

UNC

UNIVERSITY OF NORTHERN COLORADO
SUMMER 2020

magazine



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Fellow Bears,

I hope this finds you and your families safe, healthy and well. The events of the last few months have been unprecedented. While the coronavirus pandemic has impacted each of us in some way, the long-term effects are still unknown for so many within our community. All that we can do is proceed thoughtfully with compassion and care for one another.

We began monitoring the spread of the virus and preparing for various scenarios beginning in January. We knew there would be a significant impact to the university, but none of us believed just how significantly things would change. In March, we started implementing plans that led us to transition all instruction to online and alternate modes of delivery for the rest of the semester, wind down most operations on campus as employees began working from home, and cancel everything from conference travel to athletics competitions to performing arts events. Through each phase of this work, we have sought to keep our students' education and the health and safety of our entire university community front and center in our decision making.

As we began to execute these changes, amazing stories began to emerge that demonstrate the care and compassion of our Community of Bears for one another and our neighbors. We heard stories of faculty creating and donating personal protection equipment to our regional healthcare centers, of students searching for and building community in unexpected places, and of generous donors providing emergency funding to ease our students' financial burdens. These are the stories that we chose to present to you in this issue of *UNC Magazine*.

I hope that when you read these stories you feel a deep sense of pride in UNC and the university's response to the pandemic. While it is true that the conclusion of the spring semester was abrupt and difficult, we are emerging from the challenge as a community bonded together through acts of compassion, ingenuity, and collaboration. Every member of our community, each of you, gave us reason to be proud and for that I thank you.

We are not through with this chapter in the university's history just yet, but these stories give me a great deal of confidence that we will make it through these challenges and continue to fulfill the dreams of future Bears for years to come.



Rowing, Not Drifting,



Andy Feinstein
President

ROWING
NOT DRIFTING

THE
HORACE MANN
GATE

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ON THE COVER

Even though spring commencement was postponed to December because of COVID-19, 2020 grad Sandra Mbayo celebrated her graduation in true Bear style, wearing her blue and gold. Read more about Mbayo on page 37 and on Instagram at [instagram.com/p/B_8WZ0eFrbx](https://www.instagram.com/p/B_8WZ0eFrbx)

PHOTO BY WOODY MYERS

Editor's Note

As we were getting ready to send the Summer issue of *UNC Magazine* to design in mid-March, we decided to put those stories to the side to tell you about UNC's pandemic response and the community effort that rose through that response.

- Check unco.edu/coronavirus for updates as we prepare to return to campus this fall.

The View from Here

DINING — DISTANTLY

The usual clatter and din of an afternoon meal was absent from Holmes Hall the last half of spring semester. Red tape marked social-distance zones for students waiting to pick up meals. More than 400 students chose to remain in UNC housing, and the dining hall staff served nearly 100 students daily.

During a three-and-a-half-hour window, students received three meals at once — lunch, dinner and breakfast for the next day — to take back to their rooms and prepare. Students chose from cold meals, such as sandwiches and salads, as well as hot meals that could be re-heated in a microwave or on a stove, including breakfast burritos, macaroni and cheese and soups. The staff provided special Easter and Passover meals to students, as well.



This photo was taken right after spring break, before masks were recommended. As guidelines evolved, students and staff wore masks — and some helped make them (see page 6 and 16).

PHOTO BY WOODY MYERS

Assistant Professor
of Biology Ann
Hawkinson, Ph.D.

News Briefs

UNC RESEARCHER STUDYING IMMUNE RESPONSES

Assistant Biology Professor Ann Hawkinson, Ph.D., says a vaccine is not the only thing being developed in response to SARS-CoV-2, the virus that causes COVID-19.

While development of coronavirus vaccines remains vital, an important piece of the puzzle is also continuing to research immune system responses of animals unfazed by the viruses so that we may develop effective treatments for people that do become sick. One potential option for treating the virus starts with examining immune gene modulations in animals that show no symptoms of a virus despite being infected. Hawkinson, who studies virus-host interactions in animals and their immune response during infection, researches virus interactions in deer mice and Jamaican fruit bats and said it's common for wild animals to be "reservoir hosts" of viruses, a situation in which they are infected, but don't experience disease.

She said there are seven known strains of coronaviruses that can cause disease in humans including SARS-CoV, MERS-CoV and now SARS-CoV-2 (COVID-19) – the three that can cause disease ranging from mild to severe acute respiratory issues in humans. SARS-CoV-2 is very closely related to the virus that caused the SARS outbreak in 2002, she said. Though the symptoms are similar, the initial response by world health officials to SARS-CoV in 2002 likely contributed to better containment.

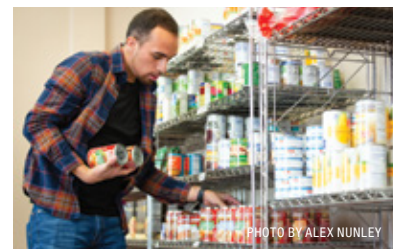
REACHING OUT TO STUDENTS ONLINE

With campus closed and classes being taught through online delivery methods, UNC is creating new ways to help with student success and engagement. Student employees in the Division of Student Affairs created a monthly video newsletter with links to important information. Additionally, they've created a campaign called "#UNCBears share #WithUS" for other students to share videos of their ideas, tips and ways to transition to online classes. Student Affairs also offered a range of virtual services through Campus Recreation, with online workouts; the Career Readiness Center, with virtual career counseling; Student Life, hosting live concerts on Instagram; and UNC's cultural centers creating virtual study tables.

 unco.edu/student-affairs

News Briefs cont. page 4

Funding Important Work



THE BEAR PANTRY RECEIVES GRANT TO COMBAT FOOD INSECURITY

UNC's Bear Pantry has received grants from Weld Recovers: COVID-19 Fund from Weld Community Foundation and United Way of Weld County (\$10,000) and Colorado Blueprint to End Hunger (\$6,500) to aid in combating food insecurity among students.

Funds from these grants, along with gifts from other Bear Pantry donors, have enabled the pantry to respond to the urgent needs of students battling food insecurity throughout the COVID-19 pandemic.

The pandemic has intensified the severity of food insecurity on college campuses and for many UNC students. The Bear Food Pantry assists students at UNC who face food insecurity by providing access to a stocked food pantry and through the Bear Share Meal Swipe program.

 If you, or someone you know, is struggling with food insecurity, visit the Bear Pantry website unco.edu/bear-pantry or email the pantry at bear.pantry@unco.edu.

*Funding Important Work
cont. page 4*

Funding Important Work cont.

STUDENTS TO BENEFIT FROM STATE OPEN EDUCATIONAL RESOURCES GRANT

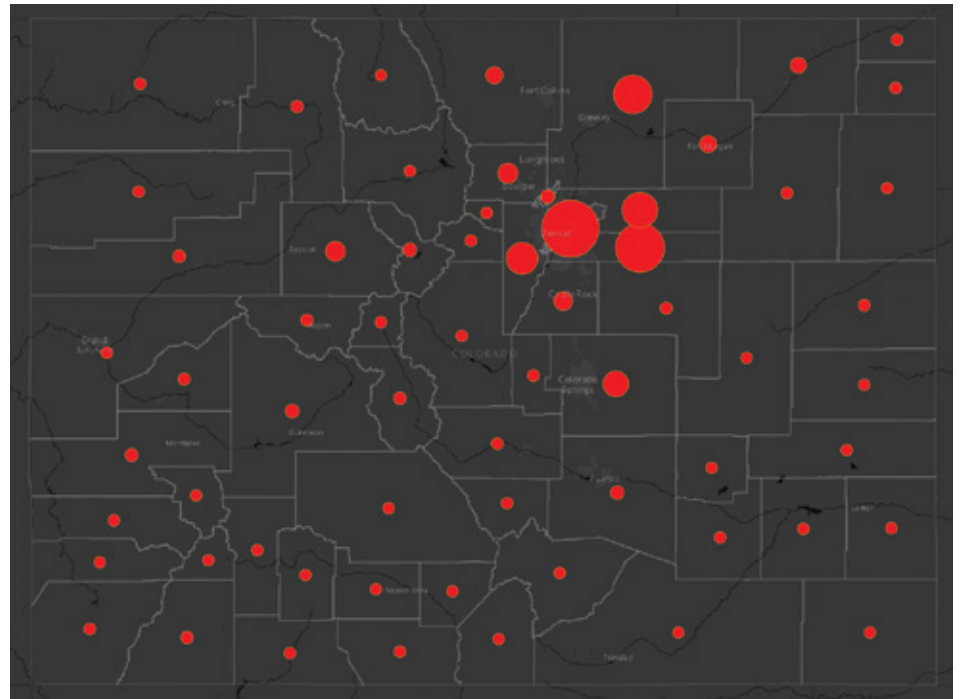
UNC is one of 34 Colorado colleges and universities that received an Open Educational Resources (OER) grant by the Colorado Department of Higher Education (CDHE). The award of more than \$42,800 will support UNC faculty who wish to transform a course by using materials freely available to students.

OER are high-quality teaching and learning materials, such as textbooks, that are openly licensed and available at no cost to the student. In fall of 2019, students at UNC saved over \$63,000 in course materials from last year's state-awarded OER grant.

MONFORT COLLEGE OF BUSINESS AWARDED FIVE-YEAR, \$1.25 MILLION GRANT FOR ETHICS EDUCATION

The Daniels Fund Ethics Initiative Collegiate Program recently awarded UNC's Monfort College of Business a five-year grant totaling \$1.25 million for ethics education. This is the third five-year grant that the college has received from the Daniels Fund since 2010.

The grant will fund a student organization devoted to ethics, as well as funding ethics-related activities including the MCB Ethics Week, a week of speakers, an ethics case competition and an Ethics Boot Camp for first-year students. MCB works with all UNC colleges to expand ethics education across the university.



Jieun Lee's map of positive COVID-19 cases in Colorado.

GIS MAPPING VISUALIZES REAL-TIME DATA ON CORONAVIRUS OUTBREAK

"Mapping the COVID-19 outbreak gives key clues in understanding the current pattern, predicting the potential disease spread and mitigating the impacts in communities with a better understanding of vulnerability and resilience," said Jieun Lee, Ph.D., an assistant professor in UNC's Department of Geography, GIS, and Sustainability. Lee has created her own interactive map that tracks confirmed cases of COVID-19 in Colorado. "In order to respond to the outbreak ahead of reaching its peak in Colorado, it's crucial to understand what preexisting conditions make a certain community more vulnerable to the pandemic as well as the resources communities need to recover," Lee said.

CYBERSECURITY IN THE AGE OF CORONAVIRUS

The pandemic hasn't stymied bad actors from attempting to infiltrate software and operating systems. "This is not the time to let our guard down," said Burkhard Englert, dean of the College of Natural and Health Sciences. "Hackers have more time on their hands, and everything we are doing is online now." Englert says one of the most important things you can do is to update your software and operating system. "Cybersecurity has really improved in the past 10 to 15 years. While the process will never be perfect, the closer we can get to 100% secure systems, the better."

PANDEMICS, LIKE EARTHQUAKES, HARD TO PREDICT

The way pathogens evolve make it inevitable that a variation such as the SARS CoV-2 strain of coronavirus will lead to pandemics, says Gregory DeKrey. The UNC associate professor of Biological Sciences, who studies and teaches immunology, likens pandemics to earthquakes.

"Eventually a big one is inevitable, but they're really hard to predict when they might occur," he said. Like earthquakes, infectious disease occurrences are monitored worldwide. Researchers continually cull from open databases for studies that include better understanding diseases and resistance to them. An effort in studying immunity is underway with COVID-19.

News Briefs cont. page 6



Rachel shared a classroom memory from Percy Jackson Movie Night.

I'm a Bear

As teachers around the world quickly moved to teaching online during the coronavirus pandemic, UNC English Education graduate student Rachel McGuire made sure her District 6 students and families were equipped for success during at-home learning.

McGuire's teaching experience includes three years at Brentwood Middle School in Greeley; wildlife survival at YMCA of the Rockies; intensive summer school for English Language Learners from Mexico and Central America; and a nomination from her undergraduate alma mater, Illinois State University, as a 2019 Outstanding Young Alumna for her work with diverse learners in mentorship roles.

Here's how she and her colleagues approached the sudden move online.



District 6 is encouraging the theme of "hope" to our local community. We're planning ahead for the worst-case scenario, but hope to welcome students back for the last month of school in-person and provide them with a sense of "normal" before the academic year officially ends.

In the meantime, we've deployed Chromebooks and related devices to families in the district; Comcast offered a special deal for qualifying families in the areas and extended public "Hot Spot" areas; and our district's Nutrition Services is continuously providing healthy meals for students ages 1-18 at sites around Greeley-Evans.

We've implemented remote learning through an online platform called Schoology. Students have a structured schedule reflecting their regular routine while at school, attend conferences with their classmates and

teachers in each course and complete work. During this time, educators have been grading gently and considerably, mainly checking in to ensure students are safe and healthy.

In the days leading up to our remote learning launch, our faculty participated in numerous virtual meetings, trainings, and conferences. Most of my focus was on preparing and delivering devices to students, previewing the weekly curricular objectives in order to effectively instruct online, and contacting all 30 families on my caseload to make sure they had an efficient device for all students in the family, necessary household items and utilities (toilet paper, food, etc.), and were emotionally well. Since classes started up on Schoology, my central responsibilities have been consistently interacting with students and their families regarding any personal or academic issues they're encountering and assisting students with our online curriculum and assignments.

