Five questions for Michelle Barron[1]

Several years ago, Michelle Barron, M.D., and a team of residents and interns were walking through the often-confusing halls of one of the medical buildings on the CU Anschutz Medical Campus. She had the lead, walking purposefully ahead, and opened a door for everyone to step inside – the janitor's closet.

It is a funny story she likes to tell, reminding people that she has no sense of direction. She may not always know west from east without a clear view of the mountains, but she has a firm grip on how to get from point A to point B when it comes to the study of infectious diseases.

"Follow me and you never know where you'll end up; you'll go places where you never knew you would go before," she jokes. In truth, as an associate professor in the Division of Infectious Diseases at the CU School of Medicine at the Anschutz Medical Campus, Barron's research often deals with mysteries, and that's part of the appeal of her job.

"It excites me. I will always have a job that is stimulating and completely different from day to day," she says. Currently, she's researching resistant organisms, hoping to figure out how to identify and combat them. "It's interesting work with a lot of unknowns. You never know what to expect."

She came to the university in 1999 to serve a fellowship in infectious diseases and "obviously fell in love with Colorado" and the institution. Barron's research focus is on infection control – especially in hospitals – fungal infections, transplant infectious diseases and HIV care.

1. How did you choose this career path (both medicine and academics)?

At the age of 4, I started telling everyone that I wanted to be a doctor. There are no medical personnel in my family, so I'm not sure how I came up with the idea. My mother tells me that I wanted to be a doctor in addition to other professions: I wanted to be a doctor-ballerina or a doctor-astronaut, and all sorts of other interesting combinations. But I always wanted to be a doctor, and when I was old enough and mature enough to actually know what that meant, I still wanted to do it. Medicine fits; it suits me and I can't imagine doing anything different.

The study of infectious diseases is my calling. When I was in medical school, it was during the height of the AIDS epidemic; patients were dying from the disease and often from other infections. I had a lot of interaction with those types of patients and I kept thinking this is what I was going to do with my life: help figure out how to fix this, how to prevent people from getting these kinds of infections by fixing the immune system or something else. When you are young, you feel like you can do it all, but the determination has stuck and it still drives me today. That's the approach I always take – we can figure this out, we can prevent this from happening. You can only do that type of investigation and research in an academic setting; you can't ask these questions and try things out and design projects to try to determine the best methods or science or lab work in a non-academic clinical setting.

2. Much of your research focuses on preventing the spread of infections in hospitals. What has happened to help reduce institutional incidents of infection?

It starts with the patient, but it is so much more. We talk about infection prevention and our mantra is: "It's everybody's job." That means it starts with the CEO of the hospital and continues throughout the institution, even with the people who don't interact with patients. The role is the same: to ensure the environment that a person is living in while in the hospital is kept clean and disinfected appropriately, and that there are no venues for infections to be transported out of the room.

Many things we learned are not connected to the individual but are about the processes. For instance, insertion of a medical device is an area where using beautiful science makes a difference when it comes to preventing infections. If you standardize the processes, everybody is trained properly, and everyone uses a checklist – just like pilots do – it makes a huge difference in the infection rate.

When the processes were first standardized, there was pushback. Physicians like to think that we are independent thinkers who need freedom to figure out the best way to do things. But the truth is doctors have done that with mixed results. When you apply a scientific standard – after testing the process to find out what is best – and everyone follows the standard, it has profound results. Across the United States, infections have decreased because the science was done, the results published and regulatory bodies required use of the standard. Coming up with systematic processes instead of allowing the individual to decide has had a profound impact on the way we deliver health care.

3. Some of your recent research looks at the Ebola virus and how to be ready for new emerging infectious threats. One of the newest threats is the Zika virus. Can what you learned about Ebola be useful in combatting the Zika virus?

