



Employers step up recruiting efforts—take advantage!

EMPLOYER RECRUITING TRAFFIC has picked up significantly in the past year—including career fairs and networking event attendance, posted positions on the CSO job and internship database, on-campus interviews and employer information sessions. This is welcome news, of course.

CU-Boulder graduates are highly sought after by employers for several reasons. Employers tell us that CU's tradition of academic rigor and unique leadership opportunities give students an edge in the selection process. Additionally, many of their most successful employees have attended CU, so they have an interest in continuing to recruit here. A majority of employers are seeking all majors for a variety of positions. They look for students who are engaged and active—who have pursued internships and campus employment, joined student clubs or organizations, been a member of a team, served in a position of leadership or volunteered.

Also of interest is what is happening nationally with hiring trends. While the job market for college graduates continues to be extremely competitive, hiring numbers are up from last year. Based on information from *Recruiting Trends 2011-2012* (<http://www.ceri.msu.edu/recruiting-trends-2011-2012-download>), Phil Gardner, PhD, and his colleagues at the Collegiate Employment Research Institute at Michigan State University say that 32 per-



Students and professional mentors network at the Leeds School of Business during the Professional Mentors Program kickoff event at CU-Boulder's Leeds School of Business.

cent of the companies surveyed reported they have definite plans to hire college graduates. This report is based on annual survey results of 4,600 employers that recruit on university campuses. Companies doing the most hiring are the larger companies (over 4,001 employees) that are trying to fill positions that have been vacant for a couple of years, and smaller, fast-growing companies that have the capital to grow. More than 35 percent of employer respondents indicated they would consider any major for a position. Students with the following backgrounds are seeing the

Employer recruitment, continued on page 6

Redefining green building design

WILLIAMS VILLAGE NORTH, CU-Boulder's newest residence hall, has received a LEED platinum rating from the United States Green Building Council. The 500-bed residence hall is the first of its size in the nation to rank platinum.

LEED certification is a U.S. benchmark for sustainable building design, construction, operation and maintenance. The \$46.5 million Williams Village North, with 1,312,246 gross square feet, is projected to be nearly 40 percent more energy and water efficient than modern code-compliant buildings of the same size.

In a building that gets 12.5 percent of its energy from on-site solar panels, Williams Village North residents have a hand in controlling the flow of electricity. They can shut off power to nonessential and not-in-use outlets with single switches installed in each room. Residents can monitor electricity using meters and information kiosks in the building.



Williams Village North. Photo courtesy of John Robledo Foto.

The site has low-flow water fixtures installed in sinks, showers and toilets, and native landscaping that requires little or no watering. Other green features include energy-efficient lighting with daylight harvesting, advanced heat-recovery systems and low-volatile organic compound materials.

Green building, continued on page 6

Important financial aid deadlines

The 2011-12 CU-Boulder scholarship application will be available through **March 1, 2012**. Incoming students can apply online for scholarships through the **MyCUBoulder** student portal, from the **Finances** tab. Continuing students can apply online through the **My-CUinfo** student portal. The online application is one of the resources available to students, however many colleges and programs have separate applications with different deadlines. Now is the time for students to begin their scholarship search for the 2012-13 school year. For additional information and resources, see <http://www.colorado.edu/finaid/scholarships.html>.

Also, beginning January 1, 2012, students may apply for financial aid for 2012-13 by filing the Free Application for Federal Student Aid (FAFSA). Our FAFSA priority deadline is **April 1, 2012**, though if you're applying for scholarships, the deadline is **March 1, 2012**. For general financial aid information, visit <http://www.colorado.edu/finaid>, call **303-492-5091** or email finaid@colorado.edu.

by Ofelia Morales, associate director,
Office of Financial Aid

Important dates for 2012

Spring Semester

| | |
|---------------------------------------|-------------------|
| Residence halls open | Jan. 11 |
| Martin Luther King Jr. Day | Jan. 16 |
| First day of classes | Jan. 17 |
| Full tuition due (by 5:00 p.m.) | Jan. 25 |
| Deadline to drop a course | Feb. 1 |
| Spring Break | March 26-March 30 |
| Last day of classes | May 4 |
| Final exams | May 5-May 10 |
| Spring 2012 commencement | May 11 |

Residence halls close

Maymester

| | |
|----------------------------|--------|
| First day of classes | May 14 |
| Last day of classes | June 1 |
| Memorial Day | May 28 |

Summer Session

| | |
|---|---------|
| First day of classes, Terms A, C, D ... | June 4 |
| Independence Day | July 4 |
| Last day of classes, Term A | July 6 |
| First day of classes, Term B | July 10 |
| Last day of classes, Term C | July 27 |
| Last day of classes, Terms B, D | Aug. 10 |

Fall Semester

| | |
|----------------------------|-------------|
| First day of classes | Aug. 27 |
| Family Weekend | Sept. 28-30 |

Helping your undergrad find housing in Boulder

FINDING HOUSING IN BOULDER after freshman year is quite an adventure. After living the picturesque life inside one of CU's elegant dormitories, your student may be open to staying in the residence halls for another year. Most freshman are required to spend their first year in residence halls, and choosing on-campus housing as a sophomore is one way to avoid the massive headache that will ensue when the hunt for housing opportunities in Boulder begins.