I've found Dr. Stacey Bailey's Social Emotional Learning (SEL) strategies to be especially helpful throughout this process. It's a challenging task motivating students from afar; I've found that checking in with their emotional and mental states has been a wonderful way to reach their overall living and learning experience during this pandemic. A few of my students have tested positive for COVID-19, and so my priority as an educator is to place their health and well-being before their grades (which, as mentioned above, teachers have graciously been tending to, acknowledging that overwhelming events and crises could certainly present academic obstacles for many of our kiddos). Overall, though, it's the importance of building positive and genuine relationships with students that go beyond the classroom setting.

—By Rachel McGuire as told to Rebecca Dell



Quote worthy

“All of our plans surrounding our final months in college and our graduation were totally derailed, but we persevered, and we made it! I hope that this time has solidified our passions for using our education to change the world for the better. And, I believe that we will always be connected by this crazy, unprecedented time that we endured together!”



—Kaleigh Dunn '20
Nursing



PHOTO PROVIDED BY ASHLEY BUCCHOLZ

Freshman Pre-Nursing major Ashley Buccholz made and gave away about 300 masks after being laid off from her job. From Washington State, Buccholz remained in Greeley for the remainder of the semester.

HOW CORONAVIRUS IMPACTS SUPPLY CHAINS

Coronavirus (COVID-19) has uncovered numerous flaws in supply chains, according to Mike Loughrin, an adjunct professor in the online Master of Business Administration program at UNC and CEO of Transformance Advisors, a consulting and education company for businesses. “While the response of our supply chains seems painfully slow, we’ll see increased production and then the response will likely overshoot our needs,” he said. This real-time situation offers a great teachable moment in Loughrin’s online MBA courses, and he plans to integrate new information and examples from the pandemic.

CORONAVIRUS PANIC BUYING FOLLOWS MARKETING THEORIES

Toilet paper, pasta and hand sanitizer quickly disappeared from grocery shelves due to consumers hoarding these and other supplies due to fears of the coronavirus (COVID-19). But this isn’t out of the ordinary during such stressful times, according to Daniel Brannon, Ph.D., an assistant professor at UNC’s Monfort College of Business. “Research shows that when we have events like this, people will compensate through consumption, like stocking up on items, keeping pantries full and

their family safe.” Brannon also said he plans on using examples from this event in future classes; they’re real-world examples of the marketing concept of scarcity and consumer behavior.

TEACHING RESOURCES FOR PARENTS

As K-12 schools, colleges and universities turned to online instruction, UNC has developed a system called Bear Educators Supporting Teachers (BEST) to connect teachers, students and parents with teacher-education candidates and students who want to offer their expertise to help learning continue and thrive. Teachers and parents can request support through the UNC BEST Teacher and Parent Support Request Form.

BEST volunteers can help adjust lesson plans to fit the new learning environment and provide recommendations on high-quality resources available that fit the Colorado academic standards. They can also suggest ways to develop classes and schedules that will allow students to stay engaged when completing learning activities at home.

➤ BEST request form: unc.link/virtual-support

➤ For more UNC in the News stories, please visit unco.edu/news/in-the-news

GO BEARS!

LOST IN THE DISTANCE

Just like that, social distancing closed down the Big Sky Conference and the UNC men's basketball team's dreams of playing at the NCAA Tournament. But the shutdown didn't diminish the hard work and outstanding season that got them so close to the dance.



March is the time of year for Cinderellas and dancing, but this year the clock struck midnight before the ball even started.

Senior Jonah Radebaugh had transformed himself from a walk-on into one of the best players in the Big Sky Conference, and the UNC men's basketball team entered the conference tournament in Boise, set for March 9–14, looking to

clinch the automatic bid to the next week's NCAA Tournament. And while talk about COVID-19 continued to stir up in the news, the Bears had their eyes on the prize.

They were going through their normal routine of having a practice that Wednesday the 11th, and shootaround on Thursday morning in preparation for that night's game in Boise, Idaho.

"We were fully prepared to play in the Big Sky Tournament. Since the tournament had already started, we thought they wouldn't stop it and would let us play through it," Radebaugh said. "We had practice on Wednesday, March 11, and a shootaround Thursday morning thinking at worst we might not be playing with fans in the stands."

At shootaround, news started to break, fast and furiously, with one conference tournament after the other canceling, but still nothing from the Big Sky.

"We were at breakfast when Coach Linder came into the room and told us they had canceled the whole thing. It was just shocking," Radebaugh said. "It was only two or three more days before the tournament was over. It was really shocking and disappointing for a lot of us. I was at a loss for words."

In just a snap of your fingers that one shining moment and dreams of dancing in the NCAA Tournament and college careers were over.

No one would blame Radebaugh or any other student-athlete for being upset about seeing their hard work and dreams go away just like that. Instead, Radebaugh looked at it in a different way.

"I looked at the whole situation from a big picture. We had a great season and had put ourselves in a good spot to win the tournament and make the NCAA Tournament. That was disappointing, but there was not a lot I could do about it. At the end of the day, you had to respect the decisions that were made and not be mad at those who made it."

All of this was true. The Bears had won 20-plus games for their third straight season, had the Defensive MVP (Radebaugh) and Sixth Man of the Year (Kai Edwards) on the team, and finished just a game out of first place in the regular season.

For the season, Radebaugh averaged 16.5 points, 6.5 assists, 6.3 rebounds and 1.5 steals per game helping UNC go 22-9 on the year and 15-5 in the Big Sky for a second place finish. His stellar senior season earned him a Big Sky-record third Defensive Player of the Year honor and unanimous first team All-Big Sky selection. He also broke the program's record for single-season assists and ended up in the top 10 for career points, rebounds, assists, steals and made 3-pointers. He's one of three Big Sky members on the NABC All-District 6 team.

The abrupt end to the season meant life didn't just change from an athletic standpoint for Radebaugh, but academically too. A Sports and Exercise Science major with an emphasis in teaching, he had to learn how to teach in a virtual world.

"When I got to the high school that I am student-teaching at, they had already started that process of virtual teaching, so I just try and help with that. I have put together brain breaks for the kids so they are not just sitting at the computer or in front of a screen all day but staying active. They can do these brain breaks with the whole family to keep everyone active. I want to be there to help the students and keep them active."

Radebaugh continues to prepare for life as a professional basketball player, as well.

"I took some time off once the season was officially over like I usually have," he said. "Now I'm doing push-ups and sit-ups at the house and following workout videos online. When I can, I'll go to a gym and work out and lift weights. I also go to the basketball courts at the apartments where I live just to keep a feel for the game and work on it on the outdoor hoops."

Keeping both himself and the students at the high school where he's student-teaching active has brought him a perspective he'll never forget about these times and all that has happened.

"I learned to take everything you have and never take something for granted. You never know when something could be taken from you," he says.

—By Ryan Pfeiffer

PHOTO BY WOODY MYERS

AT A STANDSTILL

AS CAMPUS CLOSED IN MARCH, IT ALSO BROUGHT RESEARCH PROJECTS TO A HALT. WE SPOKE WITH THREE UNC RESEARCHERS ABOUT THEIR WORK AND THE IMPACT OF THE COVID-19 CLOSURES.

Earlier in the year, graduate student Neil Balchan was at work on his research, studying snake venom resistance. Lab work ground to a halt during COVID-19 closures.

PHOTO BY WOODY MYERS

Snake Venom Resistance

Neil Balchan, a graduate student from Manitoba, Canada, has been working with Professor of Biological Sciences Steve Mackessy, Ph.D., for about a year and a half.

Balchan's research focuses on understanding why some rodents seem resistant to rattlesnake venom.

Most often, when a rattlesnake bites and injects venom into a rodent, the rodent dies. Mackessy and Balchan are seeing some populations of rodents that "detoxify the venom," which is good for the rodent that lives to tell the tale and disappointing for the snake.

"The rodents in northern Colorado may have some level of resistance, or even immunity, to local rattlesnakes,

so we're trying to understand what's happening at the protein level that could be resulting in that," Balchan says.

The key to that resistance could have a significant impact on human lives where antivenins are in short supply.

Balchan says more than 100,000 people die due to snake bites annually. "By studying venoms and how venom varies, we can hopefully mitigate these numbers," he says.

Snake venom research at UNC is one of many areas affected by the coronavirus. "(It) has caused major problems for research since the lab is essentially off-limits," says Mackessy. "I have lots of writing to attend to, so I hope to make progress on that, but this will put lab work on hold."

Watch for Balchan's story in the Fall/Winter issue of *UNC Magazine*.

"The high potential of human-human transmission of COVID-19 has certainly upended projects involving international travel, and potentially affecting our fieldwork in Colorado."

—Rick Adams, Ph.D.



Exercise and Cancer Patients

One of the unique qualities of UNC Cancer Rehabilitation Institute (UNCCRI) work has long been the connections between UNCCRI patients, students, interns and research, and all three have been impacted by COVID-19 closures.

Research at the institute has shown that exercise can have a tremendous positive impact on a cancer patient, their recovery and quality of life, and Reid Hayward, Ph.D., professor of Sport and Exercise Science and the director of UNCCRI, feels a level of frustration knowing that their patients aren't able to take advantage of that.

"We've got a lot of data to show the benefits of exercise for these individuals, and so we feel like they're not getting everything they need. Obviously, the risks right now are outweighing the benefits, but there is a benefit for them," he says.

And with no patients and the institute closed, students and interns are unable to continue their work — both with patients and in the lab.

"The students at the Cancer Rehab institute are very invested in cancer survivors, the field of cancer rehab, exercise oncology. They're all very passionate about it, so for them, it's very disappointing," Hayward says.

"I've got a Ph.D. student who is looking at the effects of our program on a specific immune variable. He's got to do a complete start over when we get back, and we'll have to adjust things like timelines and requirements for the number of subjects that he's going to have."

As of June 1, students are able to work in the lab and are conducting new studies, but students doing clinical work are still sidelined, waiting for the institute to reopen.



Bats Under Scrutiny

For Rick Adams, Ph.D., professor of Biology, the impact of COVID-19 has been felt not only in the lab, but in terms of the way bats are viewed globally.

"Regarding the recent speculation surrounding the sourcing of COVID-19, bats were almost immediately stated to be the likely reservoir. The truth is that the origin of COVID-19 remains unknown because all animals carry coronavirus loads and very few species have been sampled," says Adams.

"A study published in April in the Academy of Science's journal PNAS compared bats to seven other orders of mammals and found no evidence that bats were a more likely source of disease transmission to humans than most other groups."

Adams points to a recent letter published in *Science* by a Chinese researcher that states, "The reputation of bats as virus carriers has led to extreme suggestions of mass slaughter to protect public health."

Adams, who's been researching bats for 30 years, has traveled with students over the years to work with bats in Colorado and throughout the world.

"The high potential of human-human transmission of COVID-19 has certainly upended projects involving international travel, and potentially affecting our fieldwork in Colorado," Adams says.

He and a Ph.D. student were scheduled to begin fieldwork in June however, the U.S. Fish and Wildlife Service strongly suggests that no handling of bats occurs this summer due to the potential of researchers passing COVID-19 to North American bat populations (reverse-zoonosis).

As a result, the Colorado Parks and Wildlife Department rescinded all bat capturing permits this year, though Adams says they will be able to do sonar-capture studies.

"Our fieldwork has been aided by devices that can record the ultrasonic echolocation calls of bats, which allows us to determine species presence/absence. These devices allow us to work alone and download the recordings for analysis."

—Debbie Pitner Moors



Pete and Jane Morrell join the Women's Walk from their home in Greeley. Both spent their careers heavily invested in Greeley and UNC.

Impact

12th Annual Women's Walk Goes Virtual

SUPPORTERS OF UNC FEMALE STUDENT-ATHLETES RALLY FROM THEIR HOMES AND NEIGHBORHOODS TO RAISE \$17,000 FOR SCHOLARSHIPS AND STUDENT SUPPORT.

There were no high-fives around Nottingham Field for this year's virtual Women's Walk, but that didn't stop more than 240 students, coaches, alumni, faculty, staff, friends of UNC, and the whole Athletic Department from participating in the 12th annual event. The walk, which occurred in homes and neighborhoods around the country, raised more than \$17,000 for scholarships and supports the greatest needs of female student-athletes.

Leading up to the walk, UNC shared videos of coaches and student-athletes, safe at home, explaining some of the opportunities the Women's Walk funds have provided. Leilani Herrera, an MBA student on the swimming and diving team, sent a video from her home in Hawai'i, talking about the way athletics has enhanced her college experience.



More than **240** students, coaches, alumni, faculty, staff, friends participated



More than **\$17,000** raised for scholarships and support for UNC's female student-athletes

Bears around the country were able to take part in this year's Women's Walk — a silver lining to the event going virtual.

Participants clockwise from top left: Allie Steg Haskett and her sons, Stephanie Torrez, members of the Bear Heiny team, and Sue Kidd and Kim Muff.



“Being a student-athlete at UNC has honestly brought me to my second family and brought me a ton of great memories that I will never forget.”

On the day of the walk, participants donned Bear gear and got some fresh air, posting videos or photos tagged #UNCWomensWalk. They rode bikes, pushed strollers, skated on rollerblades and brought their dogs. The annual Bear Heiny's Team showed off their matching T-shirts, per tradition. Kids and parents completed a Bear scavenger hunt, crossing off items they spotted around their neighborhoods or parks.

Herrera typically loves the in-person aspect of the walks — connecting with Bear fans, high-fiving the kids and other walkers who pass by, being with her team. But she wrote that

despite the unique situation this year, Bear supporters still came through.

“I have been following along, and I cannot believe the amount the virtual walk raised! It is absolutely fantastic to see everyone come together even in a virtual setting and show their support,” Herrera wrote.