For many years, (the infectious disease community) has worried about the next coming plague. Will it be the H1N1 virus? Bird flu? Or something as exotic as Ebola? You have to think about any infectious disease on an individual level and on a global level. It's one of the reasons I love my job because I get to interact on multiple levels when thinking about preparedness

It's about planning, putting systems in place and getting people trained for whatever hits the door. We need to keep employees safe while allowing them the ability to take care of patients. Ebola brought that to the forefront. Every hospital has to have a disaster plan in place, but when dealing with infectious diseases, you also have to consider how to keep staff personnel safe while they are delivering effective care.

Zika illustrates once more that we live in a global world. You could be on a plane coming from Africa and stop in several cities in the United States, bringing with you a potentially infectious disease, and that could be spread to others in a short amount of time. In addition, Zika and the Chikungunya virus have this interesting phenomenon where mosquitos can be infected by a person. The medical term is autochthonous transmission. So you come back from Brazil after having a great time at Carnival and you are carrying the Zika virus. You return home to a place where mosquitoes that can carry the virus live. You're in your garden and get bitten by a mosquito; now that local mosquito picks up the virus. Next, the mosquito flies into your neighbor's yard and bites the neighbor, who gets the Zika virus. That begins the cycle that introduces the virus into a country that doesn't have that virus.

Ebola and Zika are not new; we're just more able to tell you what they are now than we were 20 years ago. Some of these viruses have been around for hundreds of years and are known and have been described. Then we have the SARS virus, which we think is new, but we're not sure because it hasn't been described before. A lot of these viruses are highly related to each other, sort of like first cousins. They undergo some sort of mutational event, and then they aren't recognized as first cousins, but as a cousin twice removed or 10 times removed. From an evolutionary standpoint, most organisms predate man by millions of years so their very existence and their ability to survive depend on being able to adapt to new environments.

We thought Zika was new – something other than what it was – but after doing the science, we found out what it really was. With many infectious diseases, we have specimens from outbreaks 20 years ago or 100 years ago and we can test them to find connections.

4. How do "we" choose which diseases out there are ones to worry about or which ones we should try to combat?

We would love to figure that out and what is that magic thing we can do? There are some things that are very simple that can be done by everyone in a developed country. If you control the mosquito population, for instance, then you would eliminate Zika from affecting individuals. But in resource-limited settings, we don't even have reliable water sources, let alone the ability to remove water sources or control mosquitos. Ebola, though more complex, follows the same principle. There was a lack of infrastructure to contain it or prevent it from moving beyond where it originated. So realistically, to prevent or control some of these diseases, you need global resources and a way to move across language and cultural barriers.

It's also important to remind individuals that they have a role and a way of contributing to prevention and preparedness. For instance, one thing individuals can do is let their doctors know any information that might be

important about where they were, who they were with and what they were doing.

5. What is the most important thing you learned from your years in medicine that you try to pass on to others?

I tell students, who often are young and impressionable, that what we do is an incredible privilege. We are involved in patients' lives at the happiest points – the delivery of a baby, for instance – or at the worst periods of their lives. And you meet people that you would never encounter otherwise, much less in these extremes. It's very fulfilling to be able to observe it and learn from it and gain insight into your own life and expectations. I personally feel you need to reflect on that periodically and figure out what you want to take with you.

Modest increases proposed for tuition, employee merit pool[2]

Proposals for the 2016-17 budget year received last week by the CU Board of Regents include tuition and fee increases between 3 percent and 5 percent and an employee merit pool between 1.6 percent and 2 percent.

The board began reviewing the figures during its Feb. 18-19 meeting on the UCCS campus. Regents could vote on the plans as early as the April 5-6 meeting at CU Denver.

The merit pool for compensation increases for faculty and staff is smaller than in recent years, a result of expected funding cuts by the state, said Todd Saliman, vice president and chief financial officer. Gov. John Hickenlooper's proposed budget includes a $20 million cut for higher education, with CU's expected share $4 million. That drop, along with the university's effort to keep tuition increases low, also means budget cuts and less deferred maintenance across the system, Saliman said.