If your student is interested in spending their sophomore year in one of the 22 residence halls in Boulder, they can apply online through CU's Housing & Dining Services website (<http://housing.colorado.edu>). On-campus housing has a lot of options for upper-division students, including single rooms, rooms with private bathrooms, and apartments—you can't get closer to campus than campus.

An excellent choice for students looking to stay close to campus but wanting to enjoy a more independent experience is **Bear Creek Apartments** (<http://housing.colorado.edu/residences/apartments/bear-creek>). Located next to Williams Village just a few minutes southeast of campus, Bear Creek offers the freedom of an apartment combined with the amenities offered by a standard residence hall.

Off-campus housing is the most common choice for students after their freshman year. Encourage your student to begin looking for housing around Boulder during the spring semester of freshman year. Finding housing should begin in February, even though your son or daughter is busy with their second semester.

Finding a home in Boulder takes time, patience and resolve; unfortunately, these are qualities that some students are running short of by the time school is in full session. Not to fear—after all, they still have you. The earlier they start, the better chance they have at finding an adequate living space so they can go back to worrying about school rather than housing. This is true for sophomores, juniors and incoming grad students.

Craigslist Boulder is without a doubt the most helpful tool at a student's disposal for helping locate a living space. During late February and throughout March and April, housing postings for student housing pop up like prairie dogs in Boulder on this well-known classifieds site. Hundreds of students flood the site with housing opportunities, and in turn, hundreds more flock to find a suitable place.

Another housing option worth exploring is that offered by **fraternities and sororities**. CU-Boulder is home to 18 fraternities and nine sororities, all of whom have houses close to campus. Most are located west of campus, in the area known as "The Hill." Be sure your student is aware of when and how they can begin applying, or "rushing," for these various off-campus groups.

Be sure your student attends one of CU's annual **Housing Fairs**, which are usually in the University Memorial Center and bring several housing organizations and apartment information personnel to campus (<http://ocss.colorado.edu>). These are a student's best resource, and if they're persistent, your freshman student will arrive on campus in the fall as an eager sophomore with an awesome place they can call home.

by Esteban L. Hernandez, senior, news-editorial

Spring Off-Campus Housing Fairs

Meet with over 50 landlords and vendors, enjoy free pizza at noon, and enter a raffle to win a new TV without ever leaving campus. It's the best way to get a head start on your housing search. Landlords will have a variety of information about their available properties as well as free giveaways.

February 2: 10:00 a.m.-4:00 p.m.

March 7: 10:00 a.m.-4:00 p.m.

Off-Campus Housing Fairs are located at the UMC Glenn Miller Ballroom.

When it comes to handling money, parents still have the most influence

COLLEGE IS TRADITIONALLY a time when students are moving into the uncharted and perhaps scary world of adult independence. They need to be given the latitude to develop many life skills such as decision making, problem solving, time management and financial management. This is also a time when their minds are open to many influences from peers, the media, family and even the university itself. The messages received from any or all of these sources can impact behaviors, influence decisions and can certainly affect their future life choices. This may cause concern in the minds of parents, but when it comes to learning financial behaviors, parents still have the greatest amount of influence.

According to a study published in September 2011 by the University of Arizona, “parents . . . play a significant role in the financial capability of [students].” The study also found that parental influence on money behaviors continues after children leave home to attend college. However, the strongest influence comes not through a parent handling their student’s finances directly but rather through open lines of communication that encourage family conversations about money and enable parents and students to reach agreements and establish expectations when

it comes to students handling their own finances.

While it is important to be aware that a student’s financial decisions during the college years can affect the whole family’s budget, both parents and students should remember that college is traditionally a time when students are moving into adult independence and that it is a time for developing many life skills. This is a time when students should learn to handle their finances and not rely or overly depend on parents to do so. Parents should not ignore their changed role but should be prepared and willing to step back while maintaining a line of open communication with their college student to help guide them to the tools and resources that can help students to learn to solve their own problems and to overcome obstacles. Think of it in terms of the well-known Chinese proverb that says “Give a man a fish and you feed him for a day. Teach a man to fish and you feed him for a lifetime.”

For resources, tools, and tips designed to help CU-Boulder students make sense of their finances and get control of their financial future, visit the CU Money Sense website at bursar.colorado.edu/cumoneysense.

by Erin Foster, Bursar’s Office



CU Parent newsletter

CU Parent is published twice a year. Current and back issues are available online at <http://parents.colorado.edu/be-informed/communication>; click the newsletter link.

OFFICE OF PARENTS RELATIONS:
303-492-1380

Director: George “Barney” Ballinger
Assistant Director: Joyce Kinde

CU UNIVERSITY COMMUNICATIONS STAFF:

Editor: Linda Besen
Design and production: Polly Christensen
Photography: Glenn Asakawa, Casey Cass, Patrick Campbell, and Andi Fabri, unless otherwise noted.

Printed on recycled paper

The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities.