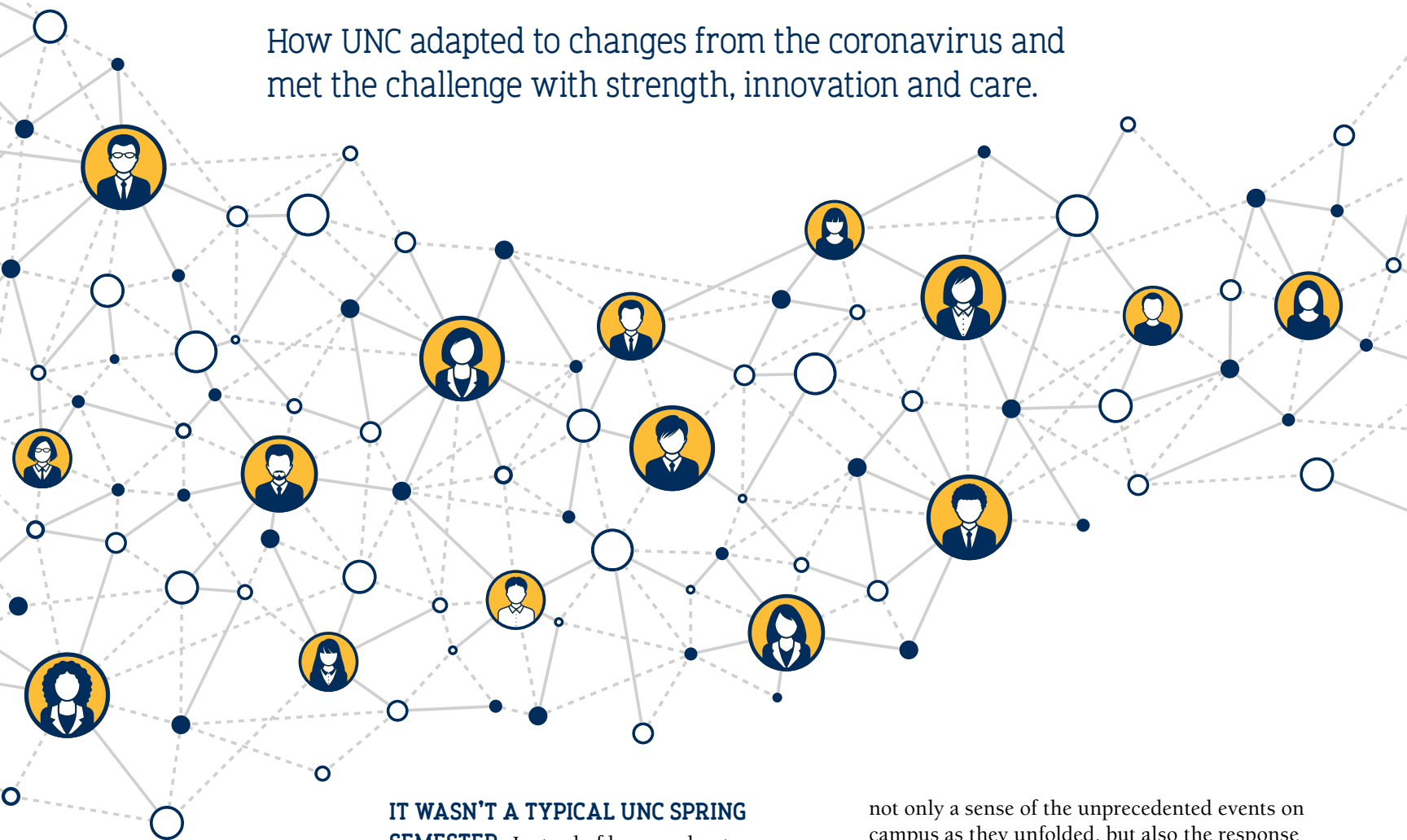
Since its inception, the Women's Walk has had more than 3,800 participants and raised more than \$420,000, according to a conservative estimate. With this support, UNC's women's teams and student-athletes are able to succeed in the classroom, on the playing field and in the community.

—Rebecca Dell

A Community Connected

By Debbie Pitner Moors

How UNC adapted to changes from the coronavirus and met the challenge with strength, innovation and care.



IT WASN'T A TYPICAL UNC SPRING SEMESTER.

Instead of hammocks strung between trees on Central Campus, study sessions out on Gunter lawn and fittings for caps and gowns, students returned from spring break to move out of dorms and finish classes remotely, and faculty and staff were working long hours to move courses online and address student needs. The cancellation of commencement and championship games left students and athletes feeling adrift and at a loss. Research came to a standstill. The coronavirus (COVID-19) sent waves of uncertainty and grief into March and April as stay-home orders changed the shape of spring.

As *UNC Magazine* was entering its final stages of production in mid-March, we decided to develop this special issue to share with you

not only a sense of the unprecedented events on campus as they unfolded, but also the response of Bears who rose to meet the challenge in support of our students and the community.

We've organized these stories chronologically over seven weeks — between March 4 and April 22 — pulling out highlights of reports coming from the university's coronavirus task force.

The first communications to the community went out on March 4, as the president and his leadership council organized responsive, proactive teams across campus to meet rapidly emerging challenges. On March 18, the task force began sharing Daily Operational Updates with online video recordings of their meetings.

While the updates shared vital information, they also reflected efforts across disciplines and departments on campus.



Student Impact



Connected Community

DECEMBER 31, 2019

What would come to be known as the novel coronavirus is first reported from Wuhan, China, as pneumonia with an unknown cause.

JANUARY 21

The first case is reported in the United States.

JANUARY 30

The World Health Organization (WHO) declares a global public health emergency.

MARCH 4

UNC's Dean of Students, Gardiner "Tuck" Tucker, Ph.D., shares a message with students ahead of UNC's spring break, outlining travel concerns, preventative measures and caring for the community. It would be the first of many communications with students and the campus community.

"We are concerned about the well-being of students affected by the impact of the outbreak, including worries about family members in quarantined areas as well as travel restrictions," Tucker wrote. He also addressed issues of civility. "Many of our affected community members live daily with anxiety and should not have to experience jokes, blame or other hurtful expressions. UNC is an inclusive and global university, so this time calls for increased awareness and understanding of how this situation affects all students, faculty and staff from local areas, around the country and abroad."

Blaine Nickeson, associate vice president for administration, writes to the entire campus community, sharing some of the first changes the university institutes: "Per recent CDC guidance, UNC is suspending study abroad activities in South Korea and Italy. The Center for International Education is working to make sure all students that were studying in those countries are back home or on their way."

MARCH 5

First confirmed COVID-19 cases reported in Colorado.

MARCH 11

UNC President Andy Feinstein announces that classes will move to alternate delivery (mostly online) for at least the two weeks following spring break (March 14-22), with a two-day break on March 23 and 24 for faculty to prepare for the transition.

WHO calls the COVID-19 outbreak a pandemic. Colorado Gov. Jared Polis declares a state of emergency in Colorado with 17 presumptive cases statewide.

MARCH 14-22

UNC on spring break.

STUDY ABROAD, INTERNATIONAL STUDENTS AMONG FIRST TO FEEL IMPACT

Well before the first reported case of COVID-19 in the United States, UNC's center that supports study abroad and international students had already mobilized.

As the virus hopped through China, South Korea and Italy, the Center for International Education (CIE) stayed in regular contact with the 46 UNC students studying abroad this spring, providing guidance and helping them return safely home.

Travel warnings to countries experiencing outbreaks started being issued in late February. CIE responded by offering voluntary program withdrawals to all students studying abroad. CIE Director Olga Baron and her staff hosted a virtual town hall with over 200 international students to advise and answer questions.

By March 12, with the first reported cases in the U.S. and UNC moving in-person classes online, all study abroad programs for spring (and eventually fall) were canceled. International students who elected to stay were provided room and board on campus. Despite the disruption, the focus remained on helping students stay on their academic track.

"Many students were able to continue their coursework remotely, and those who were not worked with academic units and advisers to find solutions," Baron said.

➔ To read more about CIE efforts, go to unco.edu/unc-magazine

MARCH 16

President Feinstein announces that all classes will move to alternate delivery for the remainder of the spring 2020 semester, all in-person meetings and events are canceled for the remainder of the semester, and spring 2020 graduate and undergraduate commencement ceremonies are canceled.

MARCH 18

UNC's coronavirus task force begins meeting daily to share updates and information with the university community.

The task force includes university-wide subcommittees focused on specific areas of impact for students, faculty, campus infrastructure, technology and finance. Feinstein and his cabinet consult daily with local and state officials.

➔ unco.edu/coronavirus/daily-operational-updates





As laboratory courses contemplate online options, UNC Provost Mark Anderson, Ph.D., commends faculty for finding ways to meet learning objectives in the virtual environment and offers insights into some of the challenges students may face in isolation.

“When moving into an online environment, it’s critical we be mindful of the isolation students can oftentimes feel, making sure we’re upfront about how to maintain the connection between the students of the course,” he says. “So, one thing we’ve talked about with the deans is making sure that students understand how to be in touch with each other in an online environment, maintaining that classroom community connection.”

Tucker gives a shout out to Information Management and Technology (IM&T) for helping them get their advanced technology online so counselors can work from home. “One of the biggest impacts is students becoming isolated ... In all the different ways we’re moving — through email, phone, Teams, Zoom, Skype, and even YouTube — there’s a concerted effort to connect the students and address impacts,” he says.



UNC announces it will pay work-study and hourly students and student employees through the end of April. “This is an important commitment to our students, many of whom rely on this income to meet their basic needs, food and shelter in a very unsettled time,” says Marshall Parks, director of Human Resources.

MARCH 19

As faculty and staff prepare for classes to move to alternative delivery methods, tutoring services become available online, including the Math Lab and the Writing Center. And, as fall semester registration approaches, professional advising moves online.



MARCH 20

Students receive information about checking out laptops on loan from Michener Library. Over the next few weeks, more than 150 students receive laptops for use while classes are online.

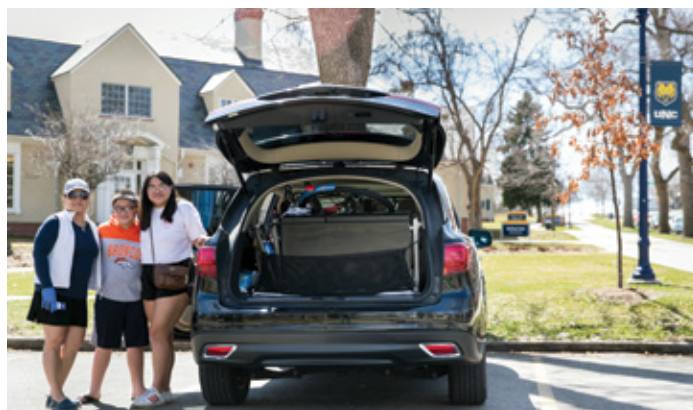


For seniors embarking on job searches, COVID-19 adds a layer of separation and complication. The Center for Career Readiness’ support for seniors includes individual appointments online or via phone, virtual drop-ins to chat with career counselors, and online review of resumes, cover letters and other search-related documents. Instead of visiting classes in person, career readiness counselors present to virtual classes. They also work with employers to make sure students have access to virtual hiring events.

With the cancellation of UNC’s K-12 Educator Employment Day (one of the largest in Colorado) career counselors collect educator candidate resumes. They’ll coach students on moving forward with job searches during lockdowns.



Virgil Pierce, Ph.D., director of the School of Mathematical Sciences, sets up a virtual Biochem Math Study Center to advise and support students. Pierce offers direct conversations with students through Twitch TV, and a Math Student Lounge offers virtual space where students can study, discuss and socialize for academic support online.



MARCH 22

With the end of spring break, students return — with many moving out of the residence halls. To help support students who choose to remain in residence halls for the rest of the semester, 56 resident assistants decide to return to campus.



In an effort to address student stress over alternative course delivery and the many changes and cancellations taking place, UNC’s registrar’s office extends the individual withdrawal deadline to April 17. The extension is designed to give students time to adjust to online classes.

MARCH 23

The Big Sky Conference announces cancellation of all athletic activities, including practices and workouts, now through May 15.

Numerous UNC departments and teams donate Professional Protection Equipment (PPE) for health care workers across the state.



MARCH 24

UNC announces first case of COVID-19 among the campus community.



With job loss and other closures related to COVID-19, students find themselves needing assistance and support in ways they haven't in the past. UNC offers student legal services for situations related to landlords. The Student Outreach and Support Office offers non-counseling support and guidance with issues like food insecurity, housing insecurity and mental-health concerns. Students are assigned case managers to help guide them.

MARCH 25

First day of alternate course delivery. For the first time in UNC's history, most students returning to class after spring break are not returning to campus.

MARCH 26

Statewide Stay-at-Home order for Colorado, issued by Gov. Polis, goes into effect.



Koreen Myers, in her first month working as professional development coordinator in Human Resources, creates an online toolkit for employees working remotely, offering tips for staying connected, staying productive, health tips, work-parent balance tips, mental health resources, food resources and other local resources.

MARCH 27

Students receive a survey explaining housing options and asking if they will remain on campus or move out of dorms.

Campus buildings move to lockdown beginning at 5 p.m. Access is only available to people designated essential personnel.

MARCH 28

UNC leaders meet with the state architect to identify residence halls for use as an alternate care facility at the state level. The architects are being tasked with identifying 100-bed blocks throughout the state between hotels and facilities like college residence halls.



Cultural Centers work to help students who may feel isolated or are missing the campus community by providing emotional support, offering one-to-one and drop-in appointments and hosting virtual social gatherings and academic study sessions. Each finds innovative ways to connect:

NATIVE AMERICAN STUDENT SERVICES (NASS) hosts weekly social gatherings and academic study sessions using Zoom, and Kelly DiGiulio, a student intern, creates bi-weekly social media videos on art therapy and self-care.

