Once every seven years or so, each academic department on the CU Boulder campus is required to be evaluated. The process takes approximately one year and can be tedious, but it provides the faculty, staff, and students with an opportunity to review the status of the department and to plan for the next seven years. The first and most important step in this process is for the department to perform a self-evaluation by responding to a prescribed set of questions that ask about the policies and practices governing the function of the department. The questions ask about the undergraduate and graduate programs, recent scholarly activity of the faculty, resources available to the department, support and mentoring of faculty, and strategic plans to improve the function of the department. As we have just completed our self-evaluation, I am taking this opportunity to share with you some of the key points that we addressed.

Our undergraduate major remains popular (~1,800 students) and is the second largest in the College of Arts and Sciences, but it is challenging for the 20 faculty to provide enough coursework to meet the demand each semester. The IPHY major requires undergraduates to pass four courses (anatomy lecture + lab, physiology I/comparative physiology, physiology II, physiology lab, and statistics) and three of six elective core courses (biomechanics, cell physiology, endocrinology, exercise physiology, immunology, and neurophysiology) in order to graduate. In the 2010-11 academic year, we taught at close to our maximum capacity. The major
The number of students in our graduate program depends on how many research and teaching assistantships the department can provide. This year we have 30 doctoral and 44 masters students. The number of teaching assistantships is determined by the number of undergraduate majors, whereas the number of research assistantships largely depends on the amount of research grant support awarded to the faculty. Due to the size of our major, the department can support approximately 40 graduate students each semester on teaching assistantships. However, the amount of grant money available to provide research assistantships has declined steadily in recent years due to the increased competition for the funds allocated to such agencies as the National Institutes of Health and the National Science Foundation. In the 2010-11 academic year, for example, the research-active faculty mentored an average of 0.5 ± 0.7 BA/MS students (concurrent program), 2.0 ± 2.6 MS, and 2.0 ± 1.7 PhD students, but if they had an unlimited supply of assistantships would have been willing to mentor 1.1 ± 0.9, 2.3 ± 1.4, and 3.3 ± 1.3 students, respectively. These data indicate that the graduate student census is less that the preferred capacity of the faculty, which means we need to find other ways to provide financial support for potential graduate students.

In response to the increased competition for research grants and the apparent decline in science literacy among the US population (http://www.nytimes.com/2011/08/14/opinion/sunday/the-elusive-big-idea.html?pagewanted=1&ref=opinion), the faculty have decided to broaden the mission of the department. The strategy is to expand the mission beyond the level of the single organism to populations of organisms. Whereas integrative physiology typically focuses on survival at the level of the individual organism, this approach ignores the impact of population activity on the physiology of the individual.

Examples of population effects on the physiology of the individual include: (1) the relations between social networks and disease; (2) variations in patterns of disease as humans migrate from one culture to another; (3) the impact of reductions in food availability on levels of physical activity, body mass index, and deaths attributable to diabetes, coronary heart disease, and stroke; and (4) the role of urbanization on circulating vitamin D levels and subsequent all-cause mortality.

In addition to augmenting the scope of research grant applications, we anticipate that the expanded mission will result in the development of new courses offered by the department. These may include such courses as Physiology of the Built Environment, Introduction to Public Health, honors courses for non-IPHY majors, and literature courses. The first course would focus on the interaction between human physiology and the environments in which we live and examine how the physical and psychological attributes of our environment influence most physiological systems. The public health course would examine the functional aspects of public health, such as physical function, disability, physiological resistance to stress, and physical activity as a predictor of morbidity and mortality. The honors courses may include such topics as Extreme Physiology of the Rocky Mountains and Homeostasis. The approach for the literature courses would be to collaborate with one or more faculty colleagues in the humanities to develop courses around such books as “Into Thin Air” by Jon Krakauer and “The Endurance” by Caroline Alexander. Each course would cover both the humanistic and scientific aspects of the book.

The self-evaluation process was a productive exercise for the faculty. We have identified the strengths and weaknesses of the department and know what we need to do to remain among the best departments on campus.
Meet the Advisors
by David Sherwood

The current advising model for the College of Arts and Sciences is to place specialized academic advisors in each department to serve the students in a single major. We are fortunate to have four professional advisors on staff to help students navigate their way through our IPHY major (http://www.colorado.edu/intphys/ugrad/index.html).