E-Connection

Are you receiving the free CU Parents E-Connection via email from George “Barney” Ballinger and the CU Office of Parent Relations? If not, you are missing some great information about what is happening on campus! To join the CU Parents Association (CUPA) and get this invaluable resource delivered to your email box about twice a month, go to <http://parents.colorado.edu> and click on “Join Now” at the bottom left. Questions? Email parents@colorado.edu.

ADDRESS CHANGE?

Your student can change your family’s address on his or her MyCUinfo account in the Student Profile section. Click “MYCUINFO PROFILE,” then click “View/update your addresses.” The Office of the Registrar is available to answer questions about this process at address@colorado.edu.

MAKE IT COUNT

Freshman year: playing catch-up 101 in the College of Arts and Sciences

PARENTS OFTEN ASK, “How can my child catch up after falling behind academically?” It’s not uncommon for first-semester students to earn grades that are lower than those they earned in high school. New college students have a lot of new responsibilities to juggle, not the least of which is learning to be self-sufficient. Approximately 20 percent of new students find themselves on academic probation after the first semester, which means their GPA is below a 2.0. Many students turn their GPA around in the second semester but still feel they are “behind” in terms of the number of credit hours they’ve completed in the first year. Other students feel “behind” because they chose to take fewer credit hours in the first semester so as to earn a strong GPA. Remember, to be considered a sophomore, students need to have earned 30 credit hours.

Regardless of whether students are trying to catch up because of a conscious choice or as a consequence of earning poor grades, there are easy ways to do just that and thus start their soph-

omore year on pace for timely graduation. The first opportunity for catching up comes in the second semester. Utilizing the second semester is only appropriate for students who started their first year of college with fewer credit hours but have a strong GPA. For these students, taking a heavier course load in the spring, say 16 credits to balance out a 14-credit first semester, is very reasonable. In all likelihood the lower course load in the first semester allowed these students to develop study strategies that work and, with a few months experience with college-level work under their belts, a heavier course load is an appropriate next step. A heavier course load for a student who did not have a strong initial semester is ill-advised.

For these students the best opportunity for catching up is to utilize the summer immediately following the first year. The summer offers the opportunity either to stay at CU-Boulder or to complete a course or two at an institution closer to home. If students take course work over the summer at CU-Boulder, the grades

and credit hours they earn go directly into their CU GPA. If they take course work at another institution and transfer it back to CU, the grades will not transfer but the credit hours will (if courses are taken at an accredited institution and a grade of C- or higher was received). Students opting to take course work somewhere other than CU should do their homework about what’s likely to transfer. They should go to <http://www.transfer.org> and set up an account; once they do, they will be able to see courses from the institution they plan to attend and how those courses will transfer to CU-Boulder. If not listed there, they can download a Transfer Credit Pre-Approval form at http://advising.colorado.edu/index.php?option=com_content&view=article&id=7&Itemid=15.

Students considering summer courses, whether at CU or elsewhere, should make that decision by March and consult with their academic advisor for help with planning.

We want CU-Boulder students to be successful and to graduate in four years—

Freshman, continued on page 7

MAKE IT COUNT

Sophomore year: using free time

YOUR SON OR DAUGHTER HAS successfully completed their freshman year—congratulations! Now that they have adjusted to college life, it is important that they start making intentional choices about their “free” time. Many sophomore students find that getting a part-time job has a positive impact on their success as a student. In fact, research shows that students working 1 to 15 hours a week have higher GPAs. Additionally, students see the positive impact of their current part-time job on their future careers:

“Learning the mechanics and traditions of how an actual office works has been invaluable to me.”

“Communication is one of the more important aspects in the business world and catering has helped me solve problems.”

“Working in a professional atmosphere with students, staff and administrators has given me the confidence and experiences to market myself for post-graduation jobs and opportunities.”

Students have several options when it comes to working during college. On the Boulder campus, students can find interesting employment in a variety of offices. Even if your student is not eligible for work-study, there are still plenty of non-work study opportunities. Additionally, students can find jobs off-campus using these same resources or by asking about employment at places of interest.

- **The Student Employment Office** has a job list and students can sign up for an email with updated positions: http://www.colorado.edu/student_employment/studentjobs.html.

- **Career Services Online (CSO)** has a variety of part-time jobs and internships: <https://www.myinterfase.com/cuboulder/studentregistration.aspx>.

Students interviewed for this article also mentioned that they found their current position after they stopped by the office of interest and asked about employment. Ask your student to list places where they spend a lot of time or enjoy the atmosphere, and then encourage them to ask individuals who work in those offices about potential student employment. The benefits of working on campus enhance students’ experience as they build relationships with faculty, administrators and their peers.

by Cori Shaff, career counselor, Career Services

MAKE IT COUNT

Junior year: networking

YOUR STUDENT'S JOB INTERVIEW begins long before the actual interview occurs. Building relationships and making an impression in their industry of interest is key to finding a job or starting a career. Juniors who begin this process now will likely find themselves less stressed, more optimistic, and exuding confidence when they start applying and interviewing for jobs during their senior year.