ASIAN/PACIFIC AMERICAN STUDENT SERVICES (A/PASS) hosts a graduation and end-of-year celebration with Instagram Live featuring performers who had been scheduled to come to the now-canceled annual Luau and also hosts weekly social gatherings and academic study sessions using Zoom.

MARCUS GARVEY CULTURAL CENTER posts highlights of notable African American women during Women's History Month and offers virtual wellness sessions, as well as one-to-one meetings and online drop-ins.

CÉSAR CHÁVEZ CULTURAL CENTER shares wellness videos and hosts weekly Zoom community rooms for student engagement and discussion, Netflix gatherings and social hours each week.

GENDER AND SEXUALITY RESOURCE CENTER (GSRC) shares daily videos on self-care, academic tips and tools for social distancing and posts articles regarding the queer community and culture, articles on queer history and queer artist spotlights. They also host 15 affinity groups with 23 digital meetings during April to support students in hostile living situations.

CENTER FOR WOMEN'S AND GENDER EQUITY (CWGE) posts daily blogs related to current women's and gender issues and how they're being impacted by the coronavirus; the Stryker Institute for Leadership Development establishes weekly community gatherings online with topics centered around situations students may be experiencing.

VETERANS SERVICES, through a podcast, spotlights UNC faculty and staff who have served or are serving and highlights resources and support available to veterans and military-affiliated students on campus.



MARCH 29

As faculty work to find ways for students to cope and stay connected through the changes and challenges of social distancing, Audiology Professor Jenny Weber, Au.D., CCC-A, challenges her students to complete an extra credit assignment that focuses on mental health:

“Do something to take your mind off the negative right now and focus on the good and the positive,” she says. “I believe sharing with everyone on the discussion board will all help us keep connected as a class. Keep it positive. We’ll get through this together.” Her students share stories about taking regular walks, post photos of their pets, and upload images of art they create.



The Campus Recreation Center moves activities online. Students can visit Instagram, Facebook and Instagram TV for UNC’s weekly fitness challenges, workouts of the week, some classes, and the Recreation Center’s health and wellness tips, and can participate virtually in intramurals and competitive sports.



MARCH 30

Chelsie Romulo, Ph.D., assistant professor of Geography, GIS, and Sustainability, uses 3D printers to create PPE for Colorado health care workers. Romulo, who is printing the bottom part of the face shield that holds the clear plastic in a curve to protect the face, joined the NoCo Face Shield Project, a group that is printing “Prusa 3DPrinter COVID-19 Protective Face Shields” for local hospitals that don’t have access to enough face shields as protective gear.



Kendyl Kelly and the Office of Student Life create United to Nurture our Community (UNC) — A Card Campaign. Student groups and members of the community are invited to send messages of support to people in Greeley who live or work in long-term care facilities, nursing homes and hospitals, as well as the 350-plus UNC students and residence advisors who are remaining on campus for spring semester. As of late May, the UNC Card Campaign has mailed more than 1,400 cards out to the community.



To offer entertainment options, the Office of Student Life links students to national programming, including livestreams and free virtual concerts.

APRIL 2

Summer classes, which begin May 18, will move primarily online for the summer.

APRIL 3

Gov. Polis asks Coloradans to wear non-medical, cloth face masks when going out.



Student Outreach and Support sets up a process with Housing and Residential Education so that any campus community member aware of a student needing an alternative-living situation can submit a student of concern report, and a case manager will assist them. The team also creates a coordinated outreach plan to contact, via phone or video call, every residential student on campus to check in, see how they’re doing, and provide some human connection.

APRIL 8

Faculty Senate votes in favor of adopting a satisfactory/unsatisfactory grading option.



While on administrative leave as a cook for Dining Services, Julia Riley makes masks for her coworkers — as well as for health care workers. Working eight or nine hours each day, she estimates she’s made a couple hundred masks, which her husband Neil (who is UNC’s catering manager in Dining Services) sends out or delivers for her.

unco.edu/news/articles/making-things-better-masks-coronavirus.aspx

APRIL 10

The U.S. Department of Education announces the release of approximately \$14 billion to students and institutions of higher

education from the recently enacted CARES Act. Of that amount, UNC may expect approximately \$7.65 million, of which 50% will be used for financial aid grants for students.



Bear Connection website shares operational updates and resources for UNC students, families and alumni.

unco.edu/bear-connect



UNC provides more than \$400,000 in important financial support to student employees through payroll, with 477 students working remotely, 670 on paid administrative leave because they aren't able to work remotely, and 63 students working on campus (including nine in the police department and 54 in housing).

APRIL 13

UNC's College of Performing and Visual Arts announces the cancellation of its 2020 summer arts season, including all Little Theatre of the Rockies productions and Concert Under the Stars performances.



UNC's Go On And Learn (GOAL) program, an inclusive higher education program for cognitive diversity, is designed for students with intellectual and/or developmental disabilities. In-person contact with students is one of the program's cornerstones, so moving online is particularly challenging. Executive Director Christina Ruffatti and her team create alternative programming and services, including a Facebook group for parents, virtual peer meetings, regular webinars, exam proctoring online, registration advising, cooking classes and Netflix watch parties.



Center for Human Enrichment (CHE) and the TRiO student support services provide comprehensive academic services to support the 200 first-generation students at UNC.

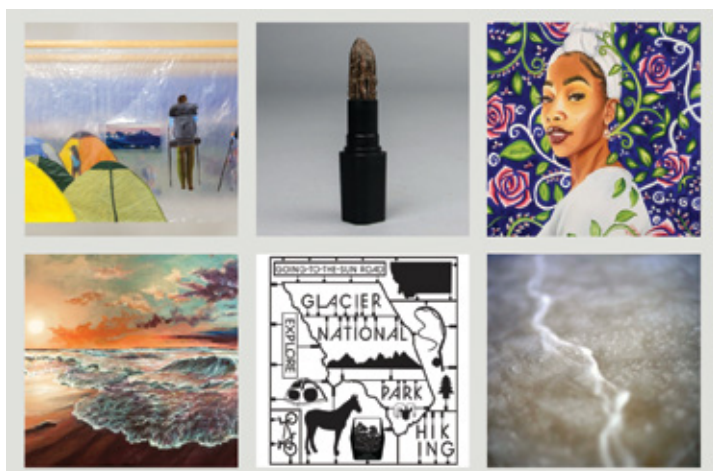


APRIL 15

The Office of Academic Community Engagement (ACE) offers online resources for students who want to volunteer in the community, including ways to safely connect to service opportunities with community partners. Students can help with meal delivery, food banks, grocery deliveries and connecting with agencies like North Range Behavioral Health, Kiwanis and United Way.



UNC's football team and the Alumni Association volunteer at the Weld Food Bank.



APRIL 17

Lynn Cornelius, the interim director for the School of Art and Design; Pam Meadows, the director of UNC Galleries; Jane Monson, digital initiatives librarian; and Rachel Dineen, the art design librarian, work together to create a final senior show online for seniors.

See the artwork at soaddigitalgallery.com

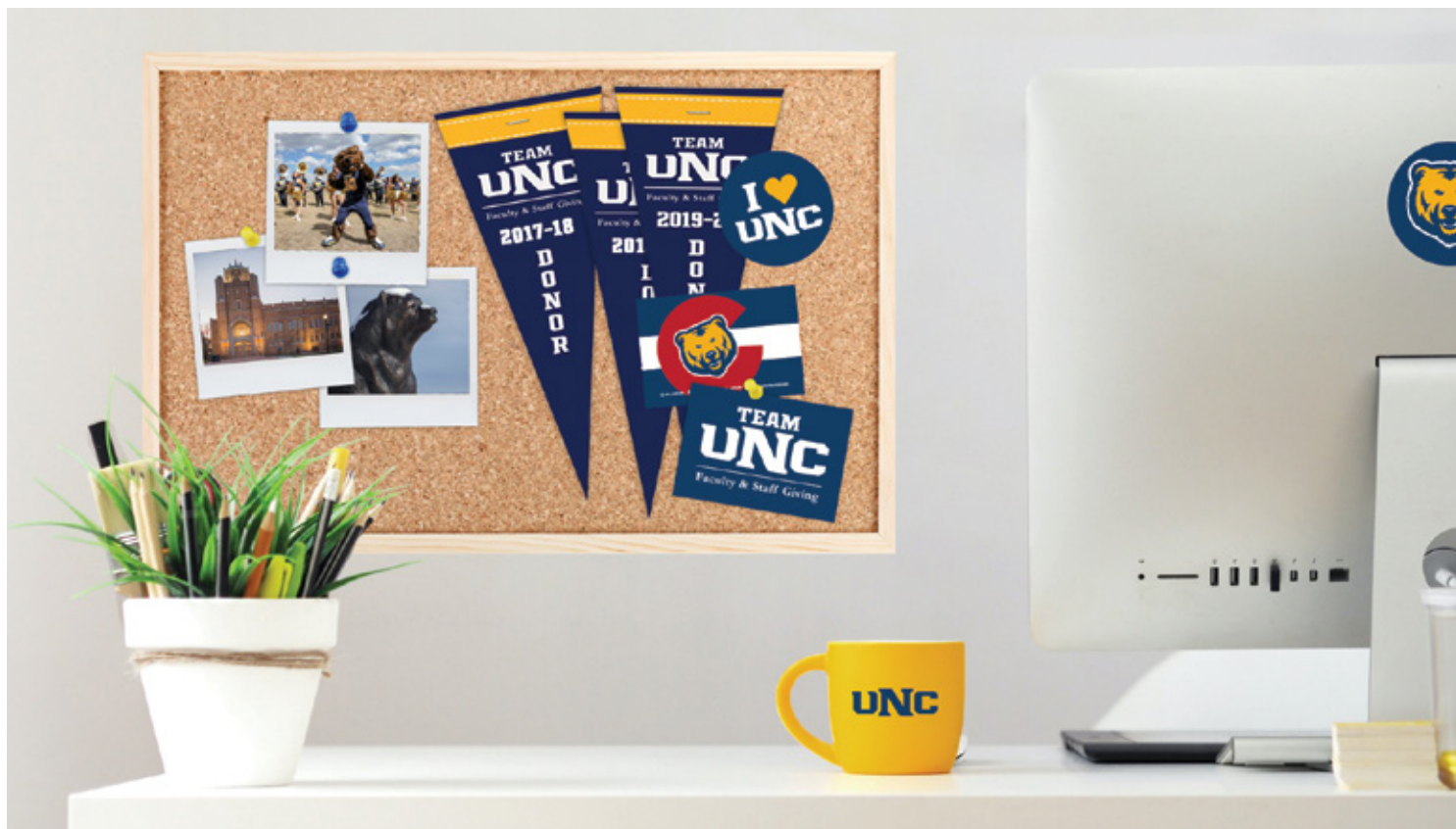
APRIL 22

Board of Trustees meets via Zoom to discuss potential budget implications of COVID-19 on UNC.

APRIL 30

President Feinstein announces UNC's plan for students, faculty and staff to be back on campus, and for in-person instruction to resume in August. **UNC**

For continued COVID-19 updates, log on to unco.edu/coronavirus



From On-Campus to Online

By Debbie Pitner Moors

With campus closing down and reports of coronavirus ramping up, two small departments set about the Herculean task of helping faculty move from in-seat classes to remote learning.

When the call was made to move classes online because of coronavirus, Kathy Zellers and Lyda McCartin, Ph.D., were ahead of the curve.

In mid-February, Zellers, director of Instructional Design and Development (IDD) was continuing a project she'd been working on for some time—restructuring staffing and hoping to hire for two vacant staff positions. Her team supports faculty in the design, development and delivery of online courses and course components, and they were building some courses and finishing a few others.

Down the hall in Michener Library, McCartin (professor in University Libraries) was about six weeks into her new role as interim director for the Center for the Enhancement of Teaching and Learning (CETL). The department had been without a director for a lengthy period so, in addition to gearing up for the annual Teaching and Assessment Symposium, she was working to revitalize the CETL team and create a new strategic plan for CETL's 2030 vision planning.

Two weeks later, planning had taken on a whole different meaning.

Hitting the Ground Running

"I've been an instructional designer and a project manager for 15 years, and I'm a certified project manager," Zellers says. "That means that I've been steeped in that whole idea of doing a short-term plan."

"In mid-February I was following the news. I was worried about the world, but I wasn't worried about Colorado or UNC at that point. But on February 26, I heard that Zoom had lifted the 40-minute limit because of COVID-19 in China. It was also that exact same day that we had the first case of community spread in the United States, and so those two things together exploded in my mind, and I thought, 'This is going to be an issue for us.'"

Zellers immediately began working on a plan. "The next week, I introduced it to my staff, and we started working on it. March 4 we had the plan done."

The following day she posted that plan to SharePoint in the Instructional Design and Instructional Technology (IDIT) meeting, and sent it to her boss at the time, Dallas Everhardt, executive director of Extended Campus. He pulled her into the academic and distance technology subcommittee meeting.

"I pushed to present that plan so that I could say, 'Look, this is what we think we should do,'" Zellers says. "I think people were surprised actually, and so everybody just let me do it."

"Or grateful," McCartin says. "Surprised and grateful, and they were just like, 'Go ahead.'"

Zellers says that having a plan like that is part of being an instructional designer working in online education. "My job is to find a way to help people understand how you can leverage online education. Too many people think, 'How can we overcome the problems online education presents us?' That's where they're coming from when they think about online education—it's not as good."

