Video: How does CU's budget work?[1]

During June's regents meeting, where the board approved this year's $3.82 billion budget[2], Todd Saliman, vice president and chief financial officer, premiered a video explaining CU's budget[3] in clear terms.

The video, created in collaboration with Office of University Controller staff, follows the same approach as the office's award-winning[4] annual report that explains university numbers, increasing transparency and accessibility.

The video is meant to help CU administration, the Board of Regents and friends of the university more easily communicate the budget with their constituents.

CU alumni report high satisfaction, earnings in systemwide survey[5]

University of Colorado alumni report high satisfaction rates with the education they received, in addition to earning considerably more than the average for college graduates, according to data from the first systemwide survey of alumni.

Some 96 percent of alumni across the four campuses indicated they were either very satisfied or somewhat satisfied with their CU education. Undergraduate degree holders have a median income of $68,000, compared with the average of $48,800.

The online survey, conducted in late April and May by Keating research, saw a nearly 6 percent response rate, almost double what was expected by surveyors. Some 15,225 surveys were completed out of the 268,500 sent to alumni for whom the university has email addresses. Nearly two-thirds earned a bachelor's degree, 20 percent earned a master's and the remainder earned doctorates, law degrees or medical degrees.

CU administrators and the survey firm on Wednesday presented a slice of the findings[6] to the CU Board of Regents at its annual summer retreat.

"We do a lot of surveying of alumni in various units across the university, but this is the first big-picture look at how CU performs collectively," said CU President Bruce D. Benson. "The results demonstrate what I know from personal experience and many others know either through their experience or anecdotally – that the value of a CU degree is extremely high and it is a ticket to higher earnings and greater opportunity."

Benson said it also shows that CU serves the state.

About 61 percent of respondents live in Colorado. The next-largest contingents came from California and Texas.

"With such a large response rate we have a really rich data set," said Keating Research President Chris Keating. "What we're showing you today is really just the tip of the iceberg."

The survey had results from a wide age range, from recent graduates to those from 40 years ago or more.

One of the surprising findings was the high number of alumni who work in a field related to their area of study at CU, said Vice President for Communication Ken McConnellogue, who guided the project along with Vice President for Finance and CFO Todd Saliman.

Just over 50 percent of respondents reported that their job is strongly related to their area of study and another 34 percent said it is somewhat related. The highest correlation came in health care, where 71 percent reported their education was strongly related to their job. Art, design and entertainment was next, with 66 percent, followed by science, technology and engineering at 61 percent. The lowest percentage came in the service and recreational fields, with 13 percent.

“There is a common narrative that people will change careers several times in their working lives, but these data show that CU alumni are largely putting their degrees to work in the fields in which they studied,” McConnellogue said.

Some 87 percent of responders agreed that the benefits of a CU education outweighed the cost. Additionally, about 95 percent said they view the university favorably.

McConnellogue told the regents the plan is to share the data with campuses, which can use it for a variety of purposes, from accreditation to alumni engagement.

“We still have a lot to learn from the data, but the initial impression is that a CU education is highly valuable in several ways,” he said.

Five questions for Jerry Phillips[7]
[8]

During his senior year at the University of Colorado Boulder, Jerry Phillips took a course in biochemistry and was so fascinated by the topic, he knew it was the career field for him. He continued his studies at Colorado State University, where he earned his Ph.D., then went on to become a postdoctoral fellow of the American Cancer Society at the McArdle Cancer Research Laboratory at the University of Wisconsin. He became “even more interested in trying to research the biochemical underpinnings of disease.”

“Everything has a biochemical basis and if you are going to understand disease and how to appropriately treat disease, you need to understand living systems,” Phillips said. “Early cancer treatments, for instance, involved poisons, which of course killed a lot of other cells, too. Our teachers, and those of us learning, knew that if we understood living systems better, we could design drugs specifically targeted for cancer cells with minimal effects on normal cells. That’s what got me excited.”

Phillips spent years researching cancer and developing drugs to combat the disease, as well as teaching.

Now he’s serving the students at the University of Colorado Colorado Springs, imparting his knowledge about biochemistry – and life – as a professor and as the director of the Excel Science Center, which provides free tutoring to those who need it. Phillips has been at UCCS since 2006.

