



Five questions for Nia Mitchell^[1]

One class – anatomy – almost was the difference between an office nameplate reading Nia Mitchell, M.D., and one reading Nia Mitchell, Ph.D.

But Mitchell finished medical school at Washington University in St. Louis, then completed a residency in internal medicine at the University of Colorado in 2008, followed by a primary care research fellowship at CU, which she completed in 2010. She's now an assistant professor at the CU School of Medicine with research interests in obesity treatment and prevention for low-income and ethnic minority populations.

As a lifetime member of Weight Watchers, she understands the struggles her patients face and how challenging weight loss can be. She practices medicine at Uptown Primary Care (formerly known as High Street Clinic), a resident and faculty practice affiliated with the university at Presbyterian St. Luke's Medical Center. She studies the effectiveness of an accessible weight loss program, Take Off Pounds Sensibly (TOPS).

"As a researcher, a lot of my time is spent at my desk, by myself, writing grants or writing papers," she says. "But when I need motivation, I sit in on one of the TOPS groups that I started with the Center for African-American Health. They have a great time. They were part of my research project, but it continues beyond that. The program is still going and I'm really proud of that."

1. Why did you choose to study medicine?

When I first went to college, I planned to major in biology and become a doctor. But prior to starting college, I attended a summer program that emphasized engineering. I changed my major to chemical engineering so I could have a backup plan in case I didn't get into medical school. However, I didn't even apply to medical school when I graduated. I was afraid of what I called "the dead body class." I was scared of dead bodies. I decided to become Nia Mitchell, Ph.D. instead of Nia Mitchell, M.D., so I went to the University of Virginia for graduate school. As it turns out, I wasn't cut out for bench research. I hated being in the lab by myself late at night when the equipment was available, so I got a master's degree and went to work. I was a practicing engineer for four years. I worked for M&M-Mars, the candy company, and after that, I worked for DuPont. But I felt something was missing and decided to go to medical school.

2. Your current research interests include weight-loss interventions for low-income and minority populations. How did you choose this area of study and how have your life experiences influenced your work?

I was in medical school, between the first and second year, and worked with an amazing primary care physician, Claudia Busiek. So many people's problems were caused by weight, and if you could just do something about the weight, it would help manage these other medical conditions. So I chose to go into obesity research. I became interested in low-income and minority populations because these populations are more likely to be obese, but they are less likely to have the resources to do anything about it. And, secondly, I am an African-American woman and I've also had to deal with weight issues a couple of times in my life – not only with myself but with my family members.

I tell my patients that I, too, had to lose weight. I'm a lifetime member of Weight Watchers. Some people might not be impressed with the amount of weight I had to lose, but I still recognize that it's hard to do: I'm from Louisiana, so I know how to eat and I love to eat.

When I went to college, I gained the "freshman 15" in six weeks. I didn't really understand where it came from because I felt I was doing what I always did. But in reality, I went from mom cooking dinner six nights a week, and eating out one day a week, to eating the equivalent of fast food every day for every meal. When I was in high school, I was physically active: I was on the track team and a cheerleader. I was exercising all the time and didn't realize it, but that pretty much stopped when I went to college. By the time I went to grad school, my slider was about to move – remember those old scales where you had to slide the indicator over every 50 pounds? – and I said, "No, we're not having that."



I was motivated to lose weight. I joined the Diet Center and lost 20 pounds. But then my residency came along and I didn't have the best eating habits. As a resident, you eat what you can, when you can, and exercise is not a priority – at least it couldn't be for me. Also, during residency, Hurricane Katrina hit New Orleans, and as part of my training, I went back during the month of December – the worst time to be there because there was food everywhere! I gained 8 pounds in one month and I could not fit into my pants anymore. Since I gained the weight in one month, I thought I'd lose it in one month when I got back to Denver, but it didn't work that way. When I returned, several women in my program lost weight in Weight Watchers, so I joined as well. I lost 15 pounds and fit into my clothes and that started me back on my current track.

My patients often say that 15 pounds isn't a big deal, but it's actually harder to lose weight when you have less to lose. I understand that losing weight is hard. And I also tell them that they might be a little bit hungry. So I know it's hard, but I also know it's possible.

