Five questions for David Rood[1]

David Rood at work documenting a language with the help of Wichita speaker Doris Jean Lamar.

David Rood can tell you interesting facts about dozens of languages. For instance, he says, if you want to use an English noun that designates a countable object, such as “cat” or “idea,” you must note whether that noun is singular or plural. “There is no way around it; the language forces that distinction on you, so you have to notice the real-world facts,” he explains. But in Chinese, you can talk about “catness” – one cat or some cats – without caring whether it’s singular or plural.

Rood, a professor of linguistics at the University of Colorado Boulder, studies language structures. He and fellow linguists aren’t so interested in “mastering the system” – or learning to speak the language – but in describing it. He’s been doing just that at CU since 1967. His research and writing, including teaching materials, continue to be recognized and used around the country.

1. What was your pathway to CU?

When I went on the job market, CU was looking for a linguist in the German department. In those days (1967), German had about 14 or 15 faculty members and a very large graduate program that included a linguistics track. In addition, there was an interdisciplinary faculty committee working toward adding a general linguistics program to the overall university curriculum. The job application process in those days was very informal – generally advertising was conducted by having the chair of the department doing the hiring ask his colleagues at other schools whether they had any students who were ready for full-time jobs. I interviewed with some of the folks from both sides (German department and linguistics program) at the Modern Language Association meeting in New York (which was held at the same time as the Linguistics Society meeting) and because I could fit into both programs, they offered me the job.

I hesitated because I had not yet finished my dissertation and I knew teaching full time was going to be time-consuming, and also because my family in New York state wanted me to return to the east. But the thought of being in at the beginning of a new linguistics degree program was intriguing, so I accepted the job offer. That was lucky: The following year, the whole academic job market dried up nationwide, and there were no jobs to be had.

2. How did you choose to study language?

I first heard of linguistics from a high school English teacher, who encouraged me to explore the field once I got to college. I took an introductory linguistics course, and that was all I needed. But the school I was attending, Cornell, had only a graduate program, so as an undergraduate I had to major in something else. I was actually planning a career in medicine, but I wanted to have an undergrad experience that wasn't going to be all science. In high school, I had discovered my father’s German textbooks and was just fascinated with the intricacies of the language, so I decided I’d put some time into German before plunging full-time into the science courses for pre-med. In the middle of my sophomore year, I was surprised by the award of a scholarship to study in Munich the following year (I had never dreamed of such an undertaking, nor applied for it), and I devoted most of that year to really learning the language. By the time that year was over, my fascination with linguistics and languages had overtaken the idea of being a doctor.

3. Your work has included study of Native American languages. How did you become interested in these languages?

Like many academic careers, mine is the culmination of many accidents. I went to graduate school in Berkeley with the idea of pursuing my interest in German and related languages, but in my second year, I asked my adviser whether he could help me find a summer job that had something to do with my studies. (I had spent most summers until then working in a typewriter factory in my hometown.) With his help and encouragement, I obtained a small grant to go with him to Oklahoma to begin field work on a language related to the one he was studying. Until then, I knew almost nothing about Native Americans or their languages. I quickly became fascinated with the language I was studying,

however, (Wichita), and the people I was working with, and discovered that the language would be a good dissertation topic.

After I came to Colorado, I became acquainted with professor Allan Taylor, who was in the Slavic department and also part of the new linguistics program. He had a lifelong fascination with Lakota, and we both had a strong interest in second-language teaching. He obtained a grant from the new National Endowment for the Humanities to write a textbook for a college Lakota course and invited me to be part of the project. First I had to learn the language, however, and so I acquired my second Native American language at that point. (See, another accident.) The materials we proposed were finished in the early 1970s. Now there is a course for elementary school children available that is much better than what we had, but our materials are still being used here and there more than 40 years after their preparation.

Probably the biggest impact I've had on the discipline is with these materials. I have continued to write technical papers about that language, and am currently working on another one, but the audience for such things is narrow – linguistics is a small field, after all. The interest in learning the language never fades, however.

I also was the editor in chief of the International Journal of American Linguistics for about 22 years. The journal (University of Chicago Press) is the only one devoted to studies of Native American languages.

4. What is the mission of the Center for the Study of the Native Languages of the Plains and Southwest, of which you are a member?

The center is a combination of library, archive for field notes, and data source for many languages, and a support structure for current students who want to do field work.

It tries to be a catalyst for linguistic studies of languages in the western part of the United States. My colleague, Andy Cowell, actually makes more use of its resources than I do now. He has engaged graduate students to work with Mexican indigenous languages spoken in the Denver metro area, as well as encouraging them to be involved with his own work on Arapahoe (spoken in Wyoming).

The center also has a library that includes the notes and book collections from several prominent scholars who have passed away. Many other resources in that library are copies of manuscripts or microfilms of data collected by early and mid-20th century scholars. I obtained those as part of a project in the 1970s to make computer-readable copies of such data. In those days, data entry for

computers was all by keypunch on what we called IBM cards, and the character set only contained upper-case letters, numbers and a few punctuation marks, so we had to invent ways to code complex phonetic symbols. However, once we had the data coded, we were able to make use of computer searches for mining that data. Those files have migrated from a large room full of punched cards to a couple of 9-inch tapes to a few floppy disks and now to a single DVD, and our coding system has been converted back to the complex original characters, now that the machines can handle them.