Here are some tips for helping your student build their network during their junior year:

- **Encourage your student to attend on-campus events where employers are present.**

When employers are on campus they WANT to meet students. Juniors can attend employer information sessions, resume critiques with employers, panels, networking events, career

fairs and more. At these events, students are welcome to introduce themselves to employers, give out their resume and ask questions about industries and companies. Be sure to encourage your student to get contact information and follow up with employers at these events. Students can register on CSO (Career Service Online) and go to the Career Fairs & Events tab to stay up-to-date on events. Go to <http://careerservices.colorado.edu/students/students.aspx>.

- **Encourage your student to create and use a LinkedIn account.**

LinkedIn is a professional networking site where anyone can create a professional profile, connect with industry professionals, explore careers and apply for jobs. Employers also use LinkedIn to identify potential candidates as well. LinkedIn is a

great way for students to increase their network and get inside information directly from professionals.

- **Encourage your student to use their immediate network.**

Your student's friends, parents, parents' friends, friends' parents, professors, T.A.s and anyone else they know are a great place to start finding connections in their industry of interest. Someone they already know might be a gateway to meeting important connections in their field.

Your student can schedule an appointment with a career counselor for additional networking strategies and personalized attention related to their career development. Have them visit <http://careerservices.colorado.edu/students/students.aspx> or call 303-492-6541.

by Rachel Keener Killam, career counselor, Career Services

MAKE IT COUNT

Senior year: considering Graduate School

THERE ARE GOOD REASONS why pursuing a graduate education may be a good thing. Here are the top 10 reasons for choosing CU-Boulder for a graduate education.

1. **CU-Boulder is transforming research and graduate education for the 21st century**

As one of the nation's premier comprehensive research universities, CU-Boulder receives consistently high rankings among its peers. It is also one of only 34 public U.S. research universities in the prestigious Association of American Universities.

2. **Highly regarded programs of study**

Students choose among 100 highly regarded graduate and professional programs—including 19 specialty programs ranked in the top 50, and four in the top 10, according to *U.S. News & World Report*.

3. **Innovative research**

CU-Boulder has 93 research institutes and centers, some that have been conducting research for over 60

years. It sponsors initiatives in emerging fields such as renewable energy, biotechnology, space sciences, engineering and geosciences, and has a close working relationship with several federal labs.

4. **Distinguished faculty**

CU-Boulder faculty includes four Nobel laureates, four recipients of the National Medal of Science, 15 Guggenheim Fellows in the past 10 years, 20 recent MacArthur, Packard and Fulbright Fellows and 58 members of the national academies of arts and sciences, education, engineering and sciences.

5. **Education beyond the basics**

CU-Boulder is home to one of the finest Graduate Teacher Programs in the nation as well as numerous interdisciplinary and professional certificate programs.

6. **Versatile degree options**

In an environment where there is a rapidly increasing desire for interdisciplinary and professional skills, receiving multiple master's degrees in

complementary fields, or concurrent bachelor's and master's degrees, can be a real asset.

7. **Track record of successful job placement in academia, industry and government**

CU-Boulder has unique relationships with a number of industry partners and federal labs as well as academic institutions. In a fall 2005 survey, 85 percent of graduate students indicated that their expected position was directly related to their respective graduate degrees.

8. **Talented and diverse student body**

CU-Boulder has nearly 5,000 graduate students, including more than 500 U.S. students of color and 800 international students. In addition to the many student organizations on campus, the United Government of Graduate Students (UGGS) provides a graduate student voice in decision-making and pursues issues specifically of interest to graduate students.

9. **Intellectual partnerships between faculty and students**

Senior, continued on page 7

most opportunities: computer science and related IT fields, business (accounting, finance, marketing, HR, economics and e-commerce) and public relations and advertising. The report indicates a slow-down for healthcare related (nursing), social work and counseling fields.

Students engaging with our services as early as freshman or sophomore year can have a significant impact on their career planning—exploring and finding direction, attending career related events to learn about the variety of opportunities available and making valuable connections. Students who attend career fairs and networking events get used to introducing and talking about themselves and their interests, and this places them well ahead of their peers. It's never too early to start planning for a career, and Career Services can help support your students along the way.

The earlier your students engage in activities that help them to gain experience, develop strong communication (written and verbal) skills, focus on a particular career direction and articulate their career interests and skills, the more confident they'll be when introducing themselves to employers their senior year.

As Dr. Gardner states in his report, "Students who have started their job search early, are flexible and can express their skills and abilities in terms of how they add value to the organization will be in the best position to seize opportunities in this still very competitive job market." His best advice to students is: "Be Focused, Be Directed, and Be Connected."

by Ann Herrmann, assistant director of student programs and career counselor

Green building, continued from page 1

The building is home to two Residential Academic Programs (RAPs)—Sustainable by Design and Social Entrepreneurship for Equitable Development and Sustainability.

CU-Boulder has eight other structures that are LEED gold rated and another with a silver designation. All future new or renovated buildings on campus will be at least LEED gold rated, with the goal of seeking LEED platinum whenever possible.

by Elizabeth Lock and Kenna Bruner, University Communications

PARENT PERSPECTIVE

Can they find their own spot?

WHEN SENDING TWINS to CU-Boulder, a parent hopes they're successful in their college journey, like any parent who sends their grown children to college. However, when sending twins to such a large university, you also hope they'll be able to find their niche as individuals. Now that they have completed their first semester at CU-Boulder, I'm pleased to say, "Yes, they can!"