Our advisors have different backgrounds and are able to provide a range of experiences for IPHY majors: (1) Alison Minton, MS joined the department in 2011 with an MS in clinical exercise physiology and a BA in integrative physiology from CU Boulder; (2) Jia Shi, MD, PhD, joined the department in 2011 with graduate degrees in molecular biology and pathology; (3) Mary “Lou” Stenger, MA, joined the department in 2008 with three masters degrees in psychology and human resource development; and (4) Euphemia Williams, MS, PhD, joined the department in 2008 with graduate degrees in nursing and counseling and education psychology.

The advisors spend their day meeting one-on-one with students helping them plan their schedules and addressing questions about careers and volunteer work. They hold group meetings with students to help them through the registration process and to provide a forum for freshman and sophomore students to learn from juniors and seniors about suggested classes. Our advisors have also made important contributions to improve student learning in the department. For example, Jia has used her knowledge of learning theory to develop and conduct workshops on “How to learn anatomy and physiology effectively”; Alison, using her technology skills, has revamped the Powerpoint presentations given during orientation and in major meetings; Lou has served on several committees and workgroups to improve advising across the college; and Euphemia has dedicated a great deal of time to the Center for Multicultural Affairs on campus.

All four of our advisors have college teaching experience and they put their skills into practice on a daily basis. They see each student appointment as an opportunity for students to learn about the often complex and confusing policies that are inherent at a large university. A successful advising appointment, according to this developmental approach, is one in which students not only have their questions answered, but they learn how to answer questions on their own. The advisors particularly enjoy the challenge of meeting different types of students from homegrown Coloradoans to international students, from freshman to graduating seniors.
You probably remember the Buffalo Bicycle Classic, the annual bike ride, begun in 2003 by Dean Gleeson (IPHY faculty member) to raise scholarship funds for students in the CU College of Arts and Sciences. You may not be aware that over the years about a hundred members of the IPHY community—students, staff, faculty, and family members—have contributed to the event’s success. Some have ridden one of the routes; many more have served food and cheered riders at an aid station.

The IPHY aid station team is usually one of the largest from a single department, and for the past several years we have been assigned the busy aid station located west of Berthoud. “Our” station serves riders who choose the 50-, 70-, or 100-mile routes, a substantial portion of the approximately 2,000 riders who participate. As they stop to grab peanut butter sandwiches or refill water bottles, riders tell us how much they appreciate the great support. Many repeat riders remember that the helpful, friendly folks at aid station #3 come from IPHY.

In its lifetime, the Buff Classic has raised ~$1.5 million for Arts and Sciences students; it has become the single largest source of scholarships for the College. Many volunteers give their time to all facets of the day’s activities. We in IPHY can be proud of our contributions.
While earning her undergraduate degree in IPHY, BRIANNE LOUGHRIDGE (BA 2010) was funded by the Undergraduate Research Opportunities Program to participate in a research program investigating how exercise alters the rat brain’s response to stress. After graduation, she accepted a position as a professional research assistant at the Oklahoma Medical Research Foundation in Oklahoma City. At the Oklahoma Medical Research Foundation, she worked in a lab studying how free radicals could provide protection against damage to the heart during some cardiac events. It didn’t take long for her to miss the Rocky Mountain high though, and six months later she returned to CU Boulder to work as a professional research assistant in Dr. Monika Flesner’s Stress Physiology laboratory. Then, in August 2010, she began in the MS program in IPHY. In her first year of graduate school, she expanded upon the research she began as an undergraduate. The research project uses laser-capture microdissection technology to isolate small samples from the brains of exercising and sedentary rats. By doing this, she hopes to discover which specific genes in a particular brain region are affected by stress and exercise. Brianne is undecided about her future after the MS and is considering either the doctoral program in IPHY or her lifelong dream of becoming a veterinarian (specializing in equine acupuncture and chiropractic care). In the meantime, Brianne is enjoying being a graduate student in IPHY and feels fortunate to have been accepted into such a distinguished physiology program.