5. You once said that "language is a window into how people think, into cognition. And every language has unique kinds of structures that require speakers to pay attention to the world in ways that we might not otherwise pay attention to." You compared English vs. Chinese when it comes to singular vs. plural. What are other examples that illustrate what you mean by this?

A similar example is tense: You have to mark a verb for either past or non-past; there is no time-neutral option except to describe it with words like "both then and now." In contrast, a Lakota word like "shkate" can mean either "played" or "is playing" or "plays" or "has played" – time is irrelevant.

Coming from the other direction, Lakota forces its speakers to take note of whether an object is part of an event that is an actual fact or merely potential. So I have to distinguish between two forms of "car":

"I have a new car," in which case the car is real, and "I want a new car," in which the car is only potential.

In Wichita, if I am talking about past or future time, I have to say whether my statement is based on personal observation or not. “We are going to eat” is different if I am dishing up the food from what it would be if I heard someone was planning a party for us. My favorite example of this in real life is the sentence “I was cooking the meat.” Normally you would be aware of what you were doing, so you would use the personal observation form. But the reported speech form could be used if, for example, you put the meat down too close to the fire and it cooked without your knowledge. You would have to say in Wichita, “I cooked the meat without knowing it.”

Campus exposure a positive influence on middle school students[3]

Middle school students and their peer mentor practice presenting their research.

Veronica Williams with her students.

Learning the art of suturing using pigs’ feet elicited “ooohs” and some “eeews” from Skinner Middle School students participating in a program on the CU Anschutz Medical Campus designed to give the youngsters a taste of the college experience and a look at career opportunities.

Daniella Couture, 11, was one student who was eager to pick up needle and thread. It was her favorite part of the camp hosted by the Office of Inclusion and Outreach at Anschutz. “I love the doctor-nursing careers. I would love to do this every day so I could help people,” she said.

The Health Careers and Research Summer Academic Focused Education (SAFE) program is a collaboration between Skinner and Front Range colleges that allows select students to visit five different campuses for weeklong camps. At each campus, they explore a variety of careers, from jobs in business at CU-Boulder to veterinary medicine at Colorado State University. The July 21-25 week at Anschutz, where students learned about health and wellness, was the final stop of this summer’s program.

[6]
Along with attending the suturing class, the 30 students spent an afternoon working in the garden at Skinner in northwest Denver. A speaker also discussed food deserts – places in the community where fresh fruit and vegetables aren’t available. Throughout the week, students paired into groups and researched health topics and made posters, which they presented to family and guests prior to a luncheon on the last day of the camp.

This is the third summer that Anschutz has hosted the camp, which has a big influence on the students, said Dominic Martinez, senior director, Office of Inclusion and Outreach at Anschutz.

“It gives them the opportunity to explore career options they may not have thought about before,” Martinez said. “They may not be aware of the careers in chemistry or bio-engineering or research.”

Vacation “classes” also help students maintain their learning abilities, he said.

[7]
This year, Anschutz partnered with CU-Boulder and brought in seven undergraduate students to act as peer mentors to the middle school students. The peer mentors directed group activities and answered questions about college life and academics.

“There aren’t a lot of programs that reach out to middle-schoolers, and under-represented populations don’t get a lot

of exposure to the career options that are available if they work hard," said Veronica Williams, a junior at CU-Boulder majoring in molecular, cellular and developmental biology. "The experience working with kids was great, especially getting to know different personalities and learning how to motivate the students."

SAFE, along with a companion Skinner program, College 4 Y.O.U., which began six years ago and allows students to visit campuses on certain Saturdays during the year, have had success in pushing students toward higher education.

"About 90 percent of the students that go to Skinner go on to high school at North, and we've heard from the principal there that most of the students she recognizes from SAFE are either in Honors or AP classes," said Ron Gallegos, a volunteer at Skinner who helped put the program together. Gallegos retired from CU where he developed K-12/university collaborations. "There's a lot of research that shows if a student sets foot on a college campus, the likelihood of them going to college increases tremendously. And that's the intent of these programs."

[8]
Martinez, whose dissertation focused on the programs, says anecdotal evidence shows the participants benefit in many ways. Parents who participated in previous focus groups found their children experienced attitude and behavioral changes after participating in the program. Many said their children had more confidence, especially when speaking in front of groups, and were more positive about school and life. And students said they were motivated to get good grades and were inspired by the peer mentors.

Savannah Lopez will be in seventh grade at Skinner this fall, and "worked really hard" during the camp, said her mom, Kim. "The program has been good for Savannah. She loves science but she's a very good artist, too. Everything the program offers is amazing – and it's inexpensive."

The students pay $20 for each week of the program; grants and the universities provide the funding for summer camps.

New report highlights how climate change may affect water in Colorado[9]

As Colorado's climate continues to warm, those who manage or use water in the state will likely face significant changes in water supply and demand, according to a new report on state climate change released Tuesday by the Western Water Assessment and the Colorado Water Conservation Board.

Rising temperatures will tend to reduce the amount of water in many of Colorado's streams and rivers, melt mountain snowpack earlier in the spring, and increase the water needed by thirsty crops and cities, according to the new report, "Climate Change in Colorado: A Synthesis to Support Water Resources Management and Adaptation," which updates and expands upon an initial report released in 2008.

The Colorado report comes on the heels of international and national assessments that discuss likely impacts of climate change in broad regions, and it leverages those assessments to provide state-specific information. Because Colorado is located between an area likely to dry further (the U.S. Southwest) and one likely to get wetter (Northern Great Plains), our precipitation future is less certain.