As outlined in Saliman's presentation to the board[3], the ranges of proposed tuition and fee increases vary by campus.

CU-Boulder presented two options for undergraduate resident tuition: a 3 percent increase for each of the next four years or a one-time 5 percent increase that would then remain at that rate for the following four years. The latter is similar to a guaranteed tuition program already in place for CU-Boulder's nonresident students.

"What these two proposals do is flip the risk (away from families), where we tell parents and students, this is what it's going to cost you for four years," DiStefano told the board. "The risk is really on us now, at the Boulder campus, to make sure we can be responsible in finances and making things work. Whether it's 3 percent or 5 percent, it really changes the status quo of how we've dealt with tuition." (Read more[4] from DiStefano on the tuition proposal here[4].)

The proposed increase to resident undergraduate tuition and fees is 4.6 percent at UCCS and 3.4 percent (lower division courses) at CU Denver

Proposed faculty and staff merit pool increases are 2 percent at CU-Boulder and the CU Anschutz Medical Campus; 1.6 percent at UCCS; and a one-time (non-base-building) award of 1.6 percent at CU Denver. The system administration merit pool is 1.73 percent.

"It's unusual to have different options at each campus, but the budget situations are very different," Saliman said.

CU-Boulder has seen additional revenue from enrollment that exceeded expectations this year; that led the campus to seek the board's approval – as required by board policy – for increasing its general fund budget by $13.3 million. The request was approved.

While CU-Boulder saw enrollment exceed expectations this year, CU Denver enrollment has fallen below projections.

"They're making tough choices at Denver to ensure their tuition increases remain small as well," Saliman said.

CU Denver is facing a revenue shortfall of $6.8 million in the current fiscal year; Chancellor Dorothy Horrell told the board the challenge provides “a real opportunity to be much more strategic in how we do our work, much more focused.” She said she hopes to go into specifics at the board’s April meeting.

Diversity at CU: Recent progress encouraging[5]

The University of Colorado has made strides in increasing ethnic diversity on its campuses: In the past decade, student headcounts have risen by nearly 50 percent; and in 2014-15, CU awarded 19 percent of degrees among public institutions to underrepresented minorities in the state. Those measurable statistics are encouraging, said Kathy Nesbitt, vice president of employee and information services. Yet the definition of diversity[6] goes far beyond ethnicity, and those areas need to be addressed.

“When we talk about diversity in this particular context, I’m talking about all forms of diversity, not only ethnic diversity, I am talking about political thought, I’m talking about rural versus urban, the broader picture,” Nesbitt told the CU Board of Regents last week during its meeting at UCCS. “We talk about ethnic diversity because we collect census data on that information, and we do not collect data on other topics when we think of diversity.”

Nesbitt was asked last fall by the board to construct a comprehensive strategy that would foster inclusion and recruitment in all areas of diversity as defined by the regents in September 2013, including race, color, national origin, sex, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or philosophy. A framework for the strategy[7] has been distributed throughout the CU system in CU Connections and the larger community via CU President Bruce Benson’s newsletter[8]. Nesbitt said response has been meaningful in guiding the effort.

Several diversity and inclusions programs already are in place on each campus, Nesbitt said. It’s now up to leadership to determine whether each project is working to build inclusiveness, and that the money being invested is worthwhile.

“We’re not looking to develop goals or metrics or targets in any of those particular spaces; what we want to do is find what the current landscape is and, in those particular programs, are they effective, are they making a difference?” she said. “There isn’t a magic number of students, there isn’t a magic number when it comes to our spending; it’s more about awareness. What are we doing to increase those areas of awareness?”

Nesbitt said part of the strategy includes external collaboration – bringing in others from outside the institution to provide new prospective. She said she has received support from the chancellors and president to bring on expertise at the system level.

