COLTT conference sets attendance record as educators network, gain inspiration[1]

Helen Macfarlane and J. John Cohen detail how they are transforming Mini Med School information into a MOOC. **See more in the gallery below.** (Photos: Cynthia Pasquale/University of Colorado)

Helen Macfarlane and J. John Cohen detail how they are transforming Mini Med School information into a MOOC. See more in the gallery below. (Photos: Cynthia Pasquale/University of Colorado)

Technology – its wonders and warts – was debated, dissected, and demonstrated at the 16th Colorado Learning and Teaching with Technology (COLTT) Conference at the Wolf Law Building on the University of Colorado Boulder campus.

While the Aug. 7-8 conference provided a learning opportunity for hundreds of educators, staff and students from CU and elsewhere in the state, it also served as a springboard for networking as well as inspiration. Presenters offered tips on using technology in the learning process, but also encouraged attendees to work together to influence and improve the ever-changing technological dynamics.

CU Regent Stephen Ludwig, in his keynote address, told attendees that higher ed needs to change but that transformation must occur through collaboration. “Your understanding of how people learn and how we can make education available through new channels is absolutely critical because we know that more people than ever, including growing numbers of first-generation college students and working adults, will need to get a college degree or certificate.

“We know that the idea that where you live equals your educational destiny is bankrupt. We know that geography matters: Sometimes people can’t come to us; we need to go to them. We also know … we have to stop thinking that getting an education beyond our walls is secondary to our lovely buildings and classrooms. We need your help to get all this figured out. You need to keep us honest about what is possible and where we need to invest to make sure we can meet our needs for today and tomorrow.”

A record number of participants at the conference chose from more than 70 sessions that addressed everything from smart devices in classrooms to virtual labs and how students learn. A sampling of the presentations:

Not Into Twitter? Can We Change Your Mind? – Mark Gammon, Office of Information Technology at CU-