Cherry Creek Gold Crown Program. Jim was married last year and is expecting his first child.

2006

**Randy Browne** (BSBA ’06) of Sausalito, Calif., is market and sales analytics manager at Campari America.

2007

**Tammera Gordineer** (MSW ’07) of Eugene, Ore., works for domestic violence nonprofit Womenspace Inc. as an intimate-partner violence specialist co-located with child welfare. Tammera also volunteers as a counselor at the Center for Community Counseling, a nonprofit serving low-income individuals in Lane County, Ore.

**Greg Winter** (BSBA ’07) of Denver and his wife, Merissa, welcomed their first born, Oliver, in 2014.
2008
Kyle Bemis (MBA ’08) of Englewood, Colo., is a finance director in financial planning at DISH Network.

Evie Carrick (BA ’08) and Shane Carrick (BA ’08) completed their Ashtanga and hatha yoga teacher training at the Shiva Yoga Peeth School in Rishikesh, India.

Alex Cooper (BSBA ’08) of Chicago is an account executive at North American Corp.

Chad Schulz (MBA ’08) of Seattle has joined the Alliant Insurance Service’s Employee Benefits Group as first vice president.

Blake Utne (BSBA ’08) of San Francisco is a client solutions manager for Percolate, a marketing software company based in New York City.

2009
Amanda Blakley (BA ’09) of Royal Oak, Mich., and her sister Lisa Blakley (BA ’12) of Portland founded Amanda Blakley Skincare. All of the products in their line are fragrance-free, botanical-free and hypoallergenic.

Kokee Coscina (BSBA ’09) of Honolulu is general manager at Mountain Apple Co.

Matt Lane (BSBA ’09) is director of front office operations at the Hilton Waikoloa Village in Waikoloa Village, Hawaii.

Nick Simmons (BSBA ’09) of Greenwood Village, Colo., is director at Square Two Financial. Nick’s twin brother, Shawn Simmons (BSBA ’09), works at Oppenheimer & Co. in New York.

2010
Adam Corbit (BSME ’10) and Mary-Kate Luker (BS ’11) were married on Aug. 22, 2015, at the Beaver Creek Chapel in Beaver Creek, Colo.

Criswell Fiordalis (BSBA ’10) of Culver City, Calif., is manager of strategic planning and analysis at Media Rights Capital Studios in Los Angeles.

Matt Holmes (BA ’10, MBA ’12) of Denver is the founder of the Handshakin Video Series, an online web series that interviews successful entrepreneurs in Colorado. The videos focus on how networking, mentors and community play a pivotal role in gaining success in the entrepreneurial world.

Cullen Murphy (BSA ’10) is an associate at Moelis & Co. in New York.

2011
Jim Francescon (BSBA ’11, MS ’12) of New York is an associate at GoldPoint Partners LLC. Prior to joining the firm, Jim was an analyst in J.P. Morgan’s investment banking division.

Shane Hensinger (MA ’11) of San Francisco was appointed as Honorary Consul for the Republic of the Seychelles in California in June 2015.

Todd Likman (JD ’11) and Ana Arnaudovic (MSW ’11) were married on Sept. 6, 2015, in Denver.

Elizabeth Glissmeyer Ripplinger (BA ’11) of Colorado Springs, Colo., works for Project C.U.R.E., a Denver-based philanthropic organization that serves 123 third-world countries. Elizabeth interviews doctors and charities, taking stock of their medical clinics and services, then returns to the U.S. to organize shipments that fulfill their needs.

Brian Robinson (MBA ’11) and Holly Robinson (MBA ’13) of Denver welcomed their son, Jackson, in August 2015. Holly is a member of the alumni advisory board at the Daniels College of Business.

MacKenzie Roebuck-Walsh (IMBA ’11) of Bailey, Colo., is manager of customer experience at Comcast. She was honored at the Women in Cable Telecommunications 15th annual Walk of Fame as a Woman to Watch. MacKenzie is chair of the Denver Women’s Commission, tasked with enhancing the quality of life for women and girls in Denver, and is director of community investment for the Rocky Mountain Women in Cable board.

Joseph Welinhofer (BSBA ’11) of Chicago is operations manager at PRE Brands.

2012
Claudia Alvarado (BSBA ’12) of Denver is a project manager at STR Analytics.

Taryn Brandt (MA ’12) of Simsbury, Conn., achieved certified consultant status at the Association for Applied Sport Psychology, an international professional organization that promotes the development of science and ethical practice in the field of sport psychology. Taryn is a mental skills coach and the owner of ASPIRE Sport and Performance, where she provides consulting services to athletes and performers at all levels. Along with achieving her certified consultant status, Taryn is pursuing a doctorate in counseling psychology with a concentration in athletic counseling at Springfield College in Massachusetts.