3. What does your research entail and what have you discovered? For instance, do all minority populations respond in similar ways to the same weight-loss interventions or are there cultural differences?

As a fellow, I was looking for a weight-loss program that I could bring into my clinic where we treat an underserved population. The problem is that many are uninsured or have Medicaid, so they don't have a lot of extra money to spend on weight loss. One of the programs I found is Take Off Pounds Sensibly (TOPS). I contacted TOPS to find out what kind of evidence there was behind the program. They basically sent me propaganda; they didn't have the scientific evidence that the program worked, so I asked if they would allow me to research the program. My initial analysis showed that people who join TOPS can lose 5 percent or more, which is clinically significant because the loss can lead to improvement in diabetes or high blood pressure or sleep apnea or osteoarthritis.

In addition, TOPS costs only \$90, which is much better than other programs that cost anywhere from \$500 to \$5,000 a year. One of the reasons TOPS is less expensive than other programs is because it is a peer-led organization. TOPS provides the administrative and educational materials.

Since then, I've done another study looking at seven years' worth of data, and I had a community engagement pilot grant with the Center for African-American Health through the CCTSI (Colorado Clinical and Translational Sciences Institute), where we started the Senior Wellness Initiative and TOPS Collaboration for Health (SWITCH) project. This project started TOPS chapters at sites of the Senior Wellness Initiative, a program of the Center for African-American Health, with the goal to help seniors maintain their independence through classes on nutrition and diabetes management, for instance. We started three TOPS chapters around the city to help seniors manage their weight.

One of the things that I'm most proud of is that one of the chapters is still in existence today. The study ended in August 2012, but the chapter kept going. Participants can afford it and they really enjoy themselves. The community and camaraderie that they've developed keep them engaged in weight management and in life.

In the future, I plan to do a randomized control trial with TOPS, and my hope is to prove that the program is efficacious, which is the gold standard for research.

Most of the participants in weight-loss intervention studies are women, and research has shown that African-American women tend to respond less well than Caucasian women even if they are in the same program. There are a lot of calls to change the programs, but the problem may be that the programs haven't been tried sufficiently in minority populations or perhaps the participants would respond better if they felt they could relate to the leaders.

We put a lot of emphasis on racial cultural differences, but I think there are a lot more regional cultural similarities. I'm an African-American woman from the South, and the way I ate growing up is similar to the way everyone in the South eats — regardless of race.

4. The American Medical Association has labeled obesity as a disease, but not everyone agrees with that assessment, including insurance companies. Does this have an impact on your practice?



What's really important about obesity being labeled a disease is the hope that the treatment for it can be reimbursed – that insurance will help pay for people to join weight-loss programs. That insurance is going to pay for weight-loss medication. That insurance is going to pay for weight-loss surgery. Weight loss is easy; it's maintaining the weight loss that is difficult. People have to stay on top of it; it has to be treated all the time, just like high blood pressure. You don't take away someone's antihypertensive when their blood pressure gets to goal, but we reduce or stop weight-loss treatment when people reach their goal weight.

It's one of the reasons I like the TOPS program. With a lot of programs, in the weight-loss phase, you are expected to participate weekly. Once you lose the weight, in the maintenance phase, you participate less frequently, usually monthly. The next thing you know, you see the weight creep back up because the people aren't fully engaged. With TOPS, the expectation is that people will participate weekly in the weight-loss and maintenance phases. When they reach their goal weight, they become KOPS members who are working to Keep Off Pounds Sensibly and still go to weekly meetings.

5. What do you do in your free time? I understand that you are a mentor for Whiz Kids. What is the program and what is your role?

I am currently training for a half-marathon. I feel if I tell enough people about it, I'll actually do it. It's easier to back out if it's only in your head. I ran a marathon when I was in medical school, but since I've been in Colorado, I haven't been running much, so I thought I'd try a half-marathon. I also started road biking when I moved here. Before I moved to Colorado, I wondered why anybody would want to be on a bike all day, but now that's changed and I've done a couple of supported rides – a 50-mile and a 100-mile ride – that were good challenges for me. I like to play tennis. And I currently am finishing my first DIY project, staining a vanity. I think that if I can earn four degrees, I should be able to do this. It's not that simple, but it's been fun.