CAITLIN DRAYNA (BA 2008) followed in her career interest after graduation into the field of pharmacy. She will be graduating in May 2012 from CU’s Skaggs School of Pharmacy and Pharmaceutical Sciences, which is located on the Anschutz Medical Campus in Aurora, CO. She was delighted to continue her education through the University of Colorado system. After graduation, she will pursue further clinical training in pharmacy with a one-year postgraduate residency. Her current interests are internal medicine, gastroenterology, and wellness. Caitlin enjoys skiing, cycling, hiking, and traveling. She will undertake the final rotation for a PharmD degree in Quito, Ecuador, in April.

TODD CARVER graduated with a BA/MS in integrative physiology in May 2002. In January of that year, he had begun his professional career at the Boulder Center for Sports Medicine (BCSM). What started as a part-time position as Todd finished his studies became a full-time position upon graduation. For the next five years, Todd was the biomechanics lab technician at BCSM specializing in sport motion analysis. In 2007, Todd cofounded Retul, which applies a cycling-specific 3D Motion Capture system designed for commercial bike fitting services. The Retul system allows for a dynamic (while pedaling) analysis of a rider’s bike fit parameters such as foot, saddle, and handlebar positioning. The Retul system provides quantitative feedback to the fitter and rider for pedal-stroke optimization. Recreational riders, as well as professional and amateur racers, find this service provides the confidence that the bicycle is set up individually for them so that they can ride comfortably, achieve performance goals, and prevent nagging overuse injuries that sometimes arise from riding too much or too hard. Additionally, as the great sport of cycling has grown and bike shops have searched for ways to combat online commerce, Retul has helped to bridge a gap between sport science and bicycle retail in terms of knowledge base, scientific approach, and business profitability. Through Retul University, Todd teaches the skills he has developed over the years to bike fitters across the world.
Carol Mottram (PhD 2005) earned her doctorate in integrative physiology under the guidance of Dr. Roger Enoka. Her dissertation focused on the neural mechanisms contributing to muscle fatigue in humans. After graduating, Carol and her husband Allan moved to Chicago for a postdoctoral fellowship in neurophysiology at the Rehabilitation Institute of Chicago. During the fellowship (2005-2009), Carol examined alterations in motor neuron excitability in spastic-ataxic stroke survivors. While there, Carol was awarded the Brinson Foundation Stroke Research Fellowship and the Sarah Baskin Award for Excellence in Research. During her postdoctoral studies, Carol worked part-time as a physical therapist at a sports medicine clinic, and gave guest lectures on segmental and supraspinal control of movement to the Doctorate in Physical Therapy (DPT) students at the University of Illinois, Chicago. Upon completing postdoctoral training, Carol, her husband, and their son, Ian (2007) moved to Middleton, WI. Carol is currently working limited hours as a guest lecturer at the University of Wisconsin Doctor of Physical Therapy program, and as a consultant in assessing motor unit firing patterns in patients following incomplete spinal cord injury for the Locomotion Laboratory at the Rehabilitation Institute of Chicago. Carol and her family welcomed their second son, William Alexander, in 2010. Aside from spending time with her family and friends, Carol enjoys running and biking in the conservancy close to their Middleton home.

After spending the summer away from school traveling in Europe and chasing a little white ball around a golf course, Colton Jackson (BA 2011) is back in the classroom as a first-year medical student at Rocky Vista University College of Osteopathic Medicine in Parker, CO. He interviewed at several medical schools around the country, but in the end decided that he needed to remain in Colorado. As an undergraduate, he volunteered for a number of projects on campus and the surrounding community: serving as President of the American Medical Student Association, volunteering in the IPHY Motor Behavior Laboratory (Dr. Sherwood), and participating in several medical internships both nationally and globally. His current goal is to complete residency training in sports medicine and hopefully remain in Colorado with an active practice. In retrospect, he is most appreciative of the professors, advisors, colleagues, and friends for all the amazing experiences at CU Boulder. Go Buffs!