Sunny Ruofan Xiong (BSBA ’12) is a resort assistant manager at Four Seasons Lana’i in Lanai City, Hawaii.

2013
Weston Cowden (MACC ’13) of Nashville, Tenn., is a feasibility analyst at WestChase Partners LLC.
Will Foster (BSBA ’13) of Austin, Texas, is customer advocate team lead with marketing software company Signpost.

Amy Garner (MS ’13) of Denver heads up corporate recruiting at data center provider CoreSite. Amy married Alison Loranger in 2013.

Andy Luersen (MBA ’13) is marketing manager for the Little Nell, the only five-star, five-diamond hotel in Aspen, Colo.

Emily Marcus (BSBA ’13) is financial analyst at health care technology company TriZetto in Englewood, Colo.

Brooke (Buckland) Ravanelli (MS ’13) of Denver was chosen by the Knowles Science Teaching Foundation (KSTF) as a member of its 2015 cohort of teaching fellows. KSTF seeks to improve STEM education by building a stable, sustainable cadre of teachers who are trained and supported as leaders from the beginning of their careers. Brooke is in her second year of teaching at the Denver School of Science and Technology.

2014
Alexis Cohen (BSBA ’14) of Seattle is a marketing analyst at Edge Asset Management.

2015
Nathan Cornelius (MA ’15) of Baltimore has been selected by the Lilly Fellows Program for its eighth cohort. The program supports outstanding students who want to explore the connections among Christianity, higher education and the vocation of the teacher-scholar as they pursue doctoral degrees in humanities and the arts. Fellows participate in long-distance colloquia, engage in one-on-one mentoring relationships and participate in three conferences. Nathan is pursuing a doctor of musical arts degree in guitar performance and a master of music in music theory pedagogy at the Peabody Institute of the Johns Hopkins University.

Tony Phillips (BSBA ’15) of Nashville, Tenn., is general manager of the Loews Vanderbilt Hotel.

Megan Welch (BSBA ’15) of San Francisco is an openings and transitions coordinator with Kimpton Hotels & Restaurants.

Michael Yehle (MBA ’15) of Denver joined PriceWaterhouseCoopers as an advisory manager. He is building a new web technologies practice.

Class of 1966
50th Reunion

June 3-4, 2016
University of Denver Campus

Reunite with classmates and friends as we celebrate the 50th Reunion of the Class of 1966!

SAVE THE DATE | JUNE 3-4

go.du.edu/50th
## In Memoriam

### 1930s

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>George Houser</td>
<td>BA ’38</td>
<td>Santa Rosa, Calif.</td>
<td>8-19-15</td>
</tr>
</tbody>
</table>

### 1940s

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joseph Wagner</td>
<td>BS ’43</td>
<td>Bethesda, Md.</td>
<td>10-26-15</td>
</tr>
<tr>
<td>Margaret Lemon</td>
<td>BA ’46</td>
<td>Golden, Colo.</td>
<td>9-4-15</td>
</tr>
<tr>
<td>Carolyn (Nelson) Fenner</td>
<td></td>
<td>Seattle</td>
<td>7-6-15</td>
</tr>
<tr>
<td>Perry Willis Patterson</td>
<td>MA ’49, PhD ’65</td>
<td>Sioux City, Iowa</td>
<td>7-29-15</td>
</tr>
<tr>
<td>Jerry Swanson</td>
<td>BA ’49</td>
<td>Beaver Creek, Colo.</td>
<td>8-30-15</td>
</tr>
</tbody>
</table>

### 1950s

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gordon Alling</td>
<td>BSBA ’50</td>
<td>Midlothian, Va.</td>
<td>6-29-15</td>
</tr>
<tr>
<td>Martha Clark</td>
<td>MSW ’50</td>
<td>Beverly, Mass.</td>
<td>1-1-15</td>
</tr>
<tr>
<td>William England</td>
<td>BS ’50</td>
<td>Fort Smith, Ark.</td>
<td>8-30-15</td>
</tr>
<tr>
<td>Fabian Peterson</td>
<td>BA ’51</td>
<td>Battle Creek, Mich.</td>
<td>5-20-15</td>
</tr>
<tr>
<td>Gilbert Schauer</td>
<td>JD ’51</td>
<td>Parker, Colo.</td>
<td>7-12-15</td>
</tr>
<tr>
<td>Paul Hendrickson</td>
<td>BA ’54, MA ’57</td>
<td>San Mateo, Calif.</td>
<td>5-15-15</td>
</tr>
<tr>
<td>Ruth Jasper</td>
<td>BA ’54</td>
<td>Lafayette, La.</td>
<td>2-1-15</td>
</tr>
<tr>
<td>Jack Jonas</td>
<td>BS ’54</td>
<td>Aurora, Colo.</td>
<td>7-9-15</td>
</tr>
<tr>
<td>Alvin Paul Wegeman</td>
<td>BA ’54, MBA ’55</td>
<td>Colorado Springs, Colos.,</td>
<td>5-30-15</td>
</tr>
<tr>
<td>Marion Spencer</td>
<td></td>
<td>Colorado Springs, Colo.,</td>
<td>2-15-15</td>
</tr>
<tr>
<td>William Thayer</td>
<td>BS ’57</td>
<td>Aurora, Colo.</td>
<td>10-9-15</td>
</tr>
<tr>
<td>Patricia Brandt</td>
<td>MA ’59</td>
<td>Silverton, Ore.</td>
<td>9-15-15</td>
</tr>
</tbody>
</table>