"The fact is, online education is beautiful for many things, and one of the things it's beautiful for is if people for some reason can't come to the university. As an instructional designer in this field, you kind of have this plan in the back of your head, thinking that you might be called on someday, and that was the case. I just thought, 'Let's make this happen.'"

While Zellers' team was focused on the plan for moving classes online, McCartin began to research resources, contact peers at other universities and develop a crisis plan that would support IDD's work and assist faculty through the process.

"On March 9 I was in Nashville, when Vanderbilt closed its campus. I hopped back on the plane to Denver knowing that we were about to go remote," McCartin says. "With CETL not having a director for

Kathy Zellers (top) and Lyda McCartin (bottom) worked together to help faculty prepare to move their classes online.



PHOTO BY WOODY MYERS



PHOTO BY WOODY MYERS

so long, it meant there was no crisis plan. There was no thinking about what one might do, how one is going to support IDD and what they need. That just didn't exist."

She reached out to higher education colleagues who had gone through crises ranging from the SARS virus to shootings on their campuses, and learned how they walked faculty through the process, and worked with their IDD and IT teams.

"I spent three days just researching what kinds of resources were important, and then creating those resources for the UNC context, and sharing those with Kathy."

On March 11, President Andy Feinstein made the official announcement that classes would be offered mostly online for at least the two weeks following spring break (March 14-22), with a two-day break on March 23 and 24 for faculty to prepare for the transition. Those two weeks would eventually extend to the end of the semester.

From March 11 through 16, CETL created an emergency remote teaching website, the Emergency Remote Teaching Toolkit and a FAQ. "We put up resources about virtual office hours, remote advising and talked with faculty about emergency remote teaching versus an online course."

And that difference — between emergency remote teaching versus an online course — would become a key part of the effort to support students and faculty in the face of an unprecedented situation.

Rising to the Occasion

Meanwhile, Zellers and her team were working with Canvas data provided by Information, Management and Technology (IM&T) to see where they'd need to focus first. Canvas, the Learning Management System (LMS) UNC uses for online courses, allows teachers to communicate with their students, post content for classes and assess student performance through assignments and exams. Some faculty were already using Canvas, but many had not used the platform before.

"There were about 4,000 courses being offered in spring, and we had about 955 faculty teaching those courses," she says. They divided faculty into three groups.

"We had people who had never taught in Canvas or hadn't done anything with Canvas; we had people who had done something in Canvas," Zellers says. The third group was faculty who were already fully online or teaching a hybrid class, so they were already set to go. Some spring courses had already finished, so the number of courses between the first two groups was reduced to about 3,000.

They reached out to each group, sorted by college, to reassure faculty and let them know what the plan would be. Each course that wasn't already partly on Canvas had an empty "shell" to serve as the framework for the course. IDD built a template that they put into all 1,182 empty shells so that when faculty logged into Canvas for the first time, it walked them through what they needed to do and explained the tools Canvas offers for communicating with students and giving students content, as well as an introduction to assignments and assessments.

"There were about 4,000 courses being offered in spring, and we had about 955 faculty teaching those courses."

—Kathy Zellers

And, as McCartin explained, CETL and IDD approached each course from the standpoint that they were supporting students and faculty through a crisis.

"We needed to support faculty in doing key things with their students in order to continue instruction under an enormous amount of stress," Zellers says.

And, where, under normal circumstances, a single course may take up to four months in development, IDD, CETL, IM&T and all faculty teaching this spring were able to move 3,000 courses online in a span of two weeks.

To help prepare faculty to use the new shells, IDD opened up a webinar series of three webinars a day for five days.

CETL offered virtual workshops, and provided a sign-up for one-on-one consultations, partnering with IM&T and with Koreen Myers in Human Resources.

It was an intensive work schedule for IDD and CETL.

"That weekend before spring break our team of three (Zellers, Tyler Jones and Rebecca Saunders) — and we drafted Aimee Rogers from Extended Campus — spent the whole weekend putting those templates into the shells. We reached out to everyone, and faculty stepped up and they're greater than you ever expected," Zellers says. "So really, at the end of the day, this is all about how faculty rose to the occasion, feeling supported. And how we were able to really make this happen. It's humbling."

Providing Support

Both Zellers and McCartin wanted to reassure faculty that even though they might need to present material differently, they could still achieve the learning outcomes they wanted for their students.

"I think probably the best webinar we gave through CETL was titled 'Prioritizing Curriculum During Emergency Remote Teaching,'" McCartin says. "The first slide in that presentation has perfection crossed out. We're not aiming for perfection."

"We really discussed cognitive load of the students in times of stress," McCartin continued. "This is not a typical situation. You might have time zone differences if you're trying to do synchronous learning (where the faculty member and student connect in real time). I think Kathy and I were in a meeting where we had a student in France who couldn't log into a synchronous session on Colorado time."

Student expectations and access to technology were also a key focus. Some students were sharing devices and WiFi with others in their home. It was important to help faculty recognize some of those student concerns.

To help students, IDD and CETL created a student “shell” in Canvas that students could use to transition their work online—from learning how Canvas works to understanding best practices and how faculty would connect with them, to making sure that they knew where to get additional academic support.

CETL also addressed student concerns in the CETL webinar offered for faculty. “We talked about how it was important to be in contact early with your students and ask about their technology issues. Do they have a computer or were they relying on the campus computers? And then that can determine what you can do in your class and some choices you have to make about how you want to offer things,” McCartin says.

Zellers says it was a message that dovetailed with what IDD was sharing with faculty in terms of communicating with students.

Sparking Potential for Future Online Options

Looking ahead, the impact of online coursework may have a silver lining.

“I hope that faculty can see that online learning can be very effective for the things that they were probably surprised you could do in the online environment,” McCartin says. “I worked with a faculty member who had to do role-play in a counseling class, and you cannot role-play asynchronously and you cannot really meet those learning objectives asynchronously. So, we talked through that. I checked in with her later, and she said it was fabulous.”

That shift from “How can we do this?” to “We can do this” leads to questions about potential for future options. “Can we do more offerings online in the summer because of that,” McCartin asks. “Or, we have a lot of students working full-time, so can we do more work online? Where before people thought maybe you can’t, hopefully this shows that they can.”

Zellers agrees. “I think that what people learn when they get into it is that there are some things you can do online better than you can do face-to-face, where you’re actually reaching out to your students in a much more direct way than you would if you were in a big lecture hall. I just think that it’s going to give faculty greater confidence in what’s possible.” **UNC**

➤ Spending time in virtual meetings or classes? Download a virtual UNC background to share your Bear spirit.
mcb.unco.edu/students/backgrounds.aspx

“I hope that faculty can see that online learning can be very effective for the things that they were probably surprised you could do in the online environment.”

—Lyda McCartin

Instructional Design and Development by the Numbers



3 IDD STAFF



4 WEEKS



957 FACULTY



3,180 COURSES



1,182 COURSE SHELLS
provided with Student
Start Here and Faculty
training modules



10 DAYS
23 WEBINARS
Canvas, Zoom, Quizzes
and Assignments



249 WEBINAR ATTENDEES
provided with Student
Start Here and Faculty
training modules



97 DOWNLOADS
DURING WEEK ONE
Student Start Here and
Instructor Support
Modules downloaded
from Canvas Commons



**346 SUPPORT, CONSULTATION
AND FOLLOW-UP**
71 Chat Room Questions
144 Follow-up Emails
52 Consultation Meetings
79 Help Tickets Resolved



**71 ZOOM SECURITY
SUPPORT HOURS**
Attack Mitigation
Faculty Support
Security Research and
Recommendations
Update Guides for Faculty



unco.edu/organizational-development



PHOTO BY WOODY MYERS

IT Technician Thai Nguyen was part of the IM&T team offering tech support to the campus community during the coronavirus pandemic.

When the decision was made to move classes online and send faculty and staff off campus to work remotely, the undertaking involved 11,000 students and 1,700 university employees increasing their technology use very quickly to a new level.

TECHNOLOGY SUPPORT DURING CORONAVIRUS

By Katie-Leigh Corder

When the university closed and faculty, staff and students began working and attending class remotely, technology became a big factor in their success. From March 23 to April 22, the Information, Management and Technology (IM&T) team received more than 2,100 tickets requesting help and received more than 725 phone calls on assisting campus tech users.

The biggest transition was moving in-person classes to virtual instruction through programs like Canvas and Zoom. Instructional Design and Development, the Center for the Enhancement of Teaching and Learning (CETL), Human Resources, and IM&T all came together to accomplish this vital need.

The teams worked on a wide range of tasks — from enabling the satisfactory/unsatisfactory grading option to removing holds on student accounts. They provided tools to allow for virtual counseling and advising and did preventative work against phishing attacks.

Bret Naber, the IM&T chief information officer, said that UNC's IM&T team was well-positioned to assist the campus community in the transformation from in-person to online environments. Foresight from tech experts, funding for scalable tools and outstanding implementation were the reasons the team was able to do so much, so quickly.

"We were able to take advantage of the tools we already own and utilize, and this positioned us very well to troubleshoot, support and train staff, faculty and students," he says.

UNC has an account with Microsoft 365, which includes Microsoft Teams, a communication and collaboration platform that allows video chat, file sharing, project management and other tools. Here's a snapshot of the usage numbers within Microsoft Teams before and after Colorado's Stay-at-Home order took place:



85% increase in daily average users
[700 per day before vs. 1,300 per day after]



166% increase in daily average messages sent
[2,150 per day before vs. 8,385 per day after]



13,085% increase in daily average meetings
[three per day before vs. 369 per day after]



It was an effort across divisions, as well. Faculty members needed further assistance from Instructional Design and Development and the Canvas team to train, develop and deploy courses to their students. And, with the help of the University Libraries, more than 100 laptops for students and more than 60 laptops for faculty and staff were loaned out. Dozens of monitors, webcams and other accessories were also loaned to faculty and staff members to increase productivity at home.

But part of the remote work success the university has had is owed to an effort that started five years ago to transition employees to laptop computers. Desktop Support Manager Chad Pohja explains that these early procedures made the move off campus much smoother. "UNC employees were quickly able to take their work computers home and be productive," he says. And, since the university had already moved many of UNC's core services (such as email, file storage and authentication) to the Microsoft's cloud infrastructure, Pohja says it was a fairly seamless transition.

Nick Hoyle, assistant director of Business Analysis and Application Support, agrees. "I feel we were incredibly prepared. We have an amazing team that's been future proofing for all situations we could potentially encounter for many years — from the most simplistic to the most devastating, rare and complex situations. The difficulty is having to make tough decisions around the local hardware infrastructure aspects of our environments, and when/how we can/should access these environments for maintenance to make sure we stay on track with our future proofing and normal maintenance."

The teams continue to improve the systems and assist campus members with their technological and virtual needs.

"The staff in IM&T are some of the brightest and most committed staff you could ever find," Naber said. "I am humbled by their level of skill and care for the institution."

Brad Sharp, director of Infrastructure and Support Services also complimented the team effort. "I would just add that I'm amazed how efficiently and quickly everything came together," he says. "It's surreal for me to think back to two months ago (it seems like two years ago) and see everything we've accomplished. Everyone did their part with a positive energy and a genuine desire to help. I couldn't be prouder of our department." **UNC**

SEEING THE Silver Lining

By Tyler Sherman '20, Ph.D.



A new Ph.D.
graduate shares
his thoughts about
UNC and describes
how he felt about
defending his
dissertation online.

I grew up in Colorado, and after graduating from high school in 2007, I began an undergraduate program at a large Colorado university in psychology. I've always loved learning how people operate. I stayed in that program for three semesters before deciding that university was not for me at the time. Instead, I completed my associate's degree at Front Range Community College and obtained an EMT-B and pre-paramedic certificate and began volunteering for the ambulance service.

I suppose I was still interested in how people operate, but now from the perspective of anatomy and physiology, rather than psychology. After about a year, I decided that I did, in fact, want to complete my bachelor's degree, so I transferred to UNC and began a program in Evolutionary and Ecological Biology. I finished my bachelor's in a few years, including a semester of studying abroad in South Korea, making my entire undergraduate "adventure" last approximately seven years.

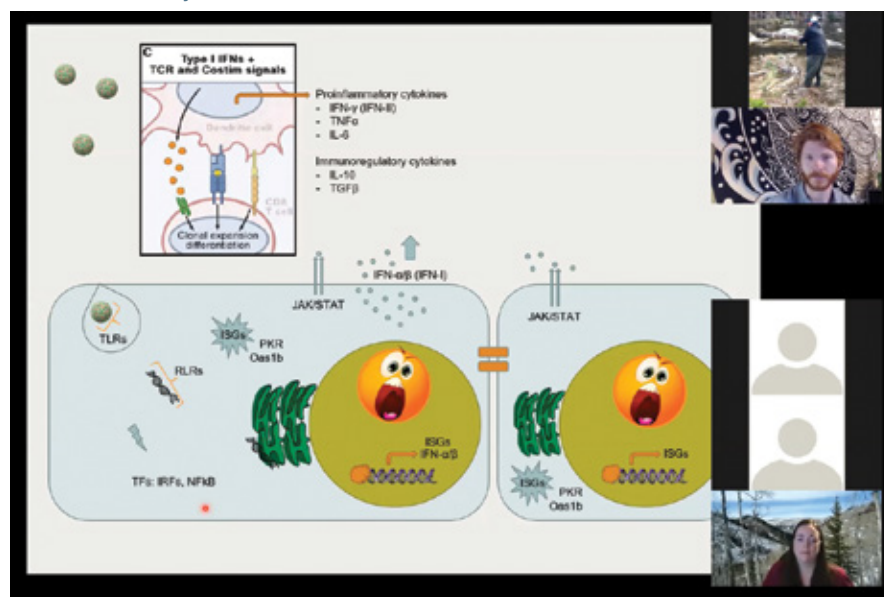
Initially, graduate school wasn't on my radar. However, I started working in my advisor Dr. Ann Hawkinson's lab as an undergraduate, and she suggested I continue in higher education. I began the program at UNC in the spring of 2015. Although I came into the program as a master's student, I transitioned to the Ph.D. program midway through.