"Despite some uncertainties around precipitation, it's clear that as temperatures rise in Colorado, there will be impacts on our water resources," said Jeff Lukas, lead author of the new report and a researcher at the Western Water Assessment, a program of the University of Colorado Boulder funded by the National Oceanic and Atmospheric Administration.

"Already, snowmelt and runoff are shifting earlier, our soils are becoming drier, and the growing season has lengthened," Lukas said. "Wildfires and heat waves have become more common, too. Climate projections suggest those trends—all of which can affect water supply and demand—will continue."

The newest climate models are split on whether the future will see increasing, decreasing or similar amounts of annual precipitation in Colorado. Even if the future brings more precipitation, the report notes, skiers, farmers and cities may not benefit because a warmer atmosphere will pull more moisture out of the state's snowpack, soils, crops and other plants.

In producing "Climate Change in Colorado," the authors sought to provide information that would be useful to people involved in making long-term decisions about Colorado's water in the face of climate change.

"This report will help to inform critical products like the Statewide Water Supply Initiative (SWSI) and Colorado's Water Plan," said James Eklund, Colorado Water Conservation Board director. "This report will add value, just as the 2008 report was widely used by the state and other entities to inform their long-term planning processes such as the Colorado Drought Mitigation and Response Plan and the city of Denver's Climate Adaptation Plan."

Among the findings presented in the new report:
Colorado has warmed: Statewide average annual temperatures are 2 degrees Fahrenheit higher than they were three decades ago. Climate models indicate that the state's average annual temperature will continue to increase, by 2.5 degrees to 6.5 degrees by 2050. A 2-degree increase would make Denver's temperatures in 2050 more like Pueblo's today. A 4-degree increase would make Denver more like Lamar in southeastern Colorado, and a 6-degree shift would push Denver's temperatures beyond any found in Colorado today, to more like those in Albuquerque, New Mexico, today. Future warming in the state is likely to lead to more heat waves, wildfires and droughts. Observations show there have already been increasing trends in these three extremes over the past 30 years. Warmer temperatures and other changes (dust on snow) mean that snowpack is melting earlier, on average, by one to four weeks compared with 30 years ago. This creates a strain for farmers and other users who draw water directly from rivers. Colorado has seen no long-term increase or decrease in total precipitation or heavy rainfall events. Climate models are split about Colorado's future precipitation, showing a range of possible outcomes from a 5 percent decrease in precipitation to an 8 percent increase by midcentury. Climate models tend to show a shift toward higher midwinter precipitation across the state. Hydrology models show a wide range of outcomes for annual streamflow in Colorado's river basins, but an overall tendency towards lower streamflow by 2050, especially in the southwestern part of the state.
The Western Water Assessment (WWA) is part of the Cooperative Institute for Research in Environmental Sciences (CIRES), a joint institute of CU-Boulder and the National Oceanic and Atmospheric Administration (NOAA). The Colorado Water Conservation Board (CWCB) is a division of the Colorado Department of Natural Resources and spearheads the state's climate change adaptation efforts.

Co-authors of the report are Joseph Barsugli of CIRES and NOAA's Earth System Research Laboratory (ESRL), Nolan Doesken of Colorado State University and the Colorado Climate Center, Imtiaz Rangwala of WWA, and Klaus Wolter of CIRES and ESRL.

Read a summary of the report at http://cires.colorado.edu/news/press/2014/Climate_Change_CO_Report_Exec_Summ.pdf[10], and see the full report at http://wwa.colorado.edu/climate/co2014report/[11]. An embeddable audio file of Lukas discussing the report is available at https://soundcloud.com/cu-boulder/jeff-lukas-discusses-climate-change-in-colorado[12].

Laura Hansen Dean joins university as chief of Gift Planning[13]

[14]
Laura Hansen Dean, a seasoned higher education leader with more than 25 years of gift planning experience, has joined the University of Colorado staff as assistant vice president of gift planning for the Office of Advancement. From centralized advancement's Walnut Street office in Boulder, Dean will lead a team of four individuals who promote and steward diverse mechanisms of giving to support CU.

Laura comes to CU from the University of Texas at Austin, where she has served as executive director of gift and estate planning. She has led gift-planning teams at public universities, community foundations and academic centers

on philanthropy, and she has served on the board of Partnership for Philanthropic Planning.

“Laura’s experience, savvy and service-oriented approach will be a great asset for us as we continue to evolve our centralized Advancement operation,” says Johnnie Ray, CU’s vice president of advancement. “CU’s development teams on all four campuses can look forward to outstanding insights and efforts from her.”

Dean joined CU Aug. 1.

“It is a privilege for me to join the CU family and the advancement professionals across the CU system,” Dean says. “Together, we will help CU supporters make gifts at times and in ways that help accomplish their personal and philanthropic goals and provide important financial support for what they love at CU.”

Laura is a native of Ohio who grew up in a resort town on the shores of Lake Michigan in Indiana. She received a bachelor’s degree from Ball State University and a juris doctorate from Indiana University School of Law. She is licensed to practice law in Indiana and Texas.

Gift planning is a critical facet of fundraising for CU and all nonprofits. Gift planning helps donors who are considering complex outright gifts of non-cash assets, and the varied mechanisms of planned gifts (such as bequests, charitable trusts, gift annuities, and real estate) give donors many flexible and tax-wise ways to support CU now and into the future. Such planned gifts are an increasingly important share of total CU philanthropy, and a major driver of endowment growth.