Whiz Kids is a program offered through my church. We tutor kids in elementary and middle school weekly. There's a half-hour of club time, where they get a group Bible lesson or sing religious songs, then we spend 20 minutes reading, 20 minutes on math and 20 minutes playing a game. I really enjoy it and it's great for me to see my mentee reading better than she was last year. My hope for her is that she will come to enjoy reading and look forward to it, because if I didn't enjoy reading as a kid, I wouldn't be where I am today.

Graduate programs across CU system rate highly^[2]

University of Colorado graduate programs hold dozens of spots in the latest annual rankings from U.S. News & World Report, whose survey spotlights excellence in higher education across the country.

All four CU campuses are recognized for research and teaching achievement in the fields of health care, engineering, law, education and business.

Below is a sampling of CU's rankings from the 2016 edition of [Best Graduate Schools^{\[3\]}](#) (U.S. News Media Group). Some rankings include ties with other institutions:

University of Colorado Boulder **No. 1:** CU-Boulder's atomic/molecular/optical physics program maintains the top spot nationally. **Top 10:** Other CU-Boulder programs ranking in the top 10 are environmental law (fifth), ceramics (eighth), quantum physics (eighth), geology (ninth), physical chemistry (ninth) and aerospace engineering (10th). Another 28 CU-Boulder schools and programs hold places on the national rankings within their fields: chemical engineering (16), education policy (16), clinical psychology (18), environmental engineering (18), physics (18), civil engineering (21), earth sciences (23), chemistry (24), speech-language pathology (25), audiology (27) School of Education (29), biological sciences (30), psychology (30), College of Engineering and Applied Science (34), mechanical engineering (35), electrical engineering (37), computer engineering (38), computer science (40), Law School (40), political science



(45), mathematics (46), sociology (46), English (50), history (50), Leeds School of Business (52 for part-time MBA schools), economics (53), fine arts (53) and the Leeds School of Business (86). Not all disciplines are ranked by the publication. University of Colorado Anschutz Medical Campus

School of Medicine

Top 10: The school ranks eighth nationally for primary care, with the specialties of pediatrics (fifth) and family medicine (seventh) also ranking high. The physician assistant program ranks fifth. The School of Medicine ranks 35th overall for research.

College of Nursing

Top 10: The online nursing degree ranks fifth. The nursing master's degree is 30th.

Skaggs School of Pharmacy and Pharmaceutical Sciences

No. 24 for pharmacy (most recent data available). Also No. 5 for NIH funding.

Colorado School of Public Health

No. 31 for public health. University of Colorado Denver **Top 10:** The online criminal justice program ranks ninth. Other schools and programs ranking: health care management (two spots: 18th, in partnership with the Network for Healthcare Management; and 23rd), School of Public Affairs (29), Department of Integrative Biology (Biological Sciences Ph.D. program) (75), the Business School's part-time MBA program (91) and the School of Education and Human Development (96). University of Colorado Colorado Springs **Top 20:** The online engineering degree ranks 20th. Also ranking are the online business MBA (40), nursing master's degree (75) and part-time MBA (130). Rankings are based on two types of data: expert opinions about program quality, and statistical indicators that measure the quality of a school's faculty, research and students. These data come from surveys of more than 1,900 programs and more than 13,700 academics and professionals. The publication aims to provide a tool to students and parents who are comparing college programs at accredited public and private universities in the United States.

The 2016 Best Graduate Schools includes rankings in five of the largest professional graduate school disciplines ([business](#)^[4], [law](#)^[5], [education](#)^[6], [engineering](#)^[7], and [medicine](#)^[8]), as well as part-time MBA and part-time law school programs. For the first time, U.S. News also is ranking master's programs in nursing based on both statistical and reputational data. Detailed statistical data collected about each nursing school will be displayed on searchable directory pages on usnews.com, as well as in the Best Graduate Schools 2016 print guidebook, on sale at newsstands on April 7.