My research involves examining the immune response during viral infection. More specifically, I use comparative rodent models (deer mice and golden hamsters) to try and understand how different immune responses (on the molecular level) may influence the outcome of clinical disease. Essentially, I got into this type of research by happenstance while working as an undergraduate in Hawkinson's lab.

Hawkinson and Patrick Burns, Ph.D., both helped me tremendously in the design, implementation and analysis of my research project. Throughout the entire experience, they continuously questioned my methodology to ensure that my approach utilized sound experimental design and adhered to the fundamental paradigms of scientific inquiry. To be certain, they weren't the only faculty that helped in the process; however, in regard to all of the faculty who provided their advice and guidance along the way, there was an underlying theme of always working to maintain the utmost rigor and scholarship achievable given the time and resources available to me. In time, I came to appreciate this work ethic more than anything else in the program.

The possibility that I might have to defend my dissertation online didn't really become apparent to me until Colorado announced a state of emergency. Up until then, there was talk about the potential for classes being moved online following spring break, although I somehow never thought this might apply to how I would be delivering my dissertation defense. Perhaps I was in a slightly disconnected state of mind—I was pushing myself to the limit trying to finish the dissertation document before my self-imposed deadline of my 31st birthday.

When it was finally determined that I would, in fact, be giving a virtual defense, and that no one would be able to attend (other than my roommates), I was admittedly initially a little discouraged. Believe it or not, my first concern actually didn't have to do with the use of technology (and whether technology would be fully cooperative when it came time for me to deliver my defense). Rather, I was concerned with whether I'd be held to the same standards everyone else in my shoes would



“I was concerned with whether I’d be held to the same standards everyone else in my shoes would be — i.e. would I be “let off easy” as a consequence of these unprecedented circumstances.”

be — i.e. would I be “let off easy” as a consequence of these unprecedented circumstances.

As this was my first dissertation defense, I’m not sure what it’s supposed to feel like on that day! Granted, I can guess there is a mixture of emotions, likely predominated by anxiety and uncertainty, that fluctuate as the exact time to defend grows closer. I still felt this, for sure.

I invited family and friends, and later our former administrative support assistant sent an invitation to the Biology department’s Listserv. I think a friend posted a link on Facebook, as well. It was delivered by Zoom, and I’m not sure exactly how many viewers ended up attending, but I think it was greater than 100 for the majority of the presentation.

I do think there are a few silver linings to focus on with the movement of my (and others’) defenses online, a major one being the ability for many additional people to attend who would have been otherwise unable to. I know I had a few friends and family members from different cities and states watching, which was really awesome. I definitely didn’t expect there to be more than 100 viewers, but I’m elated it happened that way!

Because of COVID-19 there have been a number of unfortunate plan cancellations, not to mention the semi-radical changes to daily lifestyle. I also teach labs as a teaching assistant for UNC (Microbiology and Human Physiology), so experiencing the transition of moving those classes online has been an interesting learning curve (and I want to give a serious shout-out to all of the faculty who had to contend with this, likely for multiple classes, and likely without the same familiarity with technology as their students).

Both of my classes were delivered through Canvas — we did what we could to include the best resources available for students without necessitating that they purchase any new materials or subscriptions. We offered office hours through Zoom or Microsoft Teams, but otherwise allowed the students to work through self-guided lab exercises using a problem-based learning (PBL) or case study-style approach whenever possible.

However, I also want to highlight a slightly different perspective, which is that there are actually a lot of positive benefits that have evolved from these changes we are currently experiencing. Namely, as we have, in many ways, slowed down as a society, the Earth has had a chance to heal. Likewise, I

believe that many of us have had a chance to also heal as individuals — either mentally or physically.

Quarantine can be difficult, no doubt, perhaps even more so if you must be in complete isolation. Yet, it can also be a time of self-reflection and introspection. It can be a time to reduce the physical demands of your body that become so second-nature during the hustle and bustle of the typical busy lifestyle. It can be a chance to connect or reconnect with people that you never knew as well or have lost touch with when you weren’t able to make time before. And, of course, it can make you really appreciate some of those little things that you may have taken for granted.

Near the beginning of the semester I decided that I would like to move to Denver after graduating to live with my grandmother, who has been developing some signs of Alzheimer’s over the last few years. From there, I could help her out as needed and look for employment in the surrounding areas, hopefully finding something rooted in science but more directed at work with the environment. I mentioned earlier that I love to learn about how humans operate, but my true link to studying biology is my innate love for nature. That being said, future plans are a little bit up in the air right now, as I’m sure they are for all of us. I have really enjoyed this new approach of just taking it day by day. **UNC**

➔ Read more about Sherman with his series: *Thinking About The Next Chapter: Considering Life After Graduation and Learning About Ikigai*, at unco.edu/inside-unc/campus-wellness



Spring 2020 undergraduate student commencement speaker Malaika Michel-Fuller shares her thoughts and insights as May commencement ceremonies were canceled because of the coronavirus.

BEARS RISE

By Malaika Michel-Fuller '20

together

Before the coronavirus, as an English major and a senior getting ready to graduate from UNC, I was speeding toward graduation laser-focused on my future. I interned for a hardworking state senator, I held student government office, and I nannied for a lovely family. I was writing a senior thesis, attempting to pick a graduate school, juggling a full course load, and planning my graduation party. Then, everything was abruptly shut down and canceled. I felt disappointed, helpless and demotivated. This is the feeling for many Bear graduates; special moments were unexpectedly stolen from us. With no one to blame but a virus, this robbery feels especially frustrating.

I am a glass-three-quarters-full type of person. Ceremony or not, I'll soon be the first person in my family to graduate from college. And I've been accepted and funded to pursue my graduate school dreams. I poured four years of my life into UNC, and it gifted me with lifelong friends and mentors; a worldwide community of Bears; and the access, support and opportunities to chase what I wanted in life. Now, I'm reflecting and remembering the good, and hoping for the better. I spend time baking, journaling and chatting on extra-long phone calls with the ones I love. Once classwork is done and my remote internship duties are checked off, activities like the stack of books I saved to read this summer and the 30-day yoga challenge playlist on my YouTube account are the focuses of my attention and energy.

Not every minute is heartening. Sometimes I lay on my couch, I stare at the ceiling, and I listen to music for hours, thinking about everything and nothing at all. There are days I wake up exhausted and emotionally drained even though I am sleeping many more hours than before. I am still adjusting to engaging with professors in online lectures and seeing my classmates only through screens. I miss walking home when the sun sets over "Northern Vision" and watching the campus landscape change with the seasons. This is a grueling time to be a college student. We're at the precipice of extraordinary change in our lives, and we've built up anticipation within ourselves based on what's to come in our bright futures.

However, I continue to marvel at the ways students uplift one another. The student staff at the Office of Clubs and Organizations are soliciting online messages and artwork to create handwritten cards to send to nursing homes, hospitals and students still living on campus (see page 18 for more about the UNC Card Campaign). Performing and Visual Arts students have designed new ways to showcase exhibits and recitals and continue to deliver art to the campus community. Residence halls host virtual study groups and Netflix parties to keep bonds strong no matter the distance.

This is what it means to be a UNC student at this moment in history. We are flexible, creative, empathetic and resilient. We are Bears, and we will rise together. **UNC**

"This is what it means to be a UNC student at this moment in history. We are flexible, creative, empathetic and resilient. We are Bears, and we will rise together."

Malaika Michel-Fuller earned her degree in English, with a minor in Sociology, and with emphases in Secondary Education and Teaching English as a Second Language. She was chosen as the spring 2020 undergraduate commencement speaker. Her passion lies within civic engagement; she enjoys contributing to the education and empowerment of others to promote community-engaged social change. A McNair Scholar, she conducted undergraduate research investigating cultural competency practices in disaster response organizations. She was also a founder and president of UNC's chapter of IGNITE: a national, nonpartisan nonprofit dedicated to increasing gender parity in government. Michel-Fuller takes great pride in being a UNC Bear and, as a student, has sought opportunities to enhance the quality of life for current students on campus and for future Bears in the community. She has supported the education of high school students as an AVID tutor, partnered with Vice President Rodriguez on the board for Campus, Community, and Climate, and advocated for just scholarly practices as a student representative on the President's Academic Portfolio Task Force. Whether leading chants at Take Back the Night rallies or facilitating professional development workshops for incoming first-year students as a LeadOn Camp facilitator, Michel-Fuller invested in the collective welfare of her peers, colleagues and fellow citizens.

RIDING THE ROLLERCOASTER

By Debbie Pitner Moors

As the stock market went through its acrobatic reactions to the coronavirus, students in UNC's SAFF class took the volatile ride in stride — and gained real-world experience in the midst of a financial crisis.



PHOTO BY HARPER POINT PHOTOGRAPHY

At the beginning of spring semester, the Student and Foundation Fund (SAFF) class in the Kenneth W. Monfort College of Business created an economic forecast during a bull market. By the time they left UNC for spring break on March 13, things weren't looking so rosy. In just a month, the DOW had dropped more than 20% to enter bear territory for the first time in 11 years.

John Clinebell, Ph.D., a professor of Finance in the Monfort College of Business, has been teaching the SAFF class for many of the years since its inception in 1992. The 16 students in his class this past January weren't just putting together a theoretical economic forecast — they were preparing for a semester where they would manage a substantial portfolio for one of the earliest student-managed funds in the country.

"Most of the (other student fund) programs were done at a graduate level," Clinebell says. "A lot of people consider it very risky to let undergraduate students manage money. Our Foundation board and the investment committee is fantastic. They were extremely supportive and were willing to give it a chance because they could see the potential learning benefits for students."

The first class started with a portfolio of \$200,000. Currently — even with the volatility of the past few months — the class has two portfolios totaling about \$2.7 million of the UNC Foundation's investment assets.

"Over the years the Foundation has given us more money. We've given them money back (for student scholarships). About six years ago, a donor gave us more money to manage, so we're now actually managing two separate portfolios," Clinebell says. "One portfolio has a traditional investment strategy while the other has a strategy that includes alternative investments."

As news of the coronavirus first began to emerge early in the semester, students began to debate and discuss what its impact would be on the U.S. markets.

"Our SAFF class meets every Wednesday, and from the beginning of this semester when the COVID-19 virus was starting to spread in China, we expected some impact on the U.S. economy," says senior Finance major Samuel M. Tegethoff from Fort Collins. "There were pretty strong opinions on both sides, with some students thinking the economy was going to take a major hit and some — including me — unsure how much of a negative impact the virus would have on the U.S. economy. I based my opinions off the relative strength of U.S. equity risk markets, and the mature bull market economy we've been experiencing for many years."

Clinebell says there were some discussions and concerns about the virus impact before break, but not enough for the class to really take any major actions at that point. "The last time we met before break, I think it had spread to Iran and maybe Italy. So, some students were concerned about potential global impact, but we really didn't have a lot of information yet about the U.S.," he says.

Colby Simpson, a senior Finance major from Paonia, Colorado, says that it was over spring break when the class began to realize COVID-19 would not be a short-term setback for the market. "We witnessed the market as a whole drop by almost 30% and enter bear territory,"

he says. “Prior to the bear market, the fund was over \$3 million. My first thought was, ‘What a semester to be in the SAFF class.’ We’ve seen some of the worst days and losses in 30 years, but my mindset throughout it all has been to not panic. At the end of the day, we have a long-term outlook on the fund, and the fund will undoubtedly be back up over \$3 million in the next five years.”

Tegethoff echoed Simpson’s long-range views. “The time horizon of this investment fund is very long, meaning that short-term volatility and fluctuations aren’t really a factor in our decision making. We try to look five years into the future and predict how certain assets will perform over the long term.”

If they sound calm in the face of a market that has caused others to panic, it’s a reflection of the teachings and philosophy of the class. In the last 28 years, Clinebell’s seen the class—and the fund—weather crashes before.

As the class logged on for their first post-spring break class, he told them, “This happens if you’re going to be an investor, you’re going to run into situations you can’t predict. No one predicted this virus, and no one predicted 9/11 either.”

Clinebell remembers the SAFF class meeting the night of September 11, 2001. He’d planned to cancel class, as most classes at UNC that day had been canceled. But the class was set to meet for a few minutes, which turned into almost the full three hours.

“I asked them, ‘Well, do you want to just sell everything off when the market’s reopen?’ and they were like, ‘Well, no, we can’t do that. That wouldn’t be right.’” They ended up discussing what to watch for and what they expected to have to deal with.

“Most of them are very good about trying to be objective because if you’re managing money, especially if you’re managing money for a foundation for someone else, you can’t let your emotions drive your decisions. You have to be objective. You have to try to be analytical.” He says the market’s volatility in March, with record-high days followed by record-low days, was in part due to overreaction and uncertainty.

As the class logged onto Zoom remotely on that first day back after spring break, they started by working through a range of estimates in the decline of the Gross Domestic Product (GDP) of about 10% to 15%.

“They estimated a pickup in the third quarter,” Clinebell says, “although they’re still kind of arguing about how much they think it’s going to pick up. Some think that by the time we get to July, August and September, you’re going to have pretty strong growth in the economy, upwards of 15% or 20%. Some of the students are a little more hesitant—they think it’s probably going to be lower in the third quarter.