In Fiscal Year 2014, CU recorded more than $26 million in bequests, leading to an expected future pipeline of estate gifts exceeding $200 million.

Tenure list: August 2014[15]

At its meeting Wednesday at 1800 Grant St. in Denver, the CU Board of Regents approved four appointments with tenure:

University of Colorado Boulder
David Hasen, School of Law, effective Aug. 18 **sj Miller,** School of Education, effective Aug. 18 **Robert Shay,** College of Music, effective Aug. 25
University of Colorado Denver | Anschutz Medical Campus
Pamela Jansma, Geography and Environmental Sciences, effective Sept. 1

Decoding ethnic labels: Are you Chicano, Latino or Hispanic?[16]

Carlos Hipolito-Delgado

If you are of Latin American descent, do you call yourself Chicano? Latino? Hispanic?

As an undergraduate at the University of California, Los Angeles (UCLA), Carlos Hipolito-Delgado, Ph.D., knew instinctively that the ethnic labels his fellow students chose said something about their perception of themselves and their values.

“There was a very clear understanding that if you identified as a member of one group, you were not a member of the other groups,” Hipolito-Delgado said. “If you called yourself Hispanic or Latino, then being called Chicano was a four-letter word.”

Hipolito-Delgado[18], an associate professor in the School of Education & Human Development[19] at CU Denver[20] identifies himself as Chicano because he believes it’s a way to recognize his indigenous ancestry. But his older brother identifies himself as Hispanic. His older sister identifies herself as Latina.

“We all grew up in the same house with the same parents,” Hipolito-Delgado said. “But we all self-identify differently.”

His experiences with his family and as a student led Hipolito-Delgado to ask questions at the heart of a two-year research project. Why do people pick a certain label? Are self-identifying names much more than just labels?
The Research
Hipolito-Delgado’s research started with a survey that targeted a large group of students of Latin American descent. He found the students through undergraduate student groups active on social media. The survey included more than 100 questions touching on these topics:
What is your ethnic identity? How much do you identify with your ethnic heritage, and how does that help you interpret the world? How much do you associate with the culture and values of the United States? Have you had experiences with racism? How much do you buy into racial stereotypes about yourself? How comfortable are you speaking English? Spanish?
Of course, the most important question was this one:If you were to pick a label, what would it be?

Hipolito-Delgado found that the labels students chose created a spectrum of self-identifying names. Where students landed on that spectrum could be a key to unlock their perception of themselves, their heritage and their feelings about the United States.
The Results
At one end of the spectrum were students who identified as Hispanic. Hipolito-Delago found that these students felt a stronger allegiance to traditional values of the United States. They were much less likely to identify with their own cultural heritage.

At the other end of the spectrum were students who identified themselves as Chicano.

“People who said ‘I am Chicano’ were significantly more likely to be more comfortable with their cultural heritage and much less likely to endorse U.S. values,” Hipolito-Delgado said.

While Chicano is a label that traditionally has been associated with Mexican-Americans, Hipolito-Delgado points out that it may be more accurately associated with social and political activism.

“I have white friends and Salvadoran friends who consider themselves Chicanos,” he said.

Falling in the middle of the spectrum were students who identified themselves in three different ways:
Strictly by heritage: Mexican, Brazilian, Guatemalan, etc. Latino Hyphenated: Mexican-American, Guatemalan-American, etc.
By the time he published his research in the Journal of Humanistic Counseling, it was clear to Hipolito-Delgado that many students pick the label Hispanic because they feel it is less politically charged than any other self-identifier and carries far fewer political implications than the label Chicano.

It was also clear to Hipolito-Delgado that for students who do self-identify, no matter what the label they choose, it is a “big deal.”

“For counselors, it’s important to understand these labels make a difference,” Hipolito-Delgado said. “They can’t lump people into one group.”
Counseling with new understanding
Hipolito-Delgado, who teaches in the Counseling Program[21], hopes his research will lead all mental health

practitioners—whether they are counseling students or families—to realize that using the wrong term for someone can send the wrong message.

“It can derail counseling,” he said. “If you use the wrong term, there may be a perception that you don’t get who I am as a client. That person may never come back.”

Hipolito-Delgado asserts that pushing a label on someone, or on a group of people, misses important distinctions. To avoid just that issue, he has a simple solution.

“Ask the question. Ask someone—how do you identify yourself,” he said. “Be brave enough to have the conversations that will help us understand each other better.”

University of Colorado Cancer Center among the best in cancer care[22]

The University of Colorado Cancer Center’s clinical partner, the University of Colorado Hospital (UCH) again ranks as the best hospital in the state, according to U.S. News Best Hospitals report.

UCH ranked in nine specialties which means the hospital is among the best in the United States in those specialties. Services for cancer survivors are ranked 15th in the country up from 23rd in 2013. The annual U.S. News rankings, now in their 25th year, analyze nearly 5,000 hospitals to recognize those that excel in treating the most challenging patients.

“The latest U.S News rankings confirm what we at CU Cancer Center already know – the cancer care at UCH is the best in Colorado and the Rocky Mountain region and among the best in the nation” said Dan Theodorescu, M.D., Ph.D., CU Cancer Center director and professor of urology and pharmacology. “As Colorado’s only comprehensive cancer center, as designated by the National Cancer Institute, our clinical partners such as UCH are helping us provide state of the art care for patients as well as realize our goal of translating science into life through our large portfolio of clinical trials.”