State lawmakers recommend historic funding increase for higher ed^[9]

The University of Colorado and other institutions of higher education across the state stand to gain \$75.6 million in the upcoming budget year in the most recent recommendation of the Legislature's Joint Budget Committee (JBC).

During figure setting last week, the JBC voted to advance a 10 percent increase in operations funding for public colleges and universities, as requested by Gov. John Hickenlooper – an amount equal to \$60.6 million.

Because of a new higher education funding formula, some institutions would receive an increase greater than 10 percent and others less than 10 percent. To minimize this inequity, the request also included about \$5 million to set a funding floor to ensure that every institution would see an increase of at least 10 percent through the new funding model. The governor also asked for an additional \$10 million to provide grants to college programs impacting college completion and reducing attainment gaps.

The JBC voted in favor of those recommendations, as well, resulting in a total proposed increase of \$75.6 million, or a historic increase of 12 percent for the 2015-16 fiscal year.

The funding increases will help all institutions comply with the tuition rate increase cap of 6 percent going into next year.

Because the JBC continues to work on setting budgets for other priorities, there still is a chance that that amount could



dip. State revenue forecasts, due March 18, also will affect the state budget.

As it stands, funding increases to individual state colleges and universities could range from 10 percent to 17.5 percent.

If the committee keeps the entire \$75.6 million in the funding model, and should that be approved by the full Legislature, CU anticipates receiving slightly more than the initially planned 10 percent increase for the next fiscal year.

For most institutions, including CU, state funding and tuition costs are directly linked. CU last year raised tuition at CU-Boulder campus by only 3.3 percent, the lowest increase in eight years. The CU Board of Regents is considering tuition increases next year between 3 percent and 3.7 percent. These relatively small increases are largely because of the state's increase in funding operating budgets this year and, it is hoped, next year.

VETS course offers faculty strategies to teach, relate to veterans^[10]

A 30-minute online course and video, VETS: Veteran Educator Training and Support Program, is now available to help CU faculty better understand the needs of student veterans and learn strategies that promote veteran success in the classroom.

A collaboration between campus-based veteran's affairs offices and the CU system Employee Services' Employee Learning and Development division, this resource is part of a growing number of CU programs dedicated to helping student veterans be successful.

"These training tools allow staff members from all around the world to get an understanding of what serving in the military in wartime is like, and the strategies that will help service members and veterans be successful," said Phillip Morris, director of the Office of Veteran and Military Student Affairs at UCCS.

There are more than 600,000 student veterans in the U.S., according to the VETS course. This number is predicted to grow to as many as 2 million student veterans by 2025. Veterans face many issues as they transition from active duty, such as expectations from instructors, structuring their time and effort, and finding the appropriate health care and mental health services. The online course is important in aiding these transitions, as many civilians do not understand what it is like serving in the military.

"In the Army I had a purpose, a reputation, and a lot of people depending on me to do my job," said John Woods, a UCCS student and veteran. This can be a very different culture than what is experienced in higher education.

The course discusses subtle ways that faculty can enhance student veterans' educations. For example, the course video says that veterans are detail oriented and extremely focused, and faculty can enhance those positive traits in a variety of ways, such as giving clear instructions. The new introductory video discusses the challenges faced by student veterans as well as the positive characteristics of many veterans that will benefit their education. It creates a network of supportive faculty and staff for veterans to use as resources.

"I am really grateful for kind, respectful, inclusive professors who would tell the class from day one, 'If you have anything you need to talk to me about, I am available right after class or you can email me,'" Woods said. "That was absolutely huge in my world, considering the hailstorm of fear, doubt, paranoia and anxiety I was walking through in the beginning stages of my transition."

Transitions are key to each office. The CU-Boulder Office of Veteran Services offers three phases of support: Transition to School, Success at School, and Post-School Success. At UCCS, programs are offered for veterans transitioning into the university as well as into a career at the end of their education. CU Denver offers a peer-to-peer mentor program to connect student veterans to campus resources. Patrick Browne, director of the Office of Veteran



Student Services at CU Denver, said it offers a mentor program and connects students to mental health professionals and tutors as needed to ease the transition into academics. On all CU campuses, the veteran's affairs offices provide counseling on veterans benefits, which can be very complicated.