Our twins, although identical, are very different in how they approach the world and the challenges they face. One is more easy-going, taking in what the world brings, while the other is more self critical about his success and failures. These dynamics alone are interesting! Although alike in their desire to attend CU-Boulder, they approached different majors—one studying bio-chemistry and neuroscience and the other studying electrical engineering and computer engineering.

Nurturing members of the CU faculty and staff, understanding RAs, remote parental support (we text,

although more slowly than our twins) and their own desire guided them through the twists and turns of the critical first semester. The largeness of CU-Boulder can be intimidating at first with 30,000 students attending but the university's infrastructure allows a parent to easily reach out to obtain knowledge and in turn provide guidance to a student to make sound choices. A perfect example of this infrastructure can be seen through the special events provided, i.e., Admitted Student Day, Summer Orientation and Family Weekend in the fall. It is this element that has allowed our twins to be successful, despite their differences, and for their parents to sleep at night.

The diversity of CU-Boulder is seen very clearly in our home. Our sons have found their niche through their academic RAP and LLC programs, different residential hall experiences and intramural athletics. And, they still get a chance to sync up for a coffee once in awhile!

by Mike Lombardi, CU-Boulder parent



FAMILY WEEKEND 2012

Family Weekend 2012 is set for Friday, September 28, through Sunday, September 30, 2012. This weekend of fun and education on campus for families will include a Buffs football game against a Pac-12 team to be announced. Registration for Family Weekend will begin in early June 2012 but you may want to make your hotel reservations now. Local Boulder hotel information can be found at <http://www.bouldercoloradousa.com>. Watch the parent website for more current information at <http://parents.colorado.edu>.

Finding strength in The Herd

WHEN I ARRIVED AT CU freshman year, I stuck to my dorm room, exiting for classes, eating and laundry. Joining The Herd Leadership Council, a group of 20 students who plan events and encourage students to celebrate school spirit, changed my life.

The Herd is the student arm of the Alumni Association. It is one of the few campus groups that provide students with free gear, discounts around Boulder and networking between alumni and students—all for an unbelievably low-cost membership.

I have coordinated The Herd's two largest events, The Nearly Naked Mile and CU Idol, developing key leadership skills. Duties have included scheduling space, talking with police and campus staff, marketing and creating themed t-shirts for Herd members. I have worked efficiently to delegate tasks, stay organized and remain on schedule. In doing so, I found my new niche.

This year marks my second year as Herd president. Before I joined The Herd, I never imagined myself as a leader nor a valuable team member. I saw myself as reserved and figured my ideas weren't important enough to say out loud. The Herd helped me discover the true extrovert I am.

College is supposed to be about new experiences, challenges, failures and successes. CU-Boulder has offered me all of this. What I will take away from this chapter of my life is that no matter how many people discourage you from chasing your dreams, pursue them with more enthusiasm. No matter how many times you fail, trying again brings you one step closer to success. And no matter who you believe you are when you enter college, you will most likely leave changed forever—and hopefully for the better.

by Marni Spott, who graduates in May with a BA in international affairs and German and a master's in German. She dreams of starting a nongovernmental organization in South Africa.

**Have a student
who would like to
get involved with
The Herd?**

Learn more at www.cuherd.org.



Emergency Contacts

When your student is in crisis, you want to know who to call. In the case of an emergency, here are some numbers to have on hand:

- **Emergency on campus:**
CU-Boulder Police at **303-492-6666**
- **Emergency off campus:**
City of Boulder Police at **303-441-3300**
- **9-1-1** will work only if calling from the Boulder area
- **24-hour emergency room:**
Boulder Community Foothills Hospital at **720-854-7000** (located at 4747 Arapahoe Ave. in Boulder)
- **24-hour Counseling and Psychological Services (CAPS) crisis line for non-emergencies:**
303-492-6766 (after hours use ext. 2)

You can find most campus and city of Boulder emergency and non-emergency and support resources contact information at <http://police.colorado.edu/emergency-management/emergency-management-resources>.

Freshman, continued from page 4

and we're sure you share the same goal! If your students find themselves behind, there's always a way to make up ground and stay on track. Make sure your student is meeting with an academic advisor (students need to plan ahead and must schedule an appointment online two weeks in advance). Advise them to regularly use degree audit. There's information about both, and all sorts of other useful information, on the Academic Advising Center's website at <http://advising.colorado.edu>.

by Shelly Bacon, associate director, Academic Advising Center, School of Arts and Sciences

Seniors, continued from page 5

With \$454 million in sponsored research awards for fiscal year 2010, CU-Boulder faculty and graduate students are able to conduct world-class research together, with access to state-of-the-art equipment.

10. An unmatched location in Boulder, Colorado

Visit <http://admissions.colorado.edu/graduate> for more information and to apply.