In addition to cancer, UCH is nationally ranked in these specialties:
Pulmonology (2) Kidney disorders (18) Gynecology (19) Diabetes & Endocrinology (34) Urology (35) Neurology & Neurosurgery (40) Orthopedics (45) Gastroenterology & GI Surgery (46)
U.S. News recognized UCH in three other “high performing” specialties:
Cardiology & Heart Surgery Ear Nose & Throat Geriatrics
“While it’s an honor to be named the best in Colorado and one of the best hospitals nationwide in so many specialties, our true reward is caring for our patients,” said UCH CEO John Harney. “Improving their lives is why doctors, nurses and staff members entered health care, and the thank-you notes they send us are truly the top honors we receive.”

UCH is the academic medical center of University of Colorado Health (UCHealth), a nonprofit health care system that includes five hospitals and dozens of clinics throughout Colorado. U.S. News recognized partners Poudre Valley Hospital in Fort Collins and Medical Center of the Rockies in Loveland as tied at the No. 7 best hospitals in the state.

“The UCHealth system of hospitals and clinics is focused on providing the very best care for our patients. This includes providing the latest treatments, increasing patient safety, and increasing quality,” said Bill Neff, M.D., UCHealth interim CEO. “The result of this commitment is excellent survival rates and improved health of our communities. This and other recognitions recognize these results and inspire us to provide even better care.”

UCH has been ranked by U.S. News for 20 consecutive years and is among only a handful of hospitals in the nation to rank nationally in multiple specialties. Best Hospitals was created to identify hospitals exceptionally skilled in handling the most difficult cases, and the rankings are driven mostly by objective data including survival rates and patient safety.

UCH shares the honor of having the country’s 2nd best respiratory care with National Jewish Health. For the full list of

Colorado hospital rankings visit www.usnews.com/hospitals[23].

UCCS master's program earns accreditation[24]

Terry Schwartz

The University of Colorado Colorado Springs Master of Public Administration program is now independently accredited by the Network of Public Policy, Affairs and Administration, NASPAA.

The program was notified July 11 that NASPAA's accrediting Commission, the Commission on Peer Review and Accreditation, found the program to be in substantial conformance with the NASPAA Standards. In January, a three-member team of professional public administrators and academic leaders visited UCCS. The team interviewed students, alumni, faculty, administrators and employers and reviewed data before adding the UCCS program to the more than 180 other NASPAA-accredited programs at universities around the world.

"This is an important milestone for UCCS and for the university's MPA students, faculty, staff and alumni," said Pam Shockley-Zalabak, chancellor. "The results of a rigorous, external evaluation are validation of the high-quality program offered to future leaders in government and nonprofit management."

This is the first independent accreditation for the UCCS Master of Public Administration program since 1993. Thereafter, the degree was jointly accredited with the School of Public Affairs at CU Denver. The Master of Public Administration Programs at UCCS and CU Denver are the only accredited programs in Colorado.

NASPAA's accreditors granted UCCS accreditation for seven years, the longest possible term, and did not raise substantial questions about the UCCS program, according to Terry Schwartz, interim dean, School of Public Affairs.

"I am thrilled that the MPA degree has been awarded a full, seven-year accreditation," Schwartz said. "I commend the faculty and staff of the School of Public Affairs for their efforts and encouragement during this process."

The NASPAA standards are the benchmark used by graduate public service programs around the world. The accreditation process is mission-based and driven by public service values. To receive accreditation, programs must demonstrate contributions to the knowledge, research and practice of public service, establish observable goals and outcomes, and use information about their performance to guide improvement.

NASPAA accredits degree programs and not institutions, schools or departments. For more information about NASPAA, visit http://www.naspa.org[26].

The UCCS School of Public Affairs offers the bachelor's degree in criminal justice, master's degrees in public administration and criminal justice, and certificate programs in homeland security, criminal justice, public management, nonprofit management, homeland defense, nonprofit fund development and security intelligence. For more information, visit http://www.uccs.edu/spa[27]

Effective June 1, the UCCS School of Public Affairs is separate from the CU Denver School of Public Affairs. It is now the sixth college at UCCS, joining the College of Letters, Arts and Sciences, the College of Engineering and Applied Science, the College of Business, the College of Education, and the Beth-El College of Nursing and Health Sciences. In July, the School of Public Affairs moved to new offices on the third floor of the Academic Office Building.

CU Achieve summer program helps students stay on track to graduation[28]

By the end of last spring, Jessica Van der Linden was behind on credit hours -- just two courses shy of being a junior as her sophomore year at the University of Colorado Boulder came to a close -- because she had taken family leave during the school year.

Over the summer, she was able to take those two classes using grant money from a program called CU Achieve. She's now on schedule academically, heading into the fall as a junior and on track to graduate as planned in the spring of 2016.

The six-year graduation rate nationally is 57 percent for public universities, according to the National Center for Education Statistics. Last fall, Chancellor Philip P. DiStefano announced that the university has set a target of moving the six-year graduation rate from 68 percent to 80 percent by year 2020, and CU Achieve is one program that will contribute to this initiative.

As part of CU Achieve, CU-Boulder officials identified and contacted 300 students who were eligible to apply for the program this summer, 94 of whom participated, receiving $139,122 in total funding. The program was piloted in 2013 only for College of Arts and Sciences students and expanded this year to include students across campus.