The students threw out different ideas, began to research what others were forecasting, then spent the next week coming up with their own forecasts and deciding which sectors of the economy they wanted to overweight and underweight. The students must invest according to the Foundation’s Investment Policy established by the Board of Directors and the Investment Committee and use the research to make decisions according to this direction.

“They’re the ones responsible for managing money, so they have to decide what they believe.”

—John Clinebell

“They’re the ones responsible for managing money, so they have to decide what they believe,” Clinebell says. “I don’t know where they’re going to come out because that’ll be in our next session. They’re going back now and doing their work on their own to research and come up with their proposals.”

Before the next class, each student will submit their proposals to the other students to allow everyone time to review them.

Then, says Clinebell, they’ll present their proposals in class. “Maybe someone will say, ‘OK, listen, I think we need to put more money into Duke Power, which is a utility company because it’s defensive and has a good dividend.’ And they’ll go through all the reasons why we should put money into it, how much they think we should buy. They’ll explain why and how it fits into the portfolio and how it meets all our goals and objectives.”

Then, after some intensive discussion and questions, the class votes. Clinebell explains that the class makes the final decision.

“They’re the managers. For it to be a real experience, they have to be responsible. So, when it comes to votes, I don’t vote, and I don’t veto their decisions.”

Clinebell lets them make those decisions, even in the face of a crisis like the coronavirus.

“These kinds of crises are horrible for individuals’ portfolios and for retirement accounts, they hurt the economy, and cause unemployment and tremendous pain, but they provide tremendous learning opportunities,” he says.

And the SAFF class lessons are opportunities that both Tegethoff and Simpson value.

“Going through such a volatile time in the market has taught me to remain calm and not make rash decisions,” Tegethoff says. “Stick to your fundamentals and trust in your forecasts.”

Simpson agrees. “Dr. Clinebell has preached patience and hasn’t allowed us to overreact. We have no doubt the market and economy will eventually rebound, so making the most through that rebound and setting the fund up properly for the summer is our main goal now,” he says. “This experience has been invaluable. Despite being in one of the worst semesters in terms of market losses, the experience is probably much more valuable than if the market just steadily increased. Sell-offs like this will no doubt continue to occur throughout our lives, so having some real-world experience under your belt with watching a \$3 million portfolio lose over a quarter million dollars really teaches you how to not overreact.” **UNC**

 mcb.unco.edu/clubs/student-foundation-fund

2020 HONORED ALUMNI

One of the events that was canceled as a result of the coronavirus (COVID-19) response was the Honored Alumni Celebration — our long-standing annual opportunity to recognize Bears who continue to make a difference for our students and university in so many ways. While we weren't able to honor their achievements in person, our community of students, faculty, staff, alumni and friends are inspired and uplifted by their stories and support.



You can learn more about them (and share a congratulatory message) through the Honored Alumni videos, found at unco.edu/alumni/events/honored-alumni.aspx.



WILLIAM H. (BILL) BENSON '76

Bill's love of history and dedication to UNC has supported students in developing a deep understanding of their role as citizens and leaders in Colorado. He established the William H. Benson History Scholarship in 2004 and the William H. Benson Endowment in 2014. Through these funds, Bill has contributed significantly to the university, and in so doing, has funded 105 scholarships to UNC students.

The Benson Scholarship has become the most prestigious and coveted award for undergraduates studying history at UNC. These students have gone on to successful careers in a variety of fields, including as foreign service officers, teachers and professors.

"Bill is the UNC History Department's most loyal and significant supporter, and his devoted actions towards UNC over the past two decades make him the perfect candidate to receive a UNC Honored Alumni Award."

—FRITZ FISCHER, PH.D., PROFESSOR AND CHAIR, HISTORY,
DIRECTOR OF TEACHER EDUCATION AT UNC



GARY LOO '64

Gary Loo's professional accomplishments and philanthropic dedication exemplify UNC's tradition of excellence. After graduation in 1964, Gary grew the family business, LooArt Press, into the largest direct mail marketer of greeting cards, stationery, gifts and related products. In 1986, he formed High Valley Group Inc., which invests in real estate and other business ventures.

Throughout his career, Gary has remained an active supporter of UNC. He served as a member of the Alumni Association Board in the late 1980s, and in 2001 he established the Gary Loo Athletic Scholarship Endowment to fund scholarships for UNC student-athletes. Additionally, Gary has supported the Monfort College of Business Dean's Fund since 1992.

"Gary has repeatedly expressed that UNC holds a special place in his life. He says the time he spent as a student at UNC played an important role in shaping the person he is today, and that is why he chooses to give back and stay connected to the institution through philanthropy."

—MONFORT COLLEGE OF BUSINESS

HONORED ALUMNI

ANISSA GUZMAN, PH.D. '93, '01

After beginning her nursing education career teaching at community colleges in northern Colorado, Anissa Guzman, Ph.D., returned to UNC in 2015 as an assistant professor in the Nursing program. Anissa has shown a deep commitment to UNC's students and the César Chávez Cultural Center in particular. In addition to offering advising and support, Anissa worked to help students dealing with food insecurity. While at UNC, she also served on a Success Looks Like ME career panel hosted by the Alumni Relations office.



"Representation in the nursing field, especially at the doctoral level, is critical given the low number of Latinas holding such credentials. This is important because her story demonstrates that a pathway is possible for students holding similar identities to follow in her footsteps. Additionally, Dr. Guzman's academic contributions to the literature furthers understanding of chronic health issues affecting people from rural Mexican origins. The value of her voice in spaces where her scholarly expertise can contribute to further understanding of communities of color is priceless."

—JOÉL OROZCO ALMEIDA, M.A.

JOSE MARTINEZ III '07

As the son of two UNC alumni, Jose Martinez III '07 learned the value of a quality education from a young age. Through participation in multicultural student organizations, Jose graduated from UNC with a deep understanding of what is required to create a well-rounded, inclusive educational environment that addresses the needs of its diverse student population. In 2013, he was selected for the prestigious Milken Educator Award.

In addition to his duties as a teacher and assistant principal, he has earned the nickname "Pied Piper" for his ability to engage students in group activities. Jose is a 2015 recipient of the UNC 10 Under 10 young alumni awards. In 2018, Jose



acted as the keynote speaker for the National Field Experience Conference in Greeley and in 2019 served as the keynote speaker for the Cumbres Graduation Reception. He currently serves on the Boettcher Foundation Alumni Board.

"Despite the fact that not every teacher—especially not every great teacher—gets recognized for their hard work, I still think it's the most rewarding job you could hope for. We get to change the future if we want to."

—JOSE MARTINEZ III

RICO (ALFONSO) WINT '09

Rico is a professional motivational speaker, youth educator, community leader and minister. While at UNC, he became student body president and was actively involved in student government, student clubs/organizations and programming offered through our cultural and resource centers. In the last 15 years, he's continued to give back to the UNC community.

Since leaving UNC, Rico founded Young Men of Purpose (YMOP), an enrichment program designed to guide inner-city elementary, middle and high school males through programming that promotes positive self-image and prosocial behaviors. Over the last decade, YMOP has influenced more than 3,000 young men in the Denver-metro area, many of whom have chosen UNC as their post-secondary school. In 2017, Rico was honored with the Aurora Central High School, Legend Award.



"Through his determination, interpersonal skills and deep faith, Rico carries the perpetual spirit of UNC in all that he does. He has made a difference at our university and has positively impacted those around him. Rico is quick-witted, has a strong attention to detail and loyalty to his family and students. Rico is a true champion for higher education with a tireless commitment to serving our African American and Latinx high school students throughout the Denver area. Rico is the consummate alumnus and a role model to many."

—TOBIAS J. GUZMÁN, PH.D.

Alumni Notes

Editor's note: Alumni Notes items are submitted by alumni and are not verified by the editors. While we welcome alumni news, *UNC Magazine* is not responsible for the information contained in these submissions.

 **Submit Alumni Notes online**
at unco.edu/unc-magazine

 **Follow along on Twitter @UNCBearsAlumni**
for up-to-date alumni news and highlights

60s

Gary Browning MA '63, BA '62, Mesa, Ariz., long since retired from teaching in Longmont, provides entertainment on trumpet and vibraphone throughout the Phoenix valley and is also the director of the Mountain Brook Village Community Band in Gold Canyon, Ariz. Browning is currently playing at the famous Arizona Golf Resort in Mesa on Saturday nights.

Maureen Browning BA '63, Mesa, Ariz., has written short stories which have been published on a storytelling website. One of her anecdotal stories was selected for publication in the Arizona Republic's 125th Anniversary Edition in 2015. Browning is working on her medical memoir, *For My Surgeons' Eyes Only*, and is pursuing traditional publishing.

John D. Williams Ph.D. '66, MA '60, BA '59, Ocean Park, Wash., is an emeritus professor at The University of North Dakota and author of the recently published book *Lee Harvey Oswald, Lyndon Johnson & the JFK Assassination*.

70s

G. Benjamin Baxley MA '74 and BA '73 North Palm Beach, Fla., was named Volunteer of the Year 2019 at the Kravis Center for the Performing Arts in West Palm Beach, Fla. Baxley is on staff at Florida Atlantic University in Jupiter, Fla. with the Osher Lifelong Learning Institute.

Teresa (Wagner) Weydert BA and BS '75, Washington, Utah, retired after 26 years as an elementary physical education teacher in the Tacoma School District including seven years as a high school swim coach and five years working for the Department of the Army in Germany.

Larry R. Lambert MA '76, Wenatchee, Wash., was involved in commercial aviation first as an Alaskan bush pilot and later hired by Northwest Airlines flying the B-747-400 internationally. Lambert retired July 2015 as a Seattle-based International captain flying the B767-300ER worldwide.

80s

Daniel Pierce MA '80 and BA '75, Parker, retired after 42 years of coaching tennis at Highlands Ranch High School and Cherry Creek High School in 2018. Pierce retired from teaching in 2014 after 40 years in Douglas County.

Kahle Charles BA '81, Longmont, is the assistant superintendent of Assessment, Curriculum, and Instruction for the St. Vrain Valley School District.

Lance Lahnert BA '81, Amarillo, Texas, was inducted into Panhandle Sports Hall of Fame. He retired from the *Amarillo Globe-News* after 38 years as sports writer/editor. He currently hosts the radio show *The Sports Drive*.

Neil Williams BS '83, Bronx, N.Y., recently published a children's book, *Little Bear Sam From Greeley Square*.

James S. Juliana MA '84, BA '75, Littleton, has published his second book *A Secret Life: Enduring and Triumphing Over OCD: Obsessive Compulsive Disorder*.

Melody Holehan-Kopas MA '85, BA '84, Anthem, Ariz., was awarded the Follett 2019 Arizona School Librarian of the Year.

Stephen Sobiech BAE '86, Bloomington, Ind., is writing and producing a dark comedy series about a mental health therapist.

90s

Patricia M. "Patsy" Collins Bandes BA '95, Belmont, Mass., was appointed chair of theater at Boston Conservatory at Berklee, a leading performing arts conservatory. Bandes is also completing her master's degree from Harvard University.

Ernest Collins Jr. BA '96, Miami Gardens, Fla., has been named senior associate athletics director for compliance and operations at Florida Memorial University (FMU). In his new role, Collins will have direct oversight of FMU's compliance program, while also reviewing and updating policies and procedures. Additionally, he will serve as a sports supervisor for women's soccer and cheerleading, have oversight of the athletic training, strength and conditioning units.

Jodi (Cyr) Gidcumb BS '98, Milliken, owns a business installing Public Safety Emergency Responder Radio Systems in commercial buildings for fire, police, and EMS so they have radio communications or cellular communications.



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00s

Ronald Sentwali Bakari Ph.D. '00, Colorado Springs, has been appointed new vice president for student affairs and dean of students at the University of Colorado, Colorado Springs.

Chris Lynett BS '02, Denver, has been recognized on the Forbes Next Generation Best in State Wealth Advisor List.

Paul Coleman MM '04, BM '01, West Henrietta, N.Y., appeared on an episode of NPR's Tiny Desk Concerts as a member of the New York-based Ensemble Signal performing the music of Radiohead guitarist and composer Johnny Greenwood.

Darren C. McHugh BA '05, Austin, Texas, joined Hunton Andrews Kurth, LLP as partner in the Austin office.

Tara Stevenson BA '05 St. Augustine, Fla., was named dean of student engagement and career development at Flagler College in St. Augustine after serving at the college in various roles for 10 years.

Adam Cordova BA '06, Greeley, was recently awarded the Morgan Community College Alumni of the Decade award. Cordova earned an Associate of Arts, Associate of Science and Associate of General Studies degrees before coming on to UNC. He graduated UNC with a Bachelor of Arts in Spanish and is a Cumbres alum as well. Cordova is currently a Spanish teacher at Northridge High School in Greeley.

Timothy Stueven BS '06 Denver, was admitted into the partner group at his public accounting firm, ACM (Anton Collins Mitchell), LLP.

Shashwatta P. Dutta BA '08, Denver, was appointed UNC Trustee by Colorado Governor Jared Polis.

10s

Kate Imy MA '10, Hickory Creek, Texas, is an assistant professor of history at the University of North Texas and has authored her first book entitled *Faithful Fighters: Identity and Power in the British Indian Army*.

Jessamyn Miller BA '10, Aurora, won Teacher of the Year at Sky Vista Middle School and Middle School Theatre Teacher of the Year from Colorado Thespians.

UNC Photographer Captures Greeley at Home

Front-yard birthday parties. UNC faculty, staff and alumni with their pets and kids. Driveways, lawn chairs and porches. These are the subjects and backdrops of one of UNC photographer Woody Myers' '92 latest projects: a documentation of Greeley's people during one of its quietest times. "Having the opportunity to photograph some of the amazing people who are part of this community over the past couple of weeks has been an absolute pleasure...from a distance," Myers said.