THE GOLD STANDARD

Two CU-Boulder professors named 2011-12 Fulbright Scholars:

Two CU professors are conducting research in Finland and the United Kingdom as Fulbright Scholars for the 2011-12 academic year. Professor Claire Farago of CU-Boulder's art and art history department is doing work on Leonardo da Vinci's "Treatise on Paintings" at the University of York in the U.K. and Associate Professor Thea Lindquist of University Libraries is working on improving searches of digital collections at Aalto University in Helsinki as part of the Fulbright Scholar Program. This summer, 10 CU-Boulder students received 2011-12 Fulbright awards to pursue graduate studies, research and teaching projects abroad. The number of student awardees was a record for CU-Boulder, which was recognized by the *Chronicle of Higher Education* last month as being among the nation's top-producing research institutions of Fulbright students.

On-campus job postings and interviews up:

Job postings on campus jumped 23 percent in the 2010-11 academic year, with nearly 3,500 full-time listings by companies looking to hire CU-Boulder graduates. At the Fall Career and Internship Fair, 150 employers set up camp in the Glenn Miller Ballroom to recruit our students. The number of job interviews that companies conducted on campus last academic year also saw an upswing, testimony that a CU-Boulder degree remains highly valued even in a weak job market. See the article on page 1 for more information.

Using the Bard to bash bullying: The Colorado Shakespeare Festival, including students and alumni, took a production of *Twelfth Night* on the road. They traveled to two dozen elementary, middle and high schools, from Fort Collins to Trinidad, to offer a lesson on bullying. Actors worked in collaboration with CU's renowned Center for the Study and Prevention of Violence.

Biotechnology Building to open soon:

When it is completed in early 2012, the Biotechnology Building on CU-Boulder's East Campus will be home to the Biofrontiers Institute, the Department of Chemical and Biological Engineering and the Division of Biochemistry. It will house more than 600 faculty, staff and students from nine departments and divisions in 330,000 square feet.

Meeting the demand for student services

CU-Boulder students are engaged, diverse and demanding. While the word demanding may elicit a negative connotation, let me explain what I mean and why I use this adjective with pride.

Each year our students find innovative ways to connect deeply with their studies, build relationships by making lifelong friends and networks with faculty and staff, and expand their leadership roles on campus and beyond. This growth often coincides with the diversification and intensity of student needs, which leads to students demanding more of us—as they should: better resources, additional programming and supplemental staffing. This pushing of boundaries makes the administration stay on the cutting edge. And that is what makes the work we do so rewarding, and why I have been passionate about student service for 30 years. Comprehensive student support is the mission of the Division of Student Affairs and I'm proud that our students demand innovation and excellence from us.

Some examples of our recent innovations include:

- **Protocol** is a support hotline available to our staff, students and their families. It is accessible 24 hours a day/7 days a week with highly trained professional staff who can be a resource to students who are struggling, families who may be concerned about a student, or staff who need advice on how best to support a student.
- **The Interactive Theater Project**, better known as ITP, is a cutting edge interactive learning experience that helps students build their communication and interrelationship skills with people of different opinions,

beliefs, styles, knowledge, approaches and ideals. Employers have told us that they are more likely to hire grads whose skills are strong in these areas. Participation in programs like ITP puts our students and graduates one step above others in the typical employee applicant pool.

- We've also placed strategic focus on veteran's affairs. CU-Boulder is experiencing tremendous growth in the number of veterans returning to school and using the post-9/11 G.I. bill to complete their degrees. We recognize the need to provide additional services for these students; thus, we've established a **Student Veterans Center** on the fourth floor of the Center for Community building.

Funding initiatives like these is never an easy task, especially in difficult economic times. We are very fortunate that three parents, Parent Leadership Society board members, stepped forward and together raised \$75,000 for the Veterans Center! These gifts will help fund the renovation and furnishings as well as provide program and staffing support for these students for the next year.

Generous gifts to the Parent Fund allow us to remain responsive to our ever-changing student population and their needs. I hope that you will consider giving to this important fund. An envelope is provided in this newsletter or you may donate by calling **303-492-3440**. Please note that gifts of every size truly make a difference!

With gratitude,
DEB COFFIN
Vice Chancellor for Student Affairs

CUPA Scholarships

The CU Parents Association (CUPA) is offering \$2,500 merit-based scholarships for continuing and transfer students who will be sophomores, juniors or seniors and earn a minimum 3.5 GPA for the 2012-13 academic year. The deadline for submission is March 15, 2012. For the application and more information go to <http://parents.colorado.edu> and click **CUPA Programs** on the top tab. Funding for these scholarships is provided by the Parent Fund.



BUFF SPORTS SHORTS

Bufs' transition into the Pac-12 both fruitful and challenging

COLORADO JOINED THE PAC-12 Conference this past July 1; most knew that the level of competition, while challenging in the Big 12, was going to be ratcheted up a notch for most sports in CU's new league. They were right.

The Buffaloes have been a member of the Pac-12 now for barely six months, but have already experienced enough highs and lows to fill a full year, if not beyond.

First, the good, and this forever will be a trivia question: name the school to win the inaugural Pac-12 championship. In fact, multiply that and name the school to win the first two titles.

Answer: Colorado men's and women's cross country. On October 29 in Tempe, bolstered by almost 300 fans, many in town for CU's football game later in the day against Arizona State, Coach Mark Wetmore's Buffs made a statement by claiming both trophies. That had become a habit in the Big 12, and CU's entry into the Pac-12 has no

doubt stamped the league as the nation's premier cross country conference.