Each CU campus supports student veterans after they graduate. One of CU Denver's most successful programs is Boots to Suits, which is being adopted by UCCS as well. Through Boots to Suits, student veterans have access to career mentorship, so they are better prepared to enter the workforce. They also receive a suit to start them in their career.

So what's next for CU? Each campus is working to improve its existing programs. Denver, Boulder and UCCS also are working on building stronger connections with community colleges. These programs will form a sturdy pathway from local community colleges into the university.

These efforts are paying off for CU. As the U.S. sees an uptick in student veteran enrollment, CU is well prepared to welcome them to any campus.

Access the VETS video and course

To take this 30-minute online course, please log into the employee portal at my.cu.edu^[11], click on the Training tab and select "Start SkillSoft."

The course can be found at SkillSoft under the University of Colorado – Courses> any campus folder> Faculty> CU: VETS: Veteran Educators Training and Support Program.

Benson sets town hall schedule for April, May^[12]

CU President Bruce Benson has announced a spring slate of Town Hall meetings, where faculty and staff at all four campuses and system administration are invited to hear an update on the university and responses to questions posed by employees.

Benson plans to speak on state funding, the CU Foundation to Advancement transition, the systemwide constituent management system (CRM) project and more.

Registration instructions will be distributed via email. While registering, faculty and staff members may submit written questions for the president; as time allows, he'll respond to these at the town halls.

Those unable to attend in person may view webcasts of each event; details also will be included in email communication.

The 2015 Town Hall Schedule:

CU-Boulder

9:30 a.m. April 29, Old Main **CU Colorado Springs**

2 p.m. April 20, Berger Hall **CU Denver**

3:30 p.m. April 1, Terrace Room **CU Anschutz Medical Campus**

?3:30 p.m. April 8?, Hensel Phelps Auditorium **System administration**

8 a.m. May 6, location TBA

Researchers propose novel mechanism to explain region's high



elevation^[13]

College of Business and Colorado Rapids partner to offer soccer management track^[14]

A day in the life of the Liniger Building at CU South Denver^[15]

Study: Pediatricians pressured to delay vaccinations^[16]

Obituary: Susan Kirk^[17]

CU Regent Emerita Susan C. Kirk, an activist for women's rights, higher education and all things Colorado, died on March 6, 2015. She was 81.

She served two terms on the Board of Regents, having won election in 1992 and 1998.

Susan was the daughter of Stuart and Katherine Cosgriff. Susan's civic engagement was rooted in her passion for helping people. Susan was a stalwart community leader, serving on the boards of CU's Center for the American West, the Women's Research Center at the CU Health Sciences Center, and Denver's Civic Center Conservancy. Earlier in her professional career Susan served as the Finance Chair and Project Director for Senator Tim Wirth and as a community liaison for the Denver law firm, Home, Roberts and Owen. She served on the boards of both Planned Parenthood and Pathfinder International. After graduating from Denver's Kent School for Girls, Susan graduated from Vassar College in 1956. She later married Anton Mueller and raised four children in Seattle, Washington. She returned to Denver in 1995 after remarrying Richard A. Kirk.

Susan is survived by her husband Dick, their seven children Anton, Chris, Gretchen, Peter, Laura, Pam and Lisa, fourteen grandchildren, her two sisters Tinka Kurtz and Bridget Cosgriff, and pre-deceased by her brother Peter Cosgriff. In lieu of flowers, donations can be made to: CU Foundation-CWHR, in memory of Susan Kirk, University of Colorado Foundation, P.O. Box 17126, Denver 80217. People may also donate online at www.cwhr.org^[18].

Services in memory of her life will be held at Saint John's Episcopal Church at 11 a.m. Saturday, March 14.

Source: Legacy.com^[19]



Glode honored at EPIC Experience Gala^[20]

Michael Glode, a CU Cancer Center member, recently was awarded the EPIC Hero Award at the third annual Hearts and Hope Gala. Epic Experience is a nonprofit organization that offers free, weeklong outdoor experiences to people who have been diagnosed with cancer.

The 2015 gala started a new tradition. Nancy Ferro, founder of EPIC Experience, said the award acknowledges the medical community that supports cancer survivors every day. “Mike was an easy pick as he has done so much for cancer survivors across the country and here in Colorado,” she said.