“I want us to stop thinking about diversity solely around the recruitment of students and faculty. There is a much broader perspective when we think about the work we need to do,” she said. “It’s about how we spend our money, it’s about our research. It’s around health, it’s around our advancement as far as where we go to seek monies and how we spend our monies in the communities and our engagement overall.”

Regent John Carson, R-Highlands Ranch, said he was pleased by the emphasis on the broader definition of diversity. “This is about more than racial diversity. It’s about diversity on a racial and political front,” Carson said. “How are we going to accomplish all this? And how do those of us who are interested in more intellectual diversity and political diversity, how can we be a more effective part of that?”

Nesbitt asked the board for recommendations on gathering data on the broader forms of diversity. “Help me understand how we quantify and how I can measure political thought or what other non-ethnic diversity metrics there are,” she said. “It’s harder to identify what that looks like.”

Nesbitt presented the board with five long-term goals to better foster diversity:
Create diversity and inclusion committees on the campuses; increase diversity of faculty and staff; develop tools to

assess the level of multicultural competency and the effectiveness of diversity and inclusion activities across campuses. Increase the number of degrees awarded. Every campus has initiatives that are focused on students of color, students who have a disability and individuals who may not fall into an ethnic category, such as low-income students and first-generation students, she said. Form a cultural diversity research group: Create some seed monies for CU's many cohort groups to work on diverse initiatives around research. Build relationships with the outside community, including business, nonprofits and advancement, as well as finance and procurement to expand opportunities to engage in more diverse businesses and vendors through the procurement service center. Enhance communication by building awareness and collaboration with organizations and leaders with diverse backgrounds in the community.
In addition, she said, change starts from within.

"I'm making changes and reorganizing my team to be more effective and make more opportunities to continue this particular work, but that takes time," Nesbitt said. "A year from now, I want to be able to come back to talk about the progress we have made."

Regent Glen Gallegos, R-Grand Junction, said he's pleased at the strides being made in the expansive area of diversity.

"What we're doing is, we're trying to educate all kids, and to ensure everybody has an opportunity for an education," Gallegos said. "I don't want anyone to think that we're lowering the quality of education at the University of Colorado. We're trying to raise the bar for everybody, and I think everybody needs to understand that around this table."

CU's online initiatives making strides[9]

The CU Board of Regents last week heard about progress on several fronts of the University of Colorado Connect online initiative, which will formally launch in the fall.

UCCS Chancellor Pam Shockley-Zalabak told the board at its meeting at UCCS that CU's online course offerings have seen enormous progress. Compared to the previous fall, the number of courses offered grew 9 percent, enrollment was up 10 percent, student credit hours increased 12 percent and unduplicated headcount rose by 8 percent, she said.

"What's exciting is some of the courses that have been in development since the launching of the initiative are being offered this spring," Shockley-Zalabak said. "Not all of them, because the big launch is next fall, but just with the new offerings we've gone from 667 in spring of '15 to 780 courses being offered this spring. That's a 17 percent increase across the system."

Shockley-Zalabak also discussed a proposal presented in November by Regent Stephen Ludwig, with support from Regents Irene Griego and Linda Shoemaker, that called for a competition to create a fully online cross-campus degree program. She said she and Pat O'Rourke, vice president of University Council and secretary of the board, met with Ludwig to discuss the possibility of a grant proposal after receiving input from the campus provosts and faculty.

"Instead of making it a competition, which a number of faculty responded to negatively, we are going to recommend it would be a grant," she said. "Faculty on two or three campuses – we're encouraging three – would be asked to create a proposal for a degree that would then go through the same processes through the provosts, and to the regents if it's a totally new degree – and likely it will be – for approval."

The proposals must include data on what faculty believe will be the enrollment, the target audience, why students would want this form of a degree, how can it be offered entirely online, and how can it be – but would not have to be – completed in three years, she said. The degree program would require rolling admission and allow students to enroll in fall, spring or summer. Programs would get extra consideration if they incorporate a partnership with Colorado businesses, nonprofit organizations and/or governmental agencies, she said.