The CU men (third) and women (11th) went on to represent the Pac-12 well at the NCAAs, though Wetmore had hoped to add to the "Conference of Champions" NCAA championship total, which stands at 442 by the 12 member institutions.

CU's other fall sports had their struggles. Jon Embree's first CU football team finished 3-10, 2-7 in league play, though it was beset by a near-record number of injuries while having to play one of the nation's toughest schedules. The soccer and volleyball teams only won one league match each, as both suffered through transitional growing pains.

The men's and women's golf teams won three tournaments between them and the women's tennis team had some individual success to round out the fall sports scene. Attention now turns to basketball on the Boulder campus, with both the men and women out from the get-go to establish themselves as teams to contend with in the Pac-12.

Soccer Coach Bill Hempen resigns:

Bill Hempen, the head coach for the women's soccer team since 2001, resigned in November. "After a very challenging season, I've had plenty of time to do some soul searching, consider where we are with the program and what direction we were headed in the future," Hempen said. "Although I feel confident in my time here that we have made great strides in making Colorado soccer a nationally recognized program, the jump to the Pac-12 was a significant increase in competition. I believe recruiting was on the upswing to be able to get the program to the level to challenge in the Pac-12, but it might just be the time for someone else to take the reins." Colorado was 4-13-2 this season, its inaugural campaign in the Pac-12 Conference, finishing with a 1-9-1 mark in league games, tying Arizona for 11th place. CU's lone conference win was impressive, a 1-0 verdict over No. 15 California in Berkeley. However, that was the only win in the season's final nine games. There were five seniors on the team, which returns 15 letter winners for the 2012 squad.

Wetmore named Pac-12 coach of the year:

University of Colorado Cross Country Coach Mark Wetmore has been named the 2011 Pac-12 Men's Coach of the Year. CU also placed eight Buffs, four men and four women, on the All-Pac-12 First and Second Teams. Wetmore coached the men's team to a third-place finish at the NCAA Championships. Colorado finished just five points behind Oklahoma State at the championship (139-144).

Bakhtiari named second team All-Pac-12:

Sophomore offensive tackle David Bakhtiari was named second team All-Pac-12 after tabulating votes from each of the 12-member head coaches. Bakhtiari, a native of Burlingame, California, is the sole CU player on the first or second team, but five players earned honorable mention status including offensive guard Ethan Adkins, defensive end/jack linebacker Josh Hartigan, cornerback Greg Henderson, defensive lineman Will Pericak and linebacker Douglas Rippy.

NEWS from the SCHOOLS & COLLEGES

Leeds School of Business: Summer business intensives

The Leeds School of Business is offering CUBIC (CU Business Intensive Certificate), now in its 12th year, this coming Maymester (May 14–June 1) and June (June 11–29) for non-business college students with 60 or more credits and recent graduates. Students will benefit from more than 80 hours of hands-on, intensive business curriculum including marketing, finance, leadership, personal finance, operations and accounting, one-on-one career development and the opportunity to engage in an entrepreneurial business plan team project. Upon completion of the program, participants will receive a Certificate in Applied Business.

CUBIC boasts a 100 percent student recommendation rate. Emily G., a communications major, says, “I cannot speak highly enough of my CUBIC experience and am glad I decided to enroll in the program my sophomore year, as it gave me a better direction towards the types of classes I will take in the future. It is an enriching and empowering experience and has provided me with insight into the type of career I want.”

Students can register at http://www.regonline.com/CUBIC_2012. For more information, contact Frances Mahoney at 303-492-4578 or frances.mahoney@colorado.edu. Visit us online at <http://leeds.colorado.edu/CUBIC>.

by Frances Mahoney, marketing & program manager, Executive Education & Professional Development Programs, Leeds School of Business

School of Education: The education minor

For CU students who are on the fence about whether or not to commit to the School of Education’s teacher licensure program, there is a new, viable alternative. Students may now enroll in the school’s education minor launched this fall.

“We are aware that there are students who are not ready to commit themselves to our teacher licensure program, but who may be interested in a variety of settings outside of the K-12 classroom,” said Professor Dan Liston, who co-directs the education minor program with Professor Rubén Donato. “There is a rich opportunity to offer existing and new education courses from our talented faculty that opens the range of courses available to undergraduate students. This might also provide an avenue for some to discover they are interested in teaching and want to enroll in the teacher licensure program or stick with the wonderful minor.”

The learning goals for the minor include introducing students to the complex interactions among political, cultural, social and historical dynamics of educational policy and practice, as well as developing a deep understanding of learning in both formal and informal settings. After completing the requirements for the minor, students will be equipped with a



Dan Liston and Rubén Donato

repertoire of practices to teach in a variety of educational settings, such as the Peace Corps, after-school programs and youth-art centers.

The minor offers two tracks: teaching and learning, and foundations and policy. The teaching and learning track emphasizes educational opportunities in schools and informal community settings. The foundations and policy track looks at policy orientation and social foundations in education. For 19 total credit hours, students can partake of a rich set of courses, including EDUC 2150 Education in Film, EDUC 4050 Knowledge and Learning in Math and Science, EDUC 4800 Renewing Democracy in Communities and Schools and EDUC 4015 International Comparative Education. In the future, the minor may include classes in story and memoir, technology in education and teaching English as a second language.