CU-Boulder's Office of Financial Aid noticed Van der Linden's situation and contacted her last spring to tell her she was eligible to apply for CU Achieve, which awards sophomores who've fallen behind $1,000 to $2,000 each for summer-school courses so they can catch up on credit hours and ultimately graduate on time.

"When students graduate in six years or less, it saves them and their families money and helps our next generation of business and government leaders, scientists, teachers and artists into the workforce sooner, contributing to the economy," DiStefano said. "We want to do everything we can to maximize students' returns on their investment while lowering their education costs."

Before she learned of the CU Achieve opportunity, Van der Linden says she was frustrated. She didn't want to take out loans for summer classes. She also couldn't register for junior-level courses while she was technically still a sophomore.

"It was such a relief when I received the email about CU Achieve," said Van der Linden. "I'm very thankful for the program and to be heading into upper-division courses with my peers this fall, right where I should be."

"Many students don't have enough financial aid left over to attend summer session," said Ofelia Morales, an associate director in CU-Boulder's Office of Financial Aid. "So we started the program to find out if we could help students progress to the junior level by offering them extra funding to take summer classes.

"We are hopeful that this funding will help students stay on track and graduate on time," she said.

Eligible students are those who do not have enough credit after the spring semester of their sophomore year to become juniors, and who show significant financial need.

With her CU Achieve grant, Van der Linden, a studio arts major and photographer with her own portraiture business, took an intensive three-week course in integrative physiology on motor dynamics, studying the process of movement. She also took a physics course during Session A, held in early June through early July, called Light and Color for Non-Scientists.

Coming up to speed allowed her to register for junior-level courses like the Writing for the Visual Arts class that will kick off her fall semester.

"It's an upper-division course that will help me with writing artist statements, proposals, descriptions that tie in with audiences and such," said Van der Linden.

It might also help her move toward her dream career of traveling the world as a photographer for a magazine or

creative agency -- sooner rather than later.

For more information about CU Achieve visit http://www.colorado.edu/finaid/cuachieve.html[29].

Kocher wins prestigious PEN Award[30]

[31]
Ruth Ellen Kocher, professor of English and director of the creative writing program at the University of Colorado Boulder, recently won a prestigious PEN Literary Award.

Kocher won the PEN Open Book Award for her book of poems titled “domina Un/blued.”

Publisher Tupelo Press describes “domina Un/blued” as a work that “dislocates the traditional slave narrative, placing the slave’s utterance within the map and chronicle of conquest. Charting a diaspora of the human spirit as well as a diaspora of an individual body, Ruth Ellen Kocher’s award-winning new book reaches beyond the story of historical involuntary servitude to explore enslavements of devotion and desire, which in extremity slide into addiction and carnal bondage.”

Kocher also is the author of “Ending in Planes” (Noemi Press 2014); “Goodbye Lyric: The Gigans and Lovely Gun” (The Sheep Meadow Press 2014); “One Girl Babylon” (New Issues Press 2003); “When the Moon Knows You’re Wandering,” winner of the Green Rose Prize in Poetry (New Issues Press 2002); and “Desdemona’s Fire,” winner of the Naomi Long Madget Award for African American Poets (Lotus Press 1999).

Her poems have been translated into Persian in the Iranian literary magazine She’r and have appeared or are forthcoming in various anthologies including “Angles of Ascent: A Norton Anthology of Contemporary African American Poets;” “Black Nature;” “From the Fishouse: An Anthology of Poems that Sing, Rhyme, Resound, Syncopate, Alliterate, and Just Plain Sound Great;” “An Anthology for Creative Writers: The Garden of Forking Paths;” “IOU: New Writing On Money;” and “New Bones: Contemporary Black Writing in America.”

Kocher has taught poetry writing at CU-Boulder since 2006. Prior to that, she taught at the University of Missouri, Southern Illinois University, the New England College Low Residency MFA program, the Indiana Summer Writer’s workshop and Washington University’s Summer Writing program.

The Open Book Award is accompanied by a $5,000 prize .The awards ceremony will be Sept. 29 in New York City.

UCCS University Development adds staff[32]

Tom Dewar

Susie Sargent

Three staff members recently joined the UCCS Office of University Development to assist private fundraising efforts for the campus. The three are: **Tom Dewar**, senior director; **Ella Fahrlander**, associate director; and **Susie Sargent**, program manager.

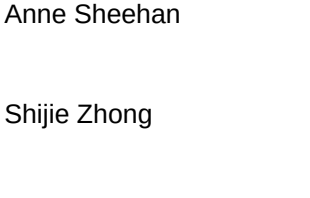
Dewar will work with local, state and national private foundations to support fundraising initiatives. He brings more than 30 years fundraising experience to UCCS. Prior to joining the university, he operated his own philanthropy consulting

company and held positions with Junior Achievement in Colorado Springs, Michigan, Kentucky and Wisconsin. He earned a bachelor's degree in business from Northwood University, Midland, Mich.

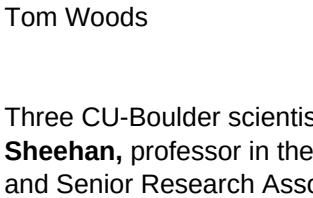
Fahrlander will work with the Beth-El College of Nursing and Health Sciences to raise private funds. Prior to joining UCCS, she worked in development for Adaptive Sports Center of Crested Butte and the Community Foundation of Northern Colorado. She earned a bachelor's degree in business from Colorado State University.