“We’re really trying to assess where some real needs are that we can meet with these types of programs,” Shockley-Zalabak said.

Faculty participating in the grant would receive a $15,000 stipend. A staff person would be selected for each team to support the logistics of course development, and would receive a $5,000 stipend. Each grant proposal would then have $200,000 for course development.

As far as funding the program, she said the campus chief financial officers found contingency funds held in the president’s office from the initial online initiative – enough to mount three new degree programs.

She said they would like to go out this spring and ask for proposals.

“It might up to a year or year and a half to get the courses launched, but we believe based on your feedback, this is a strong proposal,” the chancellor said.

Ludwig, the catalyst behind the new fully online course proposal and a strong proponent of CU’s expanded online presence, for the first time voiced high praise for the progress being made on the initiatives.

“When we introduced this at the last meeting, the whole idea was to introduce an idea but have it shaped by the campuses,” he said. “They took it and made it great and I couldn’t be more happy. This is just really exciting for the university and a great thing for the state.”

Shockley-Zalabak also reported substantial progress on providing seamless concurrent enrollment to students from their home campus to another CU – or host – campus.

Students may now work with an academic adviser on their home campus to determine applicability of any intercampus course. The student’s academic adviser will ensure the student satisfies the prerequisite for any course on the host campus, and pass that information along to that campus.

Students will pay the host campus tuition and fees, but will be billed on their home campus, she said. The host campus will be paid through the home campus, which greatly simplifies the process for the student. Students also will be allowed to register with the same prioritization as host-campus students.

“That’s a major change,” she said. “It solves the problems that some of us had the most concern about.”

Communication efforts to promote the fall launch of the expanded online offerings will begin this spring.

Sexual misconduct survey results shocking, but not unusual[10]

Reports of sexual misconduct at CU-Boulder increased nearly 100 percent in 2013-14 and 2014-15, which means efforts to fuel awareness, encourage reporting and promote access to resources for reporting and preventing sexual misconduct are working, said Valerie Simons, executive director and Title IX coordinator in the Office of Institutional Equity and Compliance.

“It doesn’t mean that it’s gotten worse – it means that we’re finally capturing what’s really happening on this campus,” Simons told the CU Board of Regents on Friday at its meeting at UCCS. “And that’s one of the critical things. We’ve got to get people to report to us and the police so we can respond to it.”

The Office of Institutional Equity and Compliance last fall distributed a survey to all students at CU-Boulder. The overall response rate was an impressive 41 percent; of respondents, 28 percent reported experiencing sexual misconduct[11] since becoming a student at CU-Boulder.

While that statistic is shocking, Simons said, it's not unusual.

"Now that we have the frequency rates and we have reports, we've got to reduce the gaps," she said. "It is important to understand the progress our campus has made in respect to our prevention and response efforts."

The survey listed six tactics of sexual assault, ranging from catching you off guard and unexpectedly doing something you didn't want, to using force. The last three tactics – using your incapacitation, using physical threats and intimidation and using force – are the most severe. In the Association of American Universities sexual misconduct survey, 23 percent of undergraduate women reported experiencing sexual misconduct, Simons said. "And they only take those last three tactics. Our number is 28 percent, but we include the whole broad range of tactics," she said.

CU-Boulder opted to do its own survey to best isolate details specific to the Boulder campus. Phase II of the survey results will be released in June and will go into more detail than Phase I.

Simons' office has launched a reporting website that allows students to easily make a report to CU-Boulder and/or CU-Boulder police. It provides lists of resources for individuals to find assistance. CU-Boulder also has initiated required online policy courses and quizzes, and bystander training for all new students.

Regent Sue Sharkey, R-Castle Rock, applauded the progress, but said she was concerned that the Boulder District Attorney's office was not following through on prosecuting cases that had been forwarded by the university.