Glode has been involved with EPIC Experience camps and is part of the medical advisory team for the organization.

“The EPIC experience is a wonderful event for cancer survivors and many of our patients at University of Colorado Cancer Center have been able to take part,” Glode said. “Watching people stretch their limits by going kayaking on the Colorado River and then share their hearts around a campfire at night is special, and I have enjoyed being a part of the program as a medical volunteer.”

Havlick a collaborator on Fort Carson research^[21]

David Havlick, associate professor, Department of Geography and Environmental Studies, UCCS, and Eric Perramond, associate professor of environmental science and Southwest studies, Colorado College, spent more than seven years tracking the efforts of the U.S. military to expand the Army base at Fort Carson and the rural resistance against it. The pair wrote “Militarized spaces and open range: Piñon Canyon and (counter) cartographies of rural resistance,” which recently published in the journal *Environment & Planning D: Society and Space*.

The piece examines how rural communities in Colorado have confronted military expansion. Havlick and Perramond note that although there has been a series of base realignments and closures during the past three decades, the Army base at Fort Carson has grown.

In 1983, Fort Carson expanded into a 95,500-hectare training area in southeastern Colorado known as the Piñon Canyon Maneuver Site. In 2006, the Army announced plans to expand the site by 169,000 hectares. Under the Army’s proposal, a significant portion of southeastern Colorado would be transformed into the largest Army training ground in the U.S. This prospect galvanized a diverse coalition of rural residents to oppose the Piñon Canyon expansion.

Havlick and Perramond’s research, begun in 2007, examines how the principal actors in this case — the U.S. Army and a rural citizen opposition coalition — mobilized different narrative and political strategies based on substantially contrasting cartographic representations to shape the debate and construct contested geographies of this space as military training ground versus open range.

The article notes that as of 2014, the expansion of the Piñon Canyon Maneuver Site is on hold, although there is no guarantee that the base or military area expansion will not proceed in the future.



Moses named fellow of American Educational Research Association^[22]

Michele Moses, associate dean for graduate studies and professor in the University of Colorado Boulder's School of Education, is among 23 top scholars named as the American Educational Research Association's (AERA) 2015 fellows. In an organization of more than 25,000 members, the new scholars join only 579 current and emeritus fellows previously recognized for their contributions within and beyond their fields of research.

AERA Fellows are carefully selected for their substantial, sustained, and interdisciplinary research accomplishments. The rigorous process requires initial nomination by peers outside of the nominee's home institution, selection by the AERA Fellows Committee, and approval by the AERA Council.

Moses, who also was recently elected to the board of The John Dewey Society, is a philosopher of education concerned with advancing equal opportunity through more equitable education policies, especially with regard to access to higher education. As a Fulbright Scholar, she has analyzed affirmative action policies across six continents. Her work as a National Academy of Education/ Spencer Fellow has led to her most recent book, "Living With Moral Disagreement: The Enduring Controversy About Affirmative Action" (University of Chicago Press, 2016). Moses also has been recognized with CU's Outstanding Graduate Mentor Award and The Best Should Teach Gold Award.

Moses joins several CU-Boulder colleagues who have been recognized with this honor. As of last year, the proportion of the School of Education's faculty that has been named fellows of AERA was second only to Stanford. Shepard notes this distinction as evidence of the School of Education's outstanding faculty and their national recognition in education research.

Harpin appointed to Colorado Child Fatality Prevention Review Team^[23]

Scott Harpin, assistant professor, College of Nursing at CU Denver, recently was appointed to the Colorado Child Fatality Prevention System (CFPS) State Review Team as a nurse who specializes in traumatic injury or children's health.

The CFPS State Review Team includes 45 members representing multiple disciplines and agencies, explicitly described in the legislation, and shall be appointed for three-year terms. Harpin and other members are clinical and legal experts in child health and safety. They work collaboratively with Colorado state staff to review deaths of children under 18 years of age. Each member was selected for his or her expertise in child abuse prevention, pediatrics, family law, death investigation, motor vehicle safety and sudden infant death syndrome (SIDS). The team conducts reviews regarding approximately 220 preventable child fatalities per year.