For further information, contact Dan Liston (Dan.Liston@colorado.edu, 303-492-8934) or Rubén Donato (Ruben.Donato@colorado.edu, 303-492-7946).

by Barbara Darling, director of communications and alumni relations, School of Education

College of Engineering and Applied Science: Key factors in student success

As a parent, you may be wondering what you can do to help your child be successful in college. Talking to your child directly about how they are adjusting academically and socially is always a good idea.

The College of Engineering and Applied Science is also here to help. We have developed a variety of support services based on the feedback we get from students at different stages of their academic and professional careers.

For example, we ask our graduating seniors to identify the most important factors in their success, and we use that

data to develop strategies and programs to assist other students. For the last four years, our graduating students consistently have ranked the following factors as the five most important in their success:

- Family support
- Friends support
- Working with others
- Self-motivation
- Natural ability

If you have a good relationship with your child and encourage them to go after their dreams, work hard and get help when needed, then you will be an important factor in their future success!

Having the support of friends and working with others are also key. Yet because many students bring their high school study habits with them to college, they may need help in establishing new approaches. “We work with students to set up study groups because students can help to motivate each other to get things done and not procrastinate,” says Lelei Finau-Starkey, the college’s first-year experience coordinator.

Working with others may take multiple forms, including scheduling study time with friends made in class or going to the library with other students in their residence hall.



The fact that first-year engineering students are generally taking the same classes makes it relatively easy for them to connect with others, but if not, Finau-Starkey is a good point of contact. She can also connect students with a variety of support services, such as peer mentors, time management workshops and tutoring for core classes.

For more information, call Lelei Finau-Starkey at 303-492-1146 or email finau@colorado.edu.

(For future columns in this newsletter, we would like to report on information and survey data that is most useful to you as parents. To provide input, please take the short parent survey at <http://engineering.colorado.edu/surveys/parent/main.aspx>.)

by Carol K. Rowe, director of communications, College of Engineering and Applied Science

College of Music: Record number of Fulbright scholars

The 2011–12 academic year is a banner year for CU-Boulder and for the College of Music with the number of students receiving Fulbright grants. Of the 10 CU-Boulder student recipients—a record for the university—three are College of Music students—also a record for the college.

Fulbright students are selected on the basis of academic and professional achievement, as well as demonstrated leadership potential in their fields.

Catherine Compton, a graduate voice student, received a Fulbright grant for study and research and will spend a year studying the music of composer Fanny Mendelssohn Hensel in Leipzig, Germany.

Elaine Hild, a PhD student in musicology, received both a Fulbright and a DAAD to do study some of the earliest poems set to music, preserved as part of European church liturgy, at the Bruno Stablein Archive in Germany.

Violinist **Ryan Drickey** will study Swedish folk music, teach American folk music and collaborate with Swedish musicians to compose, arrange, perform and record both traditional and original music in Sweden.

Other College of Music student Fulbright awardees include:

| Year | Student | Destination | Subject Area |
|---------|------------------|-------------|-------------------|
| 2008–09 | Randall Scotting | Hungary | Voice |
| 1988–89 | Theresa Bogard | Netherlands | Pianoforte |
| 1980–81 | Linda Skroski | Netherlands | Voice |
| 1979–80 | Fizroy Steward | Germany | Choral conducting |
| 1977–78 | Judy Congdon | Germany | Organ |

College of Music **Associate Professor Brenda Romero** was one of three CU-Boulder faculty awarded a Fulbright Scholar grant during the 2010–11 academic year. Romero is teaching a seminar at the Department of Music at the Pontificia Universidad Javeriana in Colombia focusing on the important issues to consider as the department opens a master’s program in musicology that will encompass all areas of music study. The grant also allows Romero to conduct fieldwork on Matachines dancers, her long-term transcultural research focus, in preparation for a book manuscript.

by Kenna Bruner, University Communications

Parents Association

OFFICE OF PARENT RELATIONS
UNIVERSITY OF COLORADO BOULDER
2249 Willard Loop Drive
Suite N460
120 UCB
Boulder, CO 80310-0120

NONPROFIT ORGANIZATION
U.S. POSTAGE PAID
DENVER, CO
PERMIT NO. 1818

To the family of



What's inside

| | | | | | |
|--|---|---|---|--|-------|
| Employer recruitment | 1 | Make It Count: Freshman year | 4 | Meeting demand for services | 8 |
| Redefining green building design | 1 | Make It Count: Sophomore year | 4 | CUPA Scholarships | 8 |
| Undergrad housing | 2 | Make It Count: Junior year | 5 | The Gold Standard | 8 |
| Financial aid deadlines | 2 | Make It Count: Senior year | 5 | Transition into Pac-12 | 9 |
| Important dates for 2012 | 2 | Parent Perspective | 6 | Buff Sports Shorts | 9 |
| Money and parent influence | 3 | Family Weekend 2012 | 6 | News from the Schools & Colleges | 10-11 |
| | | Student Perspective | 7 | | |
| | | Emergency contacts | 7 | | |



Forever Buffs . . .

<http://parents.colorado.edu>