Sargent will work with scholarship programs such as the Karen Possehl Women's Endowment and Flying Solo. Prior to joining UCCS, she worked as an advancement service and public information specialist for the University of Washington and as a program coordinator for the California Institute of Integral Studies. She earned a bachelor's degree in English from the University of Iowa.

Sheehan, Zhong, Woods elected American Geophysical Union Fellows[35]



Anne Sheehan



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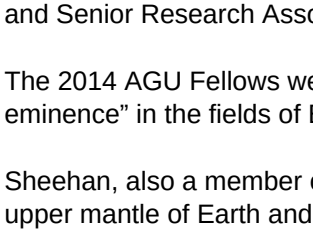

Tom Woods

Three CU-Boulder scientists recently were elected American Geophysical Union Fellows. The honorees are: **Anne Sheehan,** professor in the Department of Geological Sciences; **Shijie Zhong,** professor inthe Department of Physics; and Senior Research Associate **Tom Woods** of the Laboratory for Atmospheric and Space Physics.

The 2014 AGU Fellows were honored for their "exceptional scientific contributions and attained acknowledged eminence" in the fields of Earth and space sciences.

Sheehan, also a member of the Cooperative Institute for Research in Environmental Sciences, studies the crust and upper mantle of Earth and its relation to tectonic deformation. She is involved in ongoing projects in Colorado, New Mexico, Wyoming and New Zealand. She and her team regularly deploy portable seismometers that record both distant and local earthquakes, and recently placed seismometers in the Greeley region following an earthquake there.

Zhong studies the physical processes that control the evolution of the terrestrial planets like the Earth, moon and Mars, including using high-resolution gravity and topography data obtained via space exploration. The primary goal is to understand how the physical processes at work on terrestrial planets are related to their thermal evolution.

Woods studies the violent effects of the sun on near-Earth space weather that can affect satellites, power grids and ground communications systems. He currently is the principal investigator on a $32 million orbiting instrument package built at LASP flying on NASA's Solar Dynamics Observatory that is helping scientists better understand rapid fluctuations in the sun's extreme ultraviolet output in order to make better space weather predictions.

Headquartered in Washington, D.C., the AGU is dedicated to advancing the Earth and space sciences for the benefit of humanity through its scholarly publications, conferences and outreach programs. AGU is a not-for-profit scientific organization representing more than 62,000 members in 142 countries.

The new AGU Fellows will be honored in December as part of the 2014 AGU Fall Meeting in San Francisco.

Four other AGU Fellows were elected from Colorado earlier in 2014, all from Boulder. They are: Clara Deser and Gerald Meehl from the National Center for Atmospheric Research, David Parrish from the National Oceanic and

Atmospheric Administration, and Joseph Borovsky from the Space Science Institute.

Napierkowski receives Polish government honor[39]

Tom Napierkowski, professor, Department of English at UCCS, recently was awarded the Knights Cross of the Order of Merit of the Republic of Poland, a diplomatic order given to those who have rendered great service to the Polish nation and only granted to foreigners.

The award was presented at the Fifth World Congress of Polish Studies in Warsaw.

“Growing up next to a steel mill (in Chicago) and having been told stories about my immigrant grandparents, I was taught that this was the greatest country in the world and provided us great opportunity,” Napierkowski said. “But also not to forget the old country. I think my dad and granddad would be proud.”

For Napierkowski, the award for his work in Polish-American and Slavic literature studies was a reminder of the opportunities UCCS provided him. Originally hired as a medievalist 40 years ago, the youthful campus allowed him to pursue scholarly work in what was then a non-traditional academic area - the literature of early immigrants. He studied the literature of African-Americans and applied a similar approach to learning about Polish-American literature.

“Here at UCCS, we’ve always been encouraged to follow these avocations of ours,” Napierkowski said. “If I’d been at another place, this never would have happened. UCCS said ‘go for it.’ I’m appreciative of the opportunities the university has provided me.”

Qualls to receive CONA Award[40]

[41]
Sara Qualls, Kramer Family Professor of Aging Studies, Department of Psychology at UCCS, will receive the American Psychological Association’s Committee on Aging CONA Award on Aug. 9.

The award for outstanding achievement is presented annually to recognize psychologists and friends of psychology who have made significant contributions to the mission of the Committee on Aging in areas of policy, research, education and practice.

The award will be presented at the CONA Conversation Hour: Engaging Aging through Art at the Marriott Marquis Washington Hotel Supreme Court Room, Washington, D.C.

Obituary: Chip Ridgway[42]

[43]
E. Chester “Chip” Ridgway, M.D., of the CU School of Medicine died July 31, 2014. Click here[44] to read Dean Richard Krugman’s letter to colleagues.

A memorial event will be held at 2 p.m. Friday, Aug. 8. Click here[45] for details.

UPDATED AUG. 13: Here's a link to coverage [46]of last week's memorial event.

Sutherland seminars focus on bipolar disorders[47]

The Sutherland Seminar Series of weekly sessions on topics related to bipolar disorders will begin in September at CU-Boulder.

The series is primarily designed for adults with a bipolar disorder and their family and friends, but is open to anyone in the community who wants to better understand the disorder and how to manage it.

Each session stands alone, so people may attend only one session or all eight. No commitment or pre-registration is required. The next series begins Monday, Sept. 8, 6-7:30 pm.