"I'd like some statistics from our Boulder campus on cases that are referred to them; how many the Boulder (district attorney) is taking to prosecution," she said. "When a crime has occurred, the students have to know that their cases will go on to prosecution. If in the next step, which is beyond our control, they're not prosecuting cases, then we're putting our students through a horrific ordeal to end up having the ball drop at the Boulder County DA's office."

Simons explained there is a higher burden of proof on the criminal side and that county statutes don't always mirror CU-Boulder's statutes and requirements under Title IX.

Regent Michael Carrigan, D-Denver, said the survey results were "shocking and so disturbing."

"The only thing worse than hearing these numbers is not knowing about them," he said. "If we don't know about them, we can't fix them."

Sharkey stressed the role of educating children before they enter college. "There's a problem on our college campuses, it's not unique to CU," she said. "Parental responsibilities – we need to be having these conversations with our children, whether it's that they're going to be drinking or using drugs and putting themselves into high-risk situations, whether it is a son or it is a daughter. It is not just a university problem. And I implore parents to be aware and have these conversations over and over and over again while their students are attending college."

Regent Linda Shoemaker, D-Boulder, noted that the statistics for experiencing sexual misconduct among women of college age who do not attend college are the same.

Regent Sharkey agreed. "Our young women are at risk, whether they're in college or not. This is a society problem."

A follow-up survey will be conducted in three years, Simons said.

Regents roundup: Boulder Athletics facilities, more[12]

With the final cost of improvements to Folsom Field totaling $24 million above the original budget, CU-Boulder leadership last week told the Board of Regents that lessons have been learned and changes are being made for better

results in the future.

Kelly Fox, CU-Boulder senior vice chancellor and CFO, appeared before the board during its meeting Friday at UCCS to request a final $6.3 million in funding needed for completion of the renovation and expansion of facilities at the football stadium. Total final cost of the project is $166.2 million.

In her presentation[13], Fox explained how several factors – including an ambitious construction timeline, unexpectedly challenging soil at the construction site and high turnover of internal and external staff – contributed to the higher costs. A review of the process resulted in recommendations that are being acted on, such as enhanced project management training, communication tools and contracting strategies, as well as the hiring of a new vice chancellor for infrastructure and safety[14], just announced Wednesday. (Read more[15] on the project here[15].)

The board voted 8-0 to approve the final funding (Regent Irene Griego was not in attendance), but not before expressing disappointment in the cost.

“I appreciate all the work the campus has put in … and I get why it happened and I know we’re fixing it, but that’s real money,” said Regent Stephen Ludwig, D-Denver. “It makes me sick to my stomach to see that kind of money wasted.”

Regent Michael Carrigan, D-Denver, disagreed with the characterization of the cost overrun as being wasted money, “though I am disappointed we’re over budget. … Still, thanks to the leadership of (Athletic Director) Rick George and others, we’re exceeding the original expectations on fundraising.” Chancellor Phil DiStefano told the board that George will soon announce total fundraising thus far as reaching between $85 million and $95 million of the announced $105 million goal.

In other business at the Feb. 18-19 Board of Regents meeting at UCCS:
The board voted 7-2 to form an ad hoc academic affairs committee, a proposed three-member, bipartisan committee that would streamline the vetting of degree proposals, sabbaticals and other matters. The current academic affairs committee consists of all nine board members. Regents Michael Carrigan, D-Denver, and Glen Gallegos, R-Grand Junction, voted against the change. Lt. Gov. Joe Garcia appeared and was honored by the board, which adopted a resolution of gratitude and appreciation for his service to higher education in Colorado. The board approved a new experience design degree and changes to existing degrees at CU-Boulder. Read more here.[16]

Wozniak to keynote Conference on World Affairs[17]

CU-Boulder’s first endowed telecom chair to be funded by $4 million gift [18]

Forum offers peek into North Nevada future[19]

Researcher discovers rare raptor tracks [20]

Employee Services reorganization underway[21]

Kathy Nesbitt, vice president of employee and information services, recently marked her first year at CU, and is undertaking organizational changes informed by her assessment of operations during that time.