The State Review Team's main objective is to make state-level, policy-related prevention recommendations for the state legislature in tandem with those made by local teams.



Shockley-Zalabak to receive CC honor ^[24]

UCCS Chancellor **Pam Shockley-Zalabak** will receive an honorary degree from Colorado College during the college's commencement exercises May 18.

Shockley-Zalabak is one of three people who will receive an honorary degree. She was selected in recognition of her efforts to promote regional economic growth and access to higher education in the Pikes Peak region.

Other honorary degree recipients are Bruce McCaw, a former CC student who chairs the Talaris Institute, Seattle; and Paul Morin, director of the Antarctic Geospacial Center at the University of Minnesota.

Koziol publishes on community collaborations ^[25]

Christopher Koziol, associate professor of architecture, director of CU Denver's master of science in historic preservation program, and director of the Colorado Center for Community Development, has a new article in the February issue of Colorado Municipalities magazine published by the Colorado Municipal League.

The article, "Community by Design," includes a spotlight on a Colorado Department of Local Affairs-sponsored University Technical Assistance Program (DOLA/UTA) downtown design project that was done in partnership with the city of Yuma, an agricultural-based community in eastern Colorado with approximately 3,000 residents.

Through the UTA Program, students collaborate with communities on projects approved and partially funded by the Colorado Department of Local Affairs (DOLA). Students make an initial site visit to meet community members and learn about the community. They then develop a scope of work, timeline and budget.

Dropping names ... ^[26]

Eleven people accepted teaching and non-teaching positions at UCCS in February. They are: **Yanjie Cheng**, international services and recruitment coordinator, Office of International Affairs; **Mary Ward**, transfer admissions counselor, Office of Student Recruitment; **Nicole Anthony**, communication cultivation and events professional, Department of Visual and Performing Arts; **Shannon Christopher**, nurse practitioner, Beth-El College of Nursing and Health Sciences; **Sarah Mesa**, research integrity specialist, Office of Sponsored Programs; **Renai Albaugh**, project manager and executive assistant, University Advancement; **Michael Cunningham**, cook, Dining and Food Services; **Michael Dutton**, general laborer, Facilities Services; **Maurice Paez**, materials handler, Facilities Services; **Travis Hanable**, security officer, Public Safety Department; and **Ryan Achor**, testing and front office specialist, Office of Disability Services.



Leadership in administrative systems technologies to be showcased at conference^[27]

From University Information Systems:

CU's primary administrative systems are based on Oracle's PeopleSoft backbone. These include student, financial and human resources systems, as well as the university's employee portals. This is an exciting time for CU's technology systems with the extensive upgrades of our finance and human resources systems (the [Elevate](#)^[28] project), our portal applications and going mobile.

Our expertise gained from software implementations and partnering closely with Oracle as a strategic partner and in their [Higher Education User Groups \(HEUG\)](#)^[29] positions CU as a leader in PeopleSoft technologies. As such, 24 employees from CU-Boulder, UCCS and system administration are facilitating 23 presentations at the 2015 Alliance conference March 15-18 in Nashville.

Alliance sessions are offered in several levels of expertise, or tracks. The following are the sessions offered by CU staff. Want to learn more about CU's presentations or the entire Alliance 2015 Agenda? [Search the Agenda](#)^[30].

Track

Presenter(s)

Campus/Department

Presentation

Admissions Matthew Glover: Admissions Application Manager System Administration/University Information Systems
File Parser in the Admissions Life-Cycle CRM Lisa Carr: CRM Application Manager System Administration/University Information Systems
Tips on implementing PeopleSoft CRM 9.2 online marketing enhancements without losing your mind Financial Aid Vic Goldberg: Associate Director, Financial Aid University of Colorado Boulder Financial Aid Office
Automated Unofficial Withdrawal / Began Attendance Processing with no Modifications Financial Aid Louis Melucci: Assistant Director Processing Operations University of Colorado Boulder Financial Aid Office
Census Date Processing: All in a day's work General Interest Jill Ibeck: Associate Director of PeopleSoft Development System Administration/University Information Systems
CU is On Phire! Project Management and Life Cycle Matthew Arveson: Integrations Business Analyst System Administration/University Information Systems
Implementing Oracle's Mobile App at University of Colorado Project Management and Life Cycle Carolyn Landa: FIN Project Manager