Between his postdoc position and his work at UCCS, he worked at the University of Texas Health Science Center’s oncology division, and also was the senior scientist and director of the Phase I Drug Development Laboratory at the Cancer Therapy and Research Center. After moving to California, he was a research scientist at the Pettis Memorial VA Hospital in Loma Linda and research professor of pharmacology at the Loma Linda School of Medicine.

He has published more than 60 papers, including one on research that looked at cell phones and the changes electromagnetic fields had on humans.

1. What is the mission of the Excel Science Center?

We have five Excel Centers: one each for math, writing, communications, languages and social sciences and, then, the science center. We all work collaboratively and provide academic support for students.

What I have tried to do over the years is to change some of the focus of the center. We still provide academic support, including the best tutoring services these students can find. But UCCS is primarily a commuter school. It always has bothered me that those students who commute often don’t feel themselves to be an integral part of the university community. They drive, they park, they go to class, they leave. But they don’t really participate in activities. A lot of these students don’t do well because they don’t feel part of the university community, and so what I’ve tried to do is

provide a space where students feel comfortable and welcome. Students are able to come to the center and get a cup of free coffee, sit, look out the window, meet friends or study. We have space for 120 students and 38 computer stations where they can surf, shop or check out headsets and listen to music. If they need help, all the students have to do is raise their hands and they've got a tutor there to provide assistance.

The tutoring is free and unlimited. If students need a lot of help, they'll get a lot of help as long as they meet their responsibilities for a tutoring session. I have a staff of students – a mix of graduates and undergrads – that generally numbers 25. In the past couple of years, because of changes in the maximum number of hours that student employees can work because of the Affordable Care Act and Internal Revenue Service requirements, it's become necessary to look at other means of acquiring staff. I have a number of staff members who graduate and then have a gap year as they apply to a graduate program. I can hire them as nine-month temps and they have been a wonderful addition to staff by providing stability and a lot of help to students.

2. As director of the center, how do you personally make an impact on students?

What I do is talk … and listen. That's basically what students need, someone who will listen to what they have to say and provide something meaningful in response. All too often, I have students come in and when I ask them what they are doing to reach their goals or why they are doing it, I get a response of "That's what someone told me to do," or "That's what my friends are doing." Often what they are doing is wrong.

What I try to do with students is give them a chance to talk about what they want to do so that we can carry on a good conversation. I can try to adjust the path they think they are on and ensure they are moving in the right direction. Often students don't have a clue about what is required for certain careers – what courses they need to take or what they need to do to prepare for making application or what constitutes a good letter of recommendation or how to prepare for entrance exams to post-graduate programs.

I've been doing this stuff for 40 years and have been at two med schools, at a vet school and at another four-year institution. I've got experiences and information that I think is valuable to the students in ensuring that they are not wasting time and that they are moving in an appropriate direction in an appropriate way.

3. Before coming to UCCS, much of your work focused on cancer research, including research on cell phones. How did that research come about?

I ended up in San Antonio at the university and then at the medical school there doing the work I had previously been doing: studying metals as anti-cancer drugs, designing those drugs and looking at some other molecular mechanisms of cancer development. A friend of mine at the med school got some money to look into the biological effects of electric and magnetic fields. This is associated with something known as the New York Power Lines Project. This fellow didn't have a clue how to run certain assays, so I told him I would help. We were doing work with cancer stem cells in our laboratory, and I said, "Let's take some of these cancer stem cells and expose them to your electric and magnetic fields." The results blew me away. We got data to indicate tremendous changes in the properties of these cells. What is fascinating is that these electric and magnetic fields are so unlike chemicals. You can see chemicals, you can touch them, you can taste them, you can weigh them out. But with electric and magnetic fields, you can't see anything, you can't feel anything, you can't touch anything. It takes specialized equipment to measure these physical agents that have tremendous biological effects.

That got me hooked. When we moved from San Antonio to California to the VA hospital, we got involved in researching biological effects of the radiation associated with cell telephones. We got some really, really nice data from that research.

But I got dragged into the politics of a highly contentious area and I learned a lot about people and their motivations and how difficult it is to try to defend good science in certain forms to a core group, for instance, at regulatory sessions in front of regulatory bodies or in front of legislatures. Those are not places where you should try to defend science yet it is science that needs to drive certain policies.

Our studies have held up and will continue to do so and there is more data to come out of this study. I know that some

of the data that has yet to come out will also support the work we did some 20 years ago.