As a doctoral student in the department, Andy Edwards (PhD 2010) worked with Dr. Russ Moore investigating the role of ion channels in modulating susceptibility to ischemia-reperfusion injury, with an emphasis on how this may contribute to differences in cardiovascular disease between men and women. He has since pursued post-doctoral work with Dr. Andrew McCulloch in the Department of Bioengineering at the University of California San Diego. There he studies how interaction and dysregulation of subcellular signaling networks can lead to arrhythmias and sudden death during heart failure. His work involves integrating experiments in single cells, with mathematical models of cardiac cells, tissue, and whole hearts. He hopes that this type of work will help to identify points within these signaling networks that act as switches between normal and pathological behaviors. Longer term, Andy hopes to generalize these studies by creating open access computational tools that can be applied by other scientists to study interactions within and between complex physiological networks. In his spare time, and a variable portion of normal working hours, Andy can be found wandering the beaches of San Diego County, and occasionally South Pacific Islands, trying to find surfable waves.
Ryan Cox (BA 2011) graduated with degrees in integrative physiology and psychology with a certificate in neuroscience. While at CU, he served as the president of the CU Boulder chapters for Colleges Against Cancer from 2009-2011 and for the Golden Key International Honor Society from 2010-2011. Since graduation, he has continued to work as a professional research assistant in the Genetics of Substance Abuse Laboratory for Dr. Marissa Ehringer at the Institute for Behavioral Genetics. His primary projects include working with genetically engineered animal models to determine the behavioral effects of alcohol consumption. He has recently become a volunteer for Big Brothers Big Sisters of Colorado to mentor youth. He plans to attend medical school and is currently preparing applications. Ryan currently lives in Boulder and is looking forward to the upcoming ski season.

Larry Taylor (MS 2011) completed a degree in integrative physiology in Dr. Johnson’s laboratory studying genetics and aging in the C. elegans. After graduation, he obtained a position as an instructor in the biology department at Arapahoe Community College in Littleton, CO. He teaches the first and second semesters of anatomy and physiology. Based on his experience as a teaching assistant in anatomy in IPHY, he has been well trained to teach both the lecture and laboratory sections of their course; the lab sections also include human cadavers. In addition to his standard teaching responsibilities, Larry also teaches anatomy workshops with human cadavers for other colleges, career schools, and high schools. He also teaches a course on human genetics and genomics for the School of Nursing at the University of Colorado Denver. He is enjoying the challenges of developing and teaching these courses and is grateful for the experiences he had in IPHY.

Glenn Engelman (BA 2010) graduated from CU-Boulder with a degree in integrative physiology. Shortly after graduation, Glenn traveled to Ecuador for his second of two medical mission trips with Timmy Global Health. In Ecuador, the program he worked with focused on education and sustainable healthcare that can continue to benefit the communities long after the Foundation is no longer present. Upon returning to the United States, he moved to Denver and began an internship at Children’s Hospital Colorado at the Center for Gait and Movement Analysis. In February 2011, Glenn transitioned into the Sports Medicine Program at Children’s Hospital Colorado Orthopedics Department, as a Clinical Research Coordinator. Projects that Glenn is working on include the management of anterior cruciate ligament tears in adolescents, the use of athletic trainers in outpatient clinics, and the relation between neck muscle strength and the incidence of concussions. Glenn’s interest in sports medicine and rehabilitation led him to the program and he looks forward to studying orthopedics and sports medicine in medical school. In his free time, Glenn enjoys reading, playing tennis, hiking, and volunteering with the National Ski Center for the Disabled during the winter. Glenn is currently applying to medical school for the entering class of 2012. In the picture, Glenn is enjoying a post-soccer game cool-down with his fellow athletes in Quito, Ecuador, in 2010.
After graduating with a dual major in integrative physiology and psychology (BA 2008), **Clint McBride** was a member of the Teach For America corps in Watts, California. After teaching summer school in Watts, Clint taught 9th grade biology in Richmond, California, for two years. He was shocked by the disorganization and lack of accountability in these urban public schools compared with the excellent public schools he attended in Fort Collins, Colorado. In contrast, he was impressed and inspired by the courage of many students who excelled despite obstacles. While in Richmond, Clint drew on his experience as an IPHY major to develop the curriculum for a new elective course called “sports medicine.” Students in the course participated in several simulated lab practical exams, utilized the virtual human dissector program developed for medical students at the CU health sciences campus, and earned Red Cross certifications in first aid, CPR, and AED. After fulfilling his Teach For America commitment, Clint applied to the MD program at the University of Colorado Health Sciences Center where he is currently a first-year medical student. Clint continues to advocate for underserved urban communities as a volunteer at the Stout Street Clinic for the homeless in Denver. Although he is glad to again live close to the Rocky Mountain champagne powder he grew up skiing, he misses surfing the bodacious waves of the Pacific. Clint lives in Aurora with his girlfriend, Erin, and their cats Maud and Dale.