Nesbitt has begun by announcing changes to leadership in Employee Services at system administration. Lisa Landis, associate vice president and chief human resources officer, is transitioning into a consultative role for the office. M. Scott Morris, chief human resources officer at CU-Boulder, will fill Landis' former post on a temporary basis.

"Lisa has done a wonderful job over the years of improving outcomes for us," Nesbitt said. Now, with the rollout of Elevate, CU's upgrade to its finance and payroll systems, concluding, attention will shift to further improving efficiencies in Employee Services. Toward that end, more changes are expected in the coming months.

CU's degree audit application gets new name, features[22]

To best reflect the work that occurs within the degree audit function under student systems, the Degree Audit and Reporting System (DARS) is now the Degree Audit and Transfer Credit (DATC)[23] system.

The DATC system under CU Student Integrated Systems (CU-SIS) supports students and staff from the Registrars and Admissions offices with application functions related to articulating transfer credit from other institutions and determining a student's progress toward graduation. The new system supports CU's ability to be more nimble with bringing future upgrades and new functionality to the DATC user community.

During the yearlong project, UIS facilitated a partnership between all CU campuses and the Student Systems team to ensure a stable and secure application that met the needs of the DATC user community. This upgrade increased efficiencies by enhancing automated processing, streamlining workflows and ensuring ongoing vendor support with patches and feature enhancements.

The DATC user community may now generate large quantities of student degree audits using real-time data, rather than waiting for overnight processing. The modern interface supports fluid design for mobile devices and provides the foundation for CU to take advantage of upcoming products and features planned by this vendor. Data security also is enhanced both cross-site and for users.

To learn more about the many applications that make up the CU-SIS suite of enterprise tools, refer to the UIS Service Catalog[24] under CU-SIS.

Beckwith named fourth campus scholar in conservative thought [25]

UCCS Public Safety honored [26]

Chandler study examines why organizations repeat big mistakes[27]

Schwartz to be interim provost while search conducted [28]

Brown wins 2016 James Craig Watson Medal[29]

Zimmer to take diversity, advising posts[30]

Shanta Zimmer, an infectious disease physician and professor at the University of Pittsburgh, will join the School of Medicine this spring as the associate dean for diversity and inclusion and head of the Career Advising Program for Undergraduate Medical Education.

At the University of Pittsburgh, Zimmer also is vice chair of education for the Department of Medicine and the Internal Medicine Residency Program director. Her husband, Fernando Holguin, assistant professor of medicine and pediatrics at University of Pittsburgh and assistant director of the Asthma Institute at UPMC Montefiore Hospital, also will become the head of the Latino Health Research and Policy Program. He will have a clinical and research presence in the Center for Lungs and Breathing in asthma at University of Colorado Hospital.

CU-Boulder 5th in the country for Peace Corps volunteers [31]

African-American students share their campus experience at CU diversity summit[32]

UCCS amongst top schools for vets[33]

Message to donors: 'You make our work possible' [34]

Links
[1] https://connections.cu.edu/spotlights/five-questions-michelle-barron[2] https://connections.cu.edu/stories/modest-increases-proposed-tuition-employee-merit-pool[3] http://www.boarddocs.com/co/cu/Board.nsf/files/A7DLGH5632EB/$file/%281%29%20FY%202016-17%20Budget%20Proposal%20Feb%20BOR%20Final.pdf[4] http://www.colorado.edu/news/features/chancellors-corner-tuition-plan-take-cu-boulder-future[5] https://connections.cu.edu/stories/diversity-cu-recent-progress-encouraging[6] https://connections.cu.edu/stories/regents-vote-expand-anti-discrimination-policy[7] https://www.cu.edu/office-

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