Research is still being done on the subject, but not in our country because there is no money to do the research. When we were doing the research, we had a lot of money – millions of dollars from Motorola and the federal government – to look at electric and magnetic fields associated with household current. But all of that money dried up in the late ’90s and has never reappeared in this country. Research is being done overseas, in Sweden, Japan, China and the Middle East, in Italy – any place but here.

My wife also is a researcher and works here at UCCS as well. When we left California, we donated all of our equipment and supplies – about a third of a million dollars’ worth of goodies – to Cal State Bernardino. We had two choices: Go to great expense to move it or give it away. We really had no place to bring it to – we didn’t move to Colorado because of the university jobs. And there’s no way to re-acquire the highly specialized equipment without research funding. And so I left research.

4. How did you become interested in martial arts?

Martial arts is one of my favorite subjects. I got in to martial arts in the early 1960s because I was interested in self-defense and because Bruce Lee was a big thing. I stayed with martial arts because I found out several things: I enjoyed fighting, but I wasn’t good at it and had to work at getting better, which is a lesson in and of itself; it was one of the first things that taught me that if you really want to do well and exceed, it takes effort and practice; and doing something I enjoyed made learning that much more pleasant.

This seems trivial, but what I also learned is that martial arts becomes a way of living your life. There are lessons to be learned in everything we do, lessons that relate to choices and lessons that relate to understanding problems that people, including ourselves, face. There are lessons in interpersonal communication, lessons in creativity, and lessons in critical thinking and problem solving. It’s amazing what you can do with martial arts. There are several things I do with students. One has to do with perception. You can’t look at someone and determine whether or not that person should be feared or should not be feared or who does or doesn’t know how to defend themselves.

You can’t look at people and render judgements about them; we know that’s an important lesson in life, the old “Don’t judge a book by its cover” adage. You learn this very, very quickly in martial arts: It’s a slower lesson to learn in life.

I’ve been practicing martial arts for more than 50 years and have three black belts. I teach a mixture of one Kung Fu style and an Indonesian martial arts. It’s an in-your-face, take-care-of-business martial art; not sport at all.

I really enjoy teaching students martial arts at the university and in an outside group I work with periodically. One of the things I like to have students think about comes from those old cheesy martial arts movies and spaghetti Westerns. There’s always some really bad character who says something to the effect of “It’s a good day to die.” I have students reflect on that because the statement has nothing to do with death but how one perceives oneself and how committed and how willing to expend effort one is. I also have them reflect on what it means to do something with intention. Of course I try to teach them how to fight and defend themselves. I treat the martial arts the same as I treat my work in biochemistry and the same as I treat my one-on-one dealings with students: I try to teach everyone I encounter about life.

5. What do you consider the “favorite” part of your job?

Interacting with students is the favorite part of my job. I’m not here just to go in the classroom or sit in my office and do nothing and have someone else deal with the students. My job is, from my prospective, to help students in whatever way I can.
[9]

Q&A: Hunter Ewen and the iPad Quintet[10]
[11]

Among the sessions scheduled for next month's 19th annual Colorado Learning and Teaching with Technology (COLTT) Conference[12] is an in-depth seminar, "iPad Quintet: An Academic Swiss Army Knife."

Session leader Hunter Ewen is a dramatic composer, educator, and multimedia designer who teaches students strategies for digital creativity as instructor of critical media practices in CU Boulder's College of Media, Communication and Information. His music and multimedia work have garnered numerous awards and performances. The COLTT session will feature live demonstrations and performances as well as in-depth explorations of what it takes to create a student-driven digital performance ensemble.

Ewen answered questions from Deborah Keyek-Franssen, COLTT Conference executive director, and Jaimie Henthorn, COLTT Conference director, about the Boulder Image and Sound Network (BISoN) iPad Quintet and what attendees can expect from the event. Click here[12] for more details on the Aug. 3-4 conference and to register.

Q: What are the goals of the iPad Quintet?

A: It's such a new ensemble that every time we do a performance we try to do a new collaboration, new technical workflow, and new hardware and software set up. So we don't know exactly how it's going to work yet or who will be our most meaningful collaborative partners. But the plan right now is to involve as many people as possible and to present as many concerts in as many different ways as possible. So we are working with the visual arts, with people from dance, from music, obviously people from CMCI, but like I said, with each new iteration we're trying to do something new with the thought that the exploration right now is more meaningful than refinement.

Q: In reviewing your session description it finally clicked that the iPad Quintet is actually composed of humans.