Most seminars are in Room E214, Muenzinger Psychology Building; the Sept. 8 seminar is in Room D430 Muenzinger.

A $10 per person donation is appreciated, but no fee is required.

Click here[48] for more details and the full schedule of topics.

The Robert D. Sutherland Center for the Evaluation and Treatment of Bipolar Disorder is housed in the CU-Boulder's Department of Psychology and Neuroscience.

CU Connections resumes weekly publication[49]

With today's issue, CU Connections resumes its regular weekly publication schedule for the new academic year.

A new edition appears each Thursday morning throughout the year. For part of the summer, new editions appear every other week. Connections will not publish new issues on Nov. 27 (Thanksgiving), Dec. 25 and Jan. 1, 2015.

Deadline for submissions is noon Friday before each Thursday's publication. Questions: Contact Connections editor Jay Dedrick, jay.dedrick@cu.edu[50], 303-860-5707.

Links
[1] https://connections.cu.edu/stories/five-questions-david-rood[2] https://connections.cu.edu/file/5qroodtoppng[3] https://connections.cu.edu/stories/campus-exposure-positive-influence-middle-school-students[4] https://connections.cu.edu/file/mentorstoppng[5] https://connections.cu.edu/file/mentors01png-0[6] https://connections.cu.edu/file/mentors01png[7] https://connections.cu.edu/file/mentors03png[8] https://connections.cu.edu/file/mentors02png[9] https://connections.cu.edu/stories/new-report-highlights-how-climate-change-may-affect-water-colorado[10] http://ucolorado.pr-optout.com/Tracking.aspx?Data=HHL%3d%3e3%3b88%26JDG%3c95%3a473%3b%26SDG%3c90%3a.&RE=MC&RI=4100720&Preview=False&DistributionA

ctionID=11388&Action=Follow+Link[11] http://ucolorado.pr-optout.com/Tracking.aspx?Data=HHL%3d%3e3%3b88%26JDG%3c95%3a473%3b%26SDG%3c90%3a.&RE=MC&RI=4100720&Preview=False&DistributionActionID=11387&Action=Follow+Link[12] http://ucolorado.pr-optout.com/Tracking.aspx?Data=HHL%3d%3e3%3b88%26JDG%3c95%3a473%3b%26SDG%3c90%3a.&RE=MC&RI=4100720&Preview=False&DistributionActionID=11386&Action=Follow+Link[13] https://connections.cu.edu/stories/laura-hansen-dean-joins-university-chief-gift-planning[14] https://connections.cu.edu/file/advlaurahansendeanpng[15] https://connections.cu.edu/stories/tenure-list-august-2014[16] https://connections.cu.edu/stories/decoding-ethnic-labels-are-you-chicano-latino-or-hispanic[17] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/ethnic-labels.png[18] http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/FacultyandResearch/Pages/CarlosPorfirioHipolito-Delgado.aspx[19] http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Pages/home.aspx[20] http://www.ucdenver.edu/about/denver/Pages/DenverCampus.aspx[21] http://www.ucdenver.edu/academics/colleges/SchoolOfEducation/Academics/MASTERS/counseling/Pages/default.aspx[22] https://connections.cu.edu/stories/university-colorado-cancer-center-among-best-cancer-care[23] http://www.usnews.com/hospitals[24] https://connections.cu.edu/stories/uccs-master%E2%80%99s-program-earns-accreditation[25] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/uccs_schwartz.png[26] http://www.naspa.org/[27] http://www.uccs.edu/spa[28] https://connections.cu.edu/stories/cu-achieve-summer-program-helps-students-stay-track-graduation[29] http://ucolorado.pr-optout.com/Tracking.aspx?Data=HHL%3d%3e3%3b8%3a%26JDG%3c95%3a473%3b%26SDG%3c90%3a.&RE=MC&RI=4100720&Preview=False&DistributionActionID=11360&Action=Follow+Link[30] https://connections.cu.edu/people/kocher-wins-prestigious-pen-award[31] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/people_kocher.jpg[32] https://connections.cu.edu/people/uccs-university-development-adds-staff[33] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/people_dewar.jpg[34] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/people_sargent.jpg[35] https://connections.cu.edu/people/sheehan-zhong-woods-elected-american-geophysical-union-fellows[36] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/people_sheehan.jpg[37] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/people_zhong.jpg[38] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/people_woods.jpg[39] https://connections.cu.edu/people/napierkowski-receives-polish-government-honor[40] https://connections.cu.edu/people/qualls-receive-cona-award[41] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/people_qualls.jpg[42] https://connections.cu.edu/people/obituary-chip-ridgway[43] https://connections.cu.edu/sites/default/files/wp-content/uploads/2014/08/people_obit.jpg[44] http://www.ucdenver.edu/academics/colleges/medicalschool/administration/wgoh/Pages/Chip-Ridgway-MD.aspx[45] http://www.ucdenver.edu/academics/colleges/medicalschool/administration/news/Pages/Chester-Ridgway.aspx[46] http://www.ucdenver.edu/academics/colleges/medicalschool/administration/news/CommNews/Pages/He-Galloped-Through-Life.aspx?source=todayAMC[47] https://connections.cu.edu/stories/sutherland-seminars-focus-bipolar-disorders[48] http://rdsfoundation.org/the-rds-center-at-cu/seminar-series/[49] https://connections.cu.edu/stories/cu-connections-resumes-weekly-publication[50] mailto:jay.dedrick@cu.edu