After graduating with a degree in kinesiology (BA 1997), **Tony Butler** worked in Dr. Eno-ka’s lab as a research assistant on a project that examined the impact of strength training on muscle function in older adults. After two additional years in Boulder pursuing research and the love of the outdoors, he moved to California and once again became active in academic research, this time at the University of California in San Diego. While at UCSD, he met Jessica (his future wife) and developed a connection to the local biotech community, which led him to discovery research in the private sector. When he left academia, his passion for research and innovation led him to the world of medical devices. He is currently active in the marketing and development of orthopedic devices in the product management division of Breg Inc. He and Jessica, now married for 2 years, live in San Diego, where they enjoy the warm weather, sand, and surf. They are excitedly awaiting the arrival of their first child in February 2012.

After graduating in May 2010, **Molly Manweiler** (BA) moved to Breckenridge, Colorado, where she spent the winter working as a children’s ski instructor. When she wasn’t hitting the slopes, Molly took the time to apply to direct entry nursing master’s programs. Of the programs she was admitted to, Molly chose to enroll at Columbia University and specialize in nurse midwifery. Over the summer, Molly worked at the local recreation center and spent her free time hiking and playing soccer with friends. Because Molly enjoyed her time in Breckenridge so much, she opted to defer her enrollment and spend one more winter in the Rockies. She will move to New York City in June 2012 and begin classes at Columbia University’s school of nursing.
Stephanie King (BA 2010) graduated with two majors, one in integrative physiology and the other in Spanish. After graduation, she decided to indulge her passion for research and began work as a professional research assistant in the Endocrinology of Reproduction laboratory, which is directed by Dr. Pei-San Tsai. Stephanie also completed a UROP-funded assistantship in this lab as an undergraduate student. Her experiences as a professional research assistant have provided valuable insight into the world of research. In addition to working with graduate students and postdoctoral fellows, she has been able to perform her own project on the expression pattern of signaling molecules in developing embryos. Outside the lab, Stephanie enjoys practicing yoga and spending time with her Bernese Mountain Dog, who is named Ari. Stephanie has begun applying to physician assistant programs and hopes to become a member of the medical community in 2012.

After graduating with a BA from CU Boulder in 2006, Marta Cieslak moved to Barcelona, Spain, where she attended a language immersion program at the University of Barcelona. Upon returning to the US, she moved to the Bay Area and worked for a small nonprofit organization. In 2008, she began a Masters in Public Health (MPH) program at UC Berkeley and graduated in 2010. After finishing the MPH program, she accepted a one-year position as an Administrative Fellow at the NYU Hospital for Joint Diseases in New York City, which transitioned into a permanent position at the hospital. Her current responsibilities include supervising a number of departments, including patient advocacy, volunteer services, child life specialists, recreational therapy, gift shop, and language services. A large part of her role also involves providing internal consulting to the nurses, physicians, and administrators to support continuous improvement in patient satisfaction throughout the hospital. Since moving to NYC, she has become an avid salsa dancer and trains at the Santo Rico dance studio. She has also switched from running to cycling due to chronic shin splints. Her cycling goal for 2012 is to complete the century ride from Brooklyn to Montauk Point (approx. 160 miles), and if weather permits to do some training rides in Boulder this December.

After graduating in May, Maggie Jackson (BA 2011) jumped right into the physical therapy program at the University of Colorado School of Medicine. She moved home to Lakewood after enjoying one last week in Boulder, and she now commutes to the Anschutz Medical Campus in Aurora. This summer proved her most challenging semester yet as she tackled her first semester of PT anatomy. She was elected to the AMC Senate during the fall semester, and she serves as the student financial representative for the physical therapy program. She was also elected as fundraising officer for her class. To fulfill her love of community service and helping children, Maggie recently signed up for Night Owls, a program designed to give parents of children with special needs a Friday night out. She has been enjoying her limited free time running and biking and is really looking forward to applying her studying efforts in her first four-week clinical experience in January.
Do you remember doing a college science lab in which you were given step-by-step instructions of what to do and what results to expect? Did you get the impression that science is just about confirming what is already known? Did you find this uninteresting/boring/tedious?