A: Yes. Human performers using iPads to trigger sounds, video, performance instructions, text, narration, and that kind of thing.

Q: Where does the iPad Quintet perform?

A: We perform all over. Last semester we performed in ATLAS, we've performed in the Environmental Design Building, and we have plans to take the show on the road in the next year. We have a few performance opportunities at festivals, conferences, things like that.

Q: What sorts of technologies and equipment do you require to perform?

A:Critical Media Practices[13] has been very kind to us. A big part of what they do is investigate new technologies. In order to do that, they need to have new technologies. As our iPad Ensemble slowly evolves and gets into other things – maybe dome projection, or virtual reality, or other cutting edge methodologies – we are confident we will have their help with what we need as long as we bring the interest and passion.

Q: How do your group performances translate to an educational platform, in this instance, a conference seminar?

A: First and foremost it's exposure and trying to find meaningful ways of showing people that this can be done – and by young people, and people without a technical background. An interesting thing about the ensemble is that they are not all computer programmers. They're not all even trained in music. We have people trained in dance, in visual art, and knowing that you can bring that diverse a group together and have a meaningful creative collaborative outcome is important. It's also meaningful for a teacher to know that this is within the realm of possibility and not an overly expensive or overly technical venture. It requires some programming expertise and experience, but is accessible.

First we demonstrate what is happening so you can see and hear music, sound and stories being told in new ways. After that we try to let people behind the curtain and show them what kinds of resources they need, how long it might take to learn and achieve, and demonstrate that students be hands-on in developing new material and interfaces, composing new music and story ideas, taking pictures and videos. Three members of our quintet have taken one official class in the kind of programming language that we use and two have not. And it doesn't matter. When everyone gets together it becomes very creative.

Q: What programming technology is used?

A: Our ensemble uses a programming language called Max made by Cycling 74[14]. It is a visual programming language for a visual ensemble. I wanted us to use this sort of programming language so that instead of using semicolons and greater than and equals signs, we are dragging boxes around connected with virtual cables. So in the same way that we present something visually appealing, students are given the opportunity to program music in a way that is visually appealing. Max is a really good solution for this.

Q: What makes your iPad Ensemble stand apart from a typical laptop ensemble?

A: The thought behind the iPad Ensemble is to get the performers out from behind the laptops and force them to move to actuate things. The iPads not only have buttons and knobs and sliders and things that are built in virtually where you touch it to move them, but they also have the acceleration of the iPad itself. So as people move around you can, say, throw a sound by turning the iPad in a certain direction, or maybe turn it into a steering wheel that controls some filter or some sound. You can throw it up in the air, ring it like a bell, shake it like an Etch A Sketch, and all these movements can be programmed to do different things. If you look at some of our videos online[15] you'll see the practices the students are coming up with involve mimicking the behavior and gestures they observe in others. Also, the programming can be changed for each performance. For example, at one performance spin speed controls something, and you have members of the ensemble spinning around like whirling dervishes, or maybe the iPads are on chairs and the chairs spin around. Then maybe the parameters are different for the next performance and compass bearing controls something. Maybe as the ensemble member faces north something happens or they get a certain suite of buttons to use and if they face south they get another suite of buttons. When the audience sees people moving in a very careful and particular way, rotating, shifting and accelerating in different directions, then can hopefully correlate this to what they hear.

Q: What are the takeaways that attendees of your COLTT workshop may expect?

A: There are specific takeaways and more general takeaways. A specific takeaway would be discovering how accessible this kind of technology is – fostering excitement and enthusiasm for exploring new ways of storytelling. A general takeaway goes beyond an iPad Ensemble and using Max as a programming language. It is a kind of paradigm shift towards new ways of self-expression, and on top of that, fostering new ways for students to be expressive.

The iPad Ensemble model I have created allows students the freedom to pick subjects that interest them, to find text and video meaningful to them, programming their own interfaces and asking themselves, "Do I want a clock face? Do I want to rotate? Do I want buttons and sliders? Do I want to be jumping up and down or spinning around to tell this story?" Leaving these sorts of questions up to the students is a new way of looking at electronic music and media. We get so bogged down in technology and it becomes so daunting that a lot of times we are not willing to give control of that over to the students, but they are very capable of learning and doing this all on their own. Even grade school and high school students can learn to program in Max, use these iPad applications, and to integrate them as a mechanism for interdisciplinary collaborative storytelling.