Vickie Martin: FIN Project Director System Administration/Office of University Controller Beyond Fit/Gap: Detailed Approach to Successful Requirements Analysis Reporting and Business Intelligence Milap Sharma: Director of Application Development System Administration/University Information Systems
Reporting and Business Intelligence Community Mingle Reporting and Business Intelligence Nithin Vijayendra: Senior DataStage Developer

Molly Doyle: Assistant Director Data and Business Intelligence System Administration/University Information Systems
From 0 to 60: Drastically improve your ETL process runtimes and performance Security and Audit Rebecca Kimminau: PeopleSoft Security Administrator

Ryan McDaniel: Assistant Director Identity Management System Administration/University Information Systems
Securing Sensitive Data in Campus Solutions 101 Security and Audit Ryan McDaniel: Assistant Director Identity Management System Administration/University Information Systems
Protect your Users and Data in PeopleSoft with 2 Factor Authentication Security and Audit Vickie Martin: FIN Project Director

Carolyn Landa: FIN Project Manager System Administration/Office of University Controller Security: From Archaic to Innovative Student Financials John Hanna: Student Financials Application Manager System Administration/University Information Systems
Even a Coal Miner's Daughter can pay for College – Creating Payment Options w/ NBS Payment



Plans Student Financials Amberly Scheppach: Lead Business System Analyst University of Colorado Boulder Bursar's Office Don't Fall to Pieces! Waivers Demystified Student Financials Steve Perucca: IT Senior Professional University of Colorado Colorado Springs Financial Services – Bursar's Office CommGen and BI Publisher Account Summaries Student Records Rana Silver: Application Manager System Administration/University Information Systems Well Shut My Mouth...CU has Gone Mobile! Technical Jason Armbruster: System Architect System Administration/University Information Systems Mobile Campus Panel Discussion Technical Eric Bolinger: Senior Lead PeopleSoft Administrator System Administration/University Information Systems Decoupled PS Homes – A Case Study from the University of Colorado Technical Eric Bolinger: Senior Lead PeopleSoft Administrator System Administration/University Information Systems Leveraging your current VMWare Architecture with PeopleSoft Update Manager Technical Eric Bolinger: Senior Lead PeopleSoft Administrator System Administration/University Information Systems Integration Broker Tuning for Volume and Performance Technical Jon Danzl: PeopleSoft Portal Developer

Toby Lutz: Senior Portal Developer

Bob Hasenhundl: Portal Developer Lead System Administration/University Information Systems Ready, Set, Go! Campus Mobile in 45 minutes Technical Scott Munson: Associate Vice President and Chief Information Officer System Administration/University Information Systems Cloud Adoption and Strategy Panel for CIOs and Executives Training & End User Support Ryan Day: Financial Systems Analyst System Administration/Office of University Controller The Single Biggest Problem: A Panel on Engaging, Accessible Communication Training & End User Support Normandy Roden: Director of Finance & Procurement Business Services System Administration/Office of University Controller Learning Activity Exchange

Links

- [1] <https://connections.cu.edu/spotlights/five-questions-nia-mitchell>
- [2] <https://connections.cu.edu/stories/graduate-programs-across-cu-system-rate-highly>
- [3] <http://www.usnews.com/grad>
- [4] <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-business-schools>
- [5] <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-law-schools>
- [6] <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-education-schools>
- [7] <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-engineering-schools>
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- [18] <http://www.cwhr.org/>
- [19] <http://www.legacy.com/obituaries/denverpost/obituary.aspx?pid=174354920>
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- [26] <https://connections.cu.edu/people/dropping-names-169>
- [27] <https://connections.cu.edu/stories/leadership-administrative-systems-technologies-be-showcased-conference>
- [28] <http://www.cu.edu/elevate>
- [29] <https://connections.cu.edu/?s=heug>
- [30] <http://www.alliance-conference.com/p/cm/ld/fid=1091>