Here in the IPHY department, a major reform is taking place in the physiology laboratories to move beyond the guided, or “cookbook” style of instruction. This transformation, led by Instructors Heidi Bustamante (left), Teresa Foley (middle), and Janet Casagrand (right), is aimed at giving students a greater sense of how science really works. Using an inquiry-based approach, students are given very little direction by the instructor and are actively engaged in the process of exploration. For each laboratory, students are required to develop a research question, produce a hypothesis, design an experiment to test the hypothesis, analyze the collected data, and determine if their hypothesis was confirmed. In essence, the students are expected to think and act as scientists!

To evaluate how the revised physiology laboratories influence student attitudes towards science and their performance on various science-related skills, Instructors Bustamante, Casagrand, and Foley have been awarded the Chancellor’s Award for Excellence in STEM Education. This university-sponsored award helps support faculty who engage in innovative research on student learning. The evaluation of the transformation of the physiology laboratories will occur over the Fall 2011 and Spring 2012 semesters. To determine student reactions to the new format of instruction, student interviews will be conducted at the beginning and end of each semester. These interviews will help determine how to revise the approach in making the transition to inquiry-style laboratories. Additionally, learning gains achieved by students in scientific reasoning and critical thinking skills will be measured with a validated pre-post assessment. Results from this project will support the efforts made by the IPHY faculty to advance science education reform on the CU Boulder campus and to improve science education for our students.

CU Boulder is gaining national attention and recognition for its efforts in science education reform, including changes being made to the IPHY curriculum. Instructors Bustamante, Casagrand, and Foley are excited to be a part of this transformative process. It is the goal of the IPHY faculty that the change in teaching strategy improves the educational experience for IPHY majors, providing them with skills that will help them be more successful and competitive in their future careers.
December 2011 Bachelor of Arts

Lauren Agett  
Alec Atwood  
Taylor Augustine  
Jamie Befort  
Paige Bennett  
Tiana Blank  
Hannah Bodenhamer  
Arianna Boulet  
Katie Brannan  
Leah Buff  
Megan Burton  
Madina Buhendwa-Ntiarha  
Cesar Cantu  
Jessica Cateora  
Jisuk Chae  
Joanna Chang  
Tae Chang  
Thomas Colver  
Christopher Cook  
Mackenzie Crozier  
Ryan Doptis  
Lauren Durkee  
Cayla Enger  
Ashley England  
Brett Fox  
Jena Goodman  
Eliza Greene  
Rachel Henderer  
Stacey Heronema  
Thomas Hever  
Michelle Hiland  
Anne Housman  
Summer Hudish  
Nicholas Janke  
Stefan Jarmusz  
Kathleen Kerski  
Marit Knudsen  
Courtney Kruse  
Elaine Lauterbach  
Gregory Manista  
Patrick Mc Laughlin  
Theodore Merrin  
Katherine Mulligan  
Natasha Neil  
Robert Olson  
Hamza Pasha  
Vinita Patel  
Sarah Paul  
Elena Pellicer  
Ilana Pena-Gonzalez  
Joshua Peterson  
Jacob Ramirez  
Joseph Ramos  
Kathryne Reed  
Melanie Rennert  
Carly Rothman  
Dana Ruben  
Chelsea Rude  
Taylor Schmidt  
Dana Shea  
Kayoko Shinomiya  
Rachel Skorenki  
Deanna Spracher  
Adrienne Stanley  
Carly Spracher  
Bonnie Sumner  
Rebecca Tribble  
Jacqueline Troschinetz  
Christina Vallejo  
Sherry Wang  
Cassandra Warstler  
Erin Winkelman

December 2011 PhD, MS, and BA/MS

Tina M. Burke, PhD  
Kristen L. Nowak, PhD  
Wei Zhang, MS  
Megan T. Burton, BA/MS
Many Thanks!!

The faculty and students greatly appreciate recent donations to the CU Foundation on behalf of the Department of Integrative Physiology by:

Ahmed, Alaa  Bader, Stuart  Baldwin, Eleanor  Beat, Christina  Brown, David  Byrnes, William  Carmichael, McKenzie  Casagrand, Janet  Ehringer, Marissa  Enoka, Roger  French, David  Friend, Paige  Garrott, Gillis  Gore, Benjamin

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