There is a real excitement for this kind of student-driven creative narrative. This is what I want to get across beyond anything else. Even if you don't understand how it works or haven't heard of it before, or if it seems beyond your or your students' capabilities, it's not. It's more accessible and less expensive now than it ever has been and it's absolutely possible for people to use.
[16]

Water wisdom earns top CU Innovation and Efficiency Award for 2016[17]

Efforts to reduce plastic waste at CU Boulder – by specially fitting trucks to dispense filtered water at campus events, and by providing bottle fill stations in residence halls – earned top honors from the 2016 CU Innovation and Efficiency Awards[18] (formerly CU Shared Practices/CUSP), which promote employee innovations.

Winning team members **Don Seeley** and **Mike Hilton** from CU Boulder's housing-administration estimated that their innovation diverts over 20,000 plastic water bottles from landfills every year, another example of CU's commitment to sustainability.

Seeley and Hilton were presented with the University Controller's Award for Excellence ($1,500) at the annual CU Innovation and Efficiency Awards Expo, held June 7 at system administration offices at 1800 Grant St., Denver.

Nine semifinalist teams came together at the expo to showcase their innovations and efficiencies. Five teams, including the water truck team, were awarded cash prizes. The other four prize-winning teams were:

David Lawlor, CU Boulder, who undertook a redesign of the reporting process by which faculty and staff can provide feedback on at-risk students to the **Student Academic Success Center**. His new web-based reporting has received glowing reviews from users, and has improved the response rate from around 40 percent in past years to over 60 percent as of the fall 2015 semester. More importantly, this enhanced feedback helps target students in need of additional academic support and improves student retention.

Rob Stiner, Myra Keeble, Kate Beatty, Thomas Shallow, Kristine Jenkins and **Steve Osswald,** CU School of Medicine at the Anschutz Medical Campus, combined departmental resources and talents to create **Pre Award Core**, a shared team serving the grant and contract submission needs of participating departments. This shared service model has vastly improved the pre award experience by providing better coverage, standardizing processes, and improving customer service for principal investigators; this improved service allows PIs to focus on research and encourages more grant submissions.

Travis Chillemi and **Michael Edwards,** CU system administration, won for their implementation of the innovative communication and collaboration apps **Slack** and **Trello**, whose unique features have helped streamline team conversations and improved organization and tracking of tasks and work assignments.

Gregg Kahler, Denise Thomas, Jodie Ferrera, Zack Tupper, Ron Ried and **John Kamprath,** CU Boulder, were honored for streamlining the business processes used to manage **Deferred Maintenance Projects** on their campus. The new processes allow for improved resource and funding utilization, and optimize campus investment in research space.

Other innovations showcased at the expo included:

The **Total Compensation Snapshot** letter, a personalized statement developed by **Sophia Lueth** and **Kelly Tasky,** CU Denver, that summarizes in dollar amounts the value of each department employee's individual compensation package, including benefits like retirement programs, holidays and vacations, that, summed together, have helped improve employee retention.

Allison Boyrer and **Deana Alfonso,** CU Denver, found a new way to utilize an existing software program (**Typhon**) to aid them in the clinical placement of nursing students in rural Colorado, benefiting both the students and Colorado's rural communities in need of health care.

Becca Stephens, Jeanne Durr, Shannon Cable and **Susan Watson,** UCCS, combined the forces (and locations) of their respective offices (**Human Resources and Student Employment**), to further collaboration and improve employee service delivery.

Scheduling for the Department of Orthopedics was a daunting task involving multiple spreadsheets, Word documents and calendars for their many providers and facilities, until **Lauren Brummet** and **Marcy Gilbert,** CU Denver, implemented **Qjenda**, a scheduling software that consolidates all schedules into one online tool that can be viewed securely by all authorized service providers.

A total of 14 submissions made their way to the CU Innovation and Efficiency Award website in 2016, demonstrating CU's commitment to excellence and innovation. These submissions may be viewed at https://www.cu.edu/controller/innovation-efficiency-awards[18], along with more details about the program.

The 2017 program year will begin accepting new submissions on Jan. 1.

Lynda.com or SkillSoft: Which training tool should you use?[19]

With Lynda.com's recent expansion[20] to faculty and staff on all campuses, the University of Colorado now provides its workforce with two online learning tools. This may leave some employees asking, "Which one is right for me?"

The primary difference: SkillSoft is home to CU's required compliance courses, as completions report into HCM as part of an employee's record. Yet both tools provide a wealth of educational resources for CU faculty and staff looking for professional development opportunities.