➤ Visit unco.edu/unc-magazine to view his photo gallery.



The Crabtrees at Crabtree Brewing Company: Stephanie, Jeff '05, Ryan (in back) and Tyler. Jeff worked with UNC Brew Science faculty to create the Top Hop program – an opportunity for four top UNC students to work alongside Jeff for real-world brewing experience (read more at crabtreebrewing.com/klawzkollab.html).



Mike, Ainsley and AnnMarie Haggins MA '94 celebrated a snowy Easter with their rabbit-eared pup, Ripple, during Colorado's Stay-at-Home orders.

Mailbag

An excerpt from your letters:

Yeni “Violeta” Garcia Ph.D. '13, Denver, has been selected as Denver Urban Gardens' Executive Director. DUG said about Garcia, “The board sought a leader who is passionate and knowledgeable about food access who will continue to build community through food systems.”

Aisha Jackson BA '13, New York, N.Y., has been cast as Snow White in *Once Upon A Time, One More Time*, debuting in Chicago this April before hitting Broadway later this year.

Jamie Lloyd MA '13 and BA '10, Flagstaff, Ariz., accepted a position as assistant director of residential life at Northern Arizona University.

Nicholas “Nick” Kenny MM '16, Greeley, was named Ambassador of the Year by the Greeley Chamber of Commerce. Kenny currently serves as the executive director of the Greeley Philharmonic Orchestra.

Cody L. Wilson MA '18, BS '17, Castle Rock, reported to Marine Corp Officer Candidate School in December. Thank you for your service, Cody.

Timothy M. “Tim” Hernandez BA '19, Denver, was selected as a 2020 Congressional Hispanic Caucus Institute intern in Washington, D.C.

“I just want to say I have never been prouder to be a graduate of UNC than I was when I read what you are doing to help students during this time of COVID-19. We live in an area with several private schools and I have not heard that any of those institutions has offered anything near what you are doing.

“We have always been financial supporters of UNC, but after learning how you have assisted students during this time, we will be increasing that gift. Thank you, again, for all you do.”

—**Linda Marsh** BA '72, Bethlehem, Pennsylvania



Need Career Support?

Put your Bear Network to work with career and professional development resources offered by the UNC Alumni Association and Center for Career Readiness.

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A Birthday Celebration Among Friends

Norm Dean, longtime and active Greeley resident, celebrated his 100th birthday with friends to the music of acclaimed cellist and UNC Associate Professor Gal Faganel. Norm and his wife, Bonnie, are longtime UNC supporters and Bonnie is also a UNC Foundation board member.

The concert, given on April 26 outside the Dean's home during Colorado's Stay-at-Home order, was a celebratory idea from Dean's friends Bob and Carole Hummel (the Hummel Family Foundation funds a scholarship program for Monfort College of Business students). Faganel was happy to help the centenarian celebrate. On-hand for the concert, pictured from left to right: Norm and Bonnie Dean; Pete Morrell; at his



PHOTOS BY WOODY MYERS

left (partially hidden), Barb Slobojan, former UNC employee; Jean Morrell Ph.D. '94, emeritus faculty and former dean of students; and Joe Slobojan Ed.D. '74.

FROM THE VAULT

TAKING A PAGE FROM THE PAST

While the past century presents a number of examples, the influenza outbreak of 1918 may most closely resemble what our world is now experiencing with the current global pandemic. History Professor Fritz Fischer shares a portion of his classroom lesson here.

Fischer, who teaches about pandemics in his UNC classes, said the so-called Spanish Flu, as it is widely referred to, had nothing to do with the disease's point of origin. Rather, as World War I waged on, the neutral country of Spain had no reason to subscribe to the notion that censorship at the time could "hurt the war effort" and provided reports of the public health crisis.

"Censorship obviously harmed the ability to deal with the problem," Fischer said. "Tensions and arguments about media reporting the flu and overdramatizing or overexaggerating were exactly the kinds of things on people's minds in 1918."

A case can be made, Fischer said, that the first reports of the illness actually emerged in western Kansas in early 1918. Influenza spread among soldiers at Fort Riley near Manhattan, Kansas, and WWI exacerbated the transmission as troops deployed overseas. A vicious cycle continued as U.S. soldiers later returned home after the war ended, as influenza ravaged Europe, prompting another surge.

In the states, modern medicine was very much in its infancy and lagging behind its European counterparts. Medical professionals didn't need specialized schooling, or scientific reasoning, to treat patients. Doctors often relied on anecdotal information based on their observations of treatment, figuring if the intervention worked for a half dozen people it would for the masses.

"Influenza accelerated professionalization of medicine; up to the turn of the century, it was an anecdotal profession based on intuition," Fischer said. "Science was only starting to be used by U.S. doctors and policymakers at the time. The debate about how much intuition or common sense versus science in responding to an outbreak really started in 1918."

In response, quarantines were common, even on the campus of what is now UNC under orders from institution President John Crabbe. Social gatherings were banned. Living spaces were converted to a hospital. In "Shaping Educational Change," an account of UNC's first 100



A century ago, this collage appeared in the 1919 UNC Yearbook with photos of masks and closures — images Bears today can relate to.

years, UNC Emeritus Professor Robert Larson writes: "This all-encompassing regimen continued for months, until the quarantine was lifted."

"Quarantining is happening today, too, so there are similarities in that way," Fischer said. "Two areas that should be an advantage over the flu epidemic of 1918: We know the science and how coronaviruses work. Combine that with the technology that connects us and government action that people accept, and we can slow down the spread or flatten the curve."

—Nate Haas '04

In Memory

1930s

Jean Lindborg BA '38
Marie L. Greenwood BA '35

1940s

Francis May Eachus BA '49
Robert "Bob" Heinich MA '49, BA '48
Ida Adelia Hinz MA '49

1950s

Edwin E. Piper Jr. BA '51
Robert H. Biegel BA '52
Eva Jane (Ambrose) Morton BA '52
Lois Eileen Lindstrom BA '53
Gordon T. Maddux BA '53
LaVeda Louis Sears BA '53
Gordon W. Kalahar MA '54, BA '52
Lyle "Pat" Kingery MA '54, BA '49
Joanna I. Hart MA '55
Anne Genevieve Gowdey MA '57
Richard William Van Beek MA '57
John C. "Jack" McGuire BA '58
Mary Frances (Sandoval) Rome MA '58
Alexander J. "Alex" Aschenbrenner MA '59
Stephen K. Hiza MA '59, BA '57
Virginia "Ginger" Johnson BA '59
Virginia Kletke BA '59
Ralph James Rogness MA '59

1960s

Douglas Warren Boggs BA '61
Marvin Fellers Ed.D. '61, MA '52
William R. Frogge, III BA '61
Richard (Dick) Hays MA '61
Paul Kerby BA '61
Lawrence "Larry" Nims BA '61
Kenneth M. Renner MA '61
Bernetta (Kautz) Nelson MA '62
Charlotte Kay Roper BA '62
Goldie Merle "Merle" Smith MA '62, BA '58
Fairy Rae Harrison MA '63, BA '55
Larry Raasch MA '63
Mary (Harms) Savage BA '63
Kenneth C. Brinkman BA '64
Ruth Fountain BA '64
Roberta Ann Liggett BA '64
Edward A. Stenger, Jr. MA '64
Carl E. Fenn Ed.D. '66, MA '59
Joseph Hooper "Sandy" Luppens MA '66, BA '60
Floyd G. Nelson MA '66, BA '61
Patrick "Pat" Baxter MA '67
Dale Johnson MA '67
James W. Nelson MA '67
Sharla Marie (Jung) Blendinger MA '68

Sharon (Varra) Boden MA '68
Ronald G. Dick BA '68
Geraldine "Jerri" Cason MA '69, BA '64
Keith Douglas "Doug" Fitch MA '69, BA '63

1970s

Judith Ann (Harper) Horose BA '70
John "Jack" Knapp BA '70
Danny Lee "Dan" Rushing BA '70
Nancy J. O'Connor Ed.D. '71, MA '63
Beverly (Bryant) Paillette BA '71
Joseph William Glavan Ed.D. '72, MA '59
Ron Hein BA '72
Nancy Kofman BA '72
Robert Lee Taylor Jr. BS '72
Edward Jay "Jay" Friedlander Ed.D. '73
Gilbert M. Burney Ed.D. '74
Dennilee "Sissy" Hill Mishou BA '74
B. Gen Harold H. Rhoden (Ret.) MA '74
Col. Joseph "Mike" Romero (Ret.) MA '74
Norman Alfred Seim BA '74
Duane Carter Webb Ed.D. '74
Col. Frank "Pete" McKay Gray, Jr (Ret.) MA '75
Wayne Walter Haverson Ed.D. '75
Craig Harold Trindle BA '75
Jeanne Diane (Kessinger) Andrews BS '76
Carolyn R. Coker MA '76, BA '69
Walter Wynn Goltz MA '76, BA '62
Janet "Mary Janet" (Dunn) MacKenzie MA '76
Col. Charles W. Patterson (Ret.) MA '76
Patricia Lee Pike MA '76
Luther Harry Burns MA '78
Ramona Jean Fischer MA '78
Robert "Bob" LaDuke Ed.D. '78
Mary (Grunewald) McGown BA '78
Lt. Col. John W. Wiker MA '78
Patricia S. Johnson MA '79

1980s

Cynthia "Cindy" Zukerman BA '80
Ann W. English MA '81
Col. William Robert "Bob" Osborne (Ret.) MA '81
Harvey Walter Boyce MA '82

Gwen Hayes Feindel MA '83
Todd Allen Demijohn BS '84
Gordon Millsilage BS '85
Ronald K. Maeda BAE '87
Mary K. Moran MA '87

1990s

Kristin Noel Schneider BA '90
Holly Baker MA '93
Gretchen K. Price MA '94
Diane M. Reed MS '96

2000s

Crystal Lin (Hesebeck) Mathisen BS '07

2010s

Rebecca "Becky" Clark BS '14

TRIBUTES

David W. Smart Ph.D. Draper, Utah, former UNC professor died November 25, 2018. During his 23 years at UNC, Smart was Director of the UNC Counseling Center, was a tenured professor in the Department of Higher Education and Students Affairs Leadership, served on the University President's Executive Council, chaired 22 doctoral dissertations, was a licensed psychologist in the state of Colorado, and served as legislative liaison chairman for the Colorado Psychological Association. Smart also co-founded a suicide prevention hotline funded by the National Institute of Mental Health for Studies of Suicide Prevention. Smart is survived by his wife, four children and 11 grandchildren.

Robert W. "Bob" Larson passed away May 18, 2020. Larson retired as emeritus professor after teaching at UNC for 30 years (1960-1990). He authored many books one of which is the well-known UNC history book *Shaping Educational Change*. Larson is survived by his wife and large extended family.

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support

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Help provide critical financial support to current UNC students in times of crisis by making a gift to the Disaster Relief Fund today.

UNCO.EDU/GIVE

“As a UNC student and career resources ambassador, it has been a joy and privilege to get to know many students, faculty and UNC staff. Bears are my second family, and I will always remember that.”

—Sandra Mbayo
Psychology and double minor
in Sociology and Anthropology



Watch the UNC Graduation video at
unco.edu/unc-magazine.

PHOTO BY WOODY MYERS



Last Look

Celebrating the Journey

THEIR PATH MAY HAVE TAKEN AN UNEXPECTED TURN, BUT THE SPRING 2020 GRADUATING CLASS DIDN'T LET IT DERAIL THEM.

On March 16, President Andy Feinstein sent a message to the university that changed expectations for spring commencement ceremonies. “Based on guidance from CDC and others, we have made the difficult decision to cancel Spring graduation ceremonies,” he said.

In April, after several weeks spent gathering feedback from graduates, Feinstein announced that the university would host a separate and distinct set of commencement activities and ceremonies for our spring 2020 graduating class December 11-13.

“The resilient, formidable members of UNC’s spring 2020 graduating class will have their own time to shine,” he wrote.

We asked graduates to share their thoughts as the semester came to a close. Their comments make up a video that will become part of the university’s historic record. Here, we share a few of their wishes for fellow graduates:

“I hope we all made it through our experience with more compassion, knowledge and dedication to what we want to achieve in life, and the ability to do whatever that is. Go get ‘em Bears!”

—Ally Van Dyke, Music Business, Classical Voice

“The class of 2020 is resilient, innovative and flexible. This has been a tumultuous time in our lives, but we need to remember the struggles we are facing today, the questions we have about tomorrow can be answered by us. This time is unprecedented and in unprecedented times, new ideas are formed, action is taken, and struggle becomes inspiration for change.”

—Miranda Villavicencio, International Affairs

“Even when it seems tough, keep going, never stop, never give up, here is where you set the precedent for the rest of your life.”

—Mark Lown, Political Science

“We are all in this together, and I hope you all continue to do amazing things and continue to pursue your dreams and goals. I hope to see you all in December where we can finally celebrate the day we’ve been working so hard for and be surrounded by all the people that have supported us through this journey!”

—Alexis Loma, Criminology and Criminal Justice
with a minor in Psychology




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Dannon Cox, Ph.D., recently graduated with his Ph.D in Sport and Exercise Science. Listen to his Bear in Mind podcast, "How the Health are You?!" as UNC students and alumni share their COVID-19 experiences and provide some health-oriented advice for fellow Bears.

 unco.edu/bear-in-mind

WE ARE
#BEARS
STRONG

PHOTO BY WOODY MYERS