### 1960s

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Location</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alton Barbour</td>
<td>MA ’61, PhD ’68</td>
<td>Denver,</td>
<td>5-12-15</td>
</tr>
<tr>
<td>Nancy Pinney</td>
<td>BA ’61, MA ’62</td>
<td>Englewood, Colo.,</td>
<td>5-14-14</td>
</tr>
<tr>
<td>John Suffin</td>
<td>BSBA ’61</td>
<td>Key Largo, Fla.</td>
<td>5-2-15</td>
</tr>
<tr>
<td>Janice Hardy</td>
<td>BA ’62, MA ’63</td>
<td>Rapid City, S.D.,</td>
<td>10-18-15</td>
</tr>
<tr>
<td>Frank Mixon</td>
<td></td>
<td>Stockton, Calif.</td>
<td>8-17-15</td>
</tr>
<tr>
<td>Ethel Griffin</td>
<td>BA ’66</td>
<td>New York</td>
<td>5-11-15</td>
</tr>
<tr>
<td>Lewis Marcuson</td>
<td>PhD ’66</td>
<td>Chagrin Falls, Ohio.</td>
<td>6-1-15</td>
</tr>
<tr>
<td>Klint Schlake</td>
<td>BSBA ’66</td>
<td>Big Springs, Neb.</td>
<td>9-23-15</td>
</tr>
</tbody>
</table>

### In Memoriam

- **Gordon Ney** (BS ’68), Bettendorf, Iowa, 2-6-15
- **Reed Hunsdorfer** (BSBA ’70), Dallas, 3-3-12
- **Kina Leitner** (BA ’70), Yardley, Pa., 3-24-15
- **Mary (Bourke) Morrison** (BA ’74), Las Vegas, 3-6-15
- **Joe Grace** (MA ’77), Denver, 10-11-15
- **Carol Walker** (BSA ’80), Denver, 8-20-14
- **Frank Ritchel Ames** (MA ’81), Aurora, Colo., 8-23-15
- **Marianne Goldman Mallett** (BA ’83), Denver, 6-16-15
- **Shannon Jones** (BA ’85, MA ’93, PhD ’12), Littleton, Colo., 7-30-15
- **Scott Erickson** (JD ’88), Telluride, Colo., 7-24-15
- **Ernest Tom Pelikan II** (BA ’88), Wrightsville, Pa., 5-18-15
- **Michael Slottow** (MBA ’89), Dillon, Colo., 2-26-15
- **Gary Hallam** (BA ’92), Denver, 7-9-15
- **Jason Miller** (BA ’96), Mitchell, Neb., 10-7-15
- **Megan (Revercomb) Correll** (JD ’03), Middleton, Wis., 8-23-15
- **Ruth Libby Chaikin** (BA ’07), Denver, 4-29-13

### Faculty & Staff

- **Thomas Nevens**, chemical engineering, Denver, 5-5-15
- **Peter Warren**, former dean of University College, vice provost for global development and associate professor of mathematics, Denver, 10-15-15
- **Sheila Phelan Wright**, former vice provost of undergraduate studies, Denver, 11-18-15
JOIN
ALUMNIFIRE
THE NETWORK OF DU ALUMNI

Move your career forward with the help of more than 2,300 Pioneers

1,700 Pioneers are willing to review your resumé

Shadow one of 1,500 Pioneers for first-hand work experience

Find one of thousands of jobs offered by 600 Pioneer employers

Pioneers helping Pioneers

Find help
Make yourself available
Continue to grow our network

du.alumnifire.com
join us for the annual

FOUNDERS CELEBRATION

march 2-3, 2016

Celebrate our rich history, imagine the future and honor cherished friends and alumni

march 2, 2016

FOUNDERS FORUM
Showcasing DU’s stellar faculty

march 3, 2016

FOUNDERS FEST
Celebrating our campus community

FOUNDERS GALA
Honoring our most esteemed with the Founders Medal and the Evans Award

HONORING

the founders medal
ROBERT & JUDI NEWMAN
DONALD L. (LLB ’58) & SUSAN M. STURM

the evans award
ANDREW C. TAYLOR
(BSBA ’70, HDR ’01)

FOR MORE INFORMATION
go.du.edu/founders
303.871.2777