"When you're looking to learn more about a given topic, check out both learning systems to see what is available," said Janet Lowe, director of employee learning and development in Employee Services. "I think you'll find SkillSoft and Lynda.com provide training materials for all types of learning styles."

In the comparison chart below, see what Lynda.com and SkillSoft have in common, how they differ and which tool to use for the task at hand:
[21]

Feel the Heat & Move Your Feet! 5K set for Aug. 7[22]

CU Health Plan and Be Colorado will present the Feel the Heat & Move Your Feet! 5K on Aug. 7 at Washington Park in Denver. The race is open to CU Health Plan members and their families with no registration fee.

Registrations are open to individuals and teams[23]. Friendly competition (and costumes, for that matter) is welcomed and encouraged.

The day begins with a yoga warmup, followed by a Kid's Dash for little ones too small to finish a 5K. Before the race, timing bibs will be available; the top male and female finishers will receive a prize. Near the finish line, a variety of

booths will offer ideas to improve overall health, along with some nice swag.

“We encourage everyone to move by participating in this event,” said Gena Trujillo, strategy and operations office for the CU Health Plan, who also noted the run can count toward the one of 12 monthly workouts to earn $25 through the Move. program[24]. “We believe it will provide a healthful boost into the new plan year, while having fun, for members of the CU Health Plan and their families.”

Not sure how to get yourself or your crew ready for a 5K? Joseph Cavarretta, an exercise physiologist and running coach at the CU Anschutz Health and Wellness Center, will lead a 5K Running Clinic on July 27 for CU Anschutz employees looking to train for an upcoming 5K.

For everyone else, he shared these ideas for fun, efficient individual and group running workouts:

Strides
Perform an easy 10-20-minute jog/walk as a warmup. On an open field or track, perform between six and eight strides. Strides are short, fast, controlled runs that last for 10-20 seconds each. Begin each stride by slowly accelerating to a fast speed, concentrating on technique and posture, hold the fast speed for a few seconds then slowly decelerate to a stop. Your top speed should be about the pace at which you could run 1 mile. Rest fully (30-90 seconds) between each stride so you achieve good form during each stride. After the strides are complete, cool down with another 10-20 minute jog/walk. Soft ground such as grass or a track is preferred for strides. Strides can be done as a partner workout, alternating on turns. Each partner watches the other for good form and provides feedback.
200m Partner Relay
Perform an easy 10-20 minute jog/walk warmup. Find an open stretch of grass, road or sidewalk about 100-120 yards long. One partner will run at a hard pace (with good form) to the other end of the 100-yard stretch and then back. Tag your partner’s hand then your partner runs while you rest. Repeat for a total of eight times each. End workout with a 10-20 minute cooldown jog/walk.
Modified Fartlek (Speed Play)
Perform an easy warmup 10-20 minute jog/walk. In small groups of two to four, one runner picks an object or marking that the group will run to and determines the pace they will run. The pace options are: walk, easy, moderate and hard. Then the next runner will pick the object/marker and pace. For example: Runner 1 says, “We are going to run to that tree at a moderate pace.” Runner 2 says, “We are going to run to that speedbump at a hard pace.” Runner 3 says, “We are going to walk to that parking meter.” Do this for 15-20 minutes, then end with a 10-20 minute cooldown jog/walk.

Speedy Stairs
Perform an easy warmup 10-20 minute jog/walk. On a flight of stairs (the more flights the better, but can be done with as little as one), practice running up the stairs at top speed, focusing on posture, driving arms (hands from hips to ears), picking knees up, and drawing circles with your feet. Walk down after each set. Perform anywhere from 10-20 total flights. Each rep should be performed for maximum speed possible, hitting on every step or skipping a step for the advanced. After stairs are complete, go for another 10-20 minute cooldown jog/walk.
Easy endurance run
An easy conversational fun run. Choose between 1-4 miles.
“The key to progress is consistency and recovery,” Cavarretta said. “Even the best runners can suffer from doing too much, too soon, too fast. Start slow and focus on building up the frequency of your runs; the speed will come later.”

Proper nutrition is vital to optimal performance. Cavarretta recommends eating complex carbohydrates one to two hours before a run to provide sustained energy. Think oatmeal, whole wheat breads, potatoes, all-bran cereals, quinoa or starchy vegetables. After a run, he recommends simple sugars within 15 minutes of finishing – think fruit, milk or honey – followed by lean protein to aid in total recovery.

For more details on the Feel the Heat & Move Your Feet! 5K, including course maps, parking instructions and other details, visit the Be Colorado website[23].

Opus Beethoven: Grammy-winning Takács Quartet likes a challenge[25]

Colorado Shakespeare Festival concludes 2016 season with 'Henry VI, Part 2' [26]

Galleries of Contemporary Art receives $1 million naming gift[27]

Board changes name of cyber center to National Cybersecurity Center[28]

First nursing cohort at CU South Denver graduates[29]

"Ghost workers" common in migrant farm work[30]

CCTSI's Community Engagement research improves mortality rates in five Denver neighborhoods[31]

Christie-David named dean of CU Denver Business School[32]

The University of Colorado Denver[33] announced on June 30 the appointment of Rohan Christie-David Ph.D., as dean of the CU Denver Business School[34]. Christie-David was hired after a national search and will begin in this role Aug. 1.

An award-winning researcher and educator, Christie-David recognizes and will continue to leverage CU Denver's location in the heart of downtown to connect students with real-world business experience that will prepare students to enter the workforce after graduation.

As dean of the Business School, Christie-David plans to address trends in business education such as the need for interdisciplinary skills, the emergence of big data collection and management, changing delivery platforms, globalization and ethics in business.

Christie-David specializes in the areas of banking, financial derivatives, and market microstructure. He holds an ACIB from the Chartered Institute of Bankers (London), an MBA from Wake Forest University and a Ph.D. in Business Administration (Finance) from the University of South Carolina.

“The CU Denver Business School has great potential for growth and excellence. I am already very impressed by the students and faculty here,” Christie-David said. “My vision for the CU Denver Business School is that it becomes a premier urban business school. We should aspire to be recognized for our outstanding teaching and research and also for our service to the Denver business and other local communities.”

Christie-David comes to CU Denver after more than 10 years at the University of Louisville. Most recently he served as interim dean of the College of Business there, leading it to significantly improve its rankings.

“Dr. Christie-David brings an impressive record of accomplishments in business school administration, research and teaching,” said CU Denver Provost Roderick Nairn. “He has demonstrated strategic ability, an entrepreneurial spirit and an energy and passion for his work that has led to a distinctive vision for faculty, staff and students, as well as a significant rise in ranking of several programs. I am excited to have someone of Dr. Christie-David’s caliber joining the ranks of CU Denver’s leadership team.”

Benson named executive director of CU Boulder AeroSpace Ventures[35]

Edwards film chosen for Comic-Con screening[36]

“Detective Detective Detective,”[37] an award-winning independent film by Michael Edwards, multimedia designer and developer for the controller’s office, and his brother Justin was selected to screen at Comic-Con International 2016 in San Diego. The film already has won awards at several other festivals, including Best Feature Film at Gen Con 2015, Best Comedic Feature at the 2014 Philadelphia Independent Film Festival, and Best Film Made in Alaska at the Anchorage International Film Festival in 2014.

In the film, three estranged brothers role play as detectives in a mystery game in the Alaskan wilderness. The brothers are investigating the mysterious disappearance of world-renowned author Adrian Belmont. Michael co-wrote the screenplay with Justin and also provided the film’s original score, which can be streamed on Spotify and Apple Music. The film has also been released on iTunes and other streaming services.

Komarow joins CU system as chief human resources officer[38]

Facilities Management Mentor Program recognized nationally[39]

Makic named to national board[40]

Mary Beth Flynn Makic, an associate professor and specialty director of the Clinical Nurse Specialist Program at the CU College of Nursing at the Anschutz Medical Campus, where she has taught since 2007, recently took her position as a board member of the American Association of Critical-Care Nurses (AACN). Makic previously worked at the

University of Colorado Hospital for nearly 20 years, initially as a clinical nurse specialist and then as the research nurse scientist, critical care.

AACN is the world's largest specialty nursing organization. Makic and others officially joined the board July 1. AACN represents the interests of more than 500,000 acute and critical care nurses and includes more than 225 chapters worldwide. The organization's vision is to create a healthcare system driven by the needs of patients and their families.

Foundation's $1M donations will expand arts programs at Pikes Peak Community College, UCCS[41]

Republicans hear from CU Regent candidates[42]

Review: Should CU have more concerts at Folsom Field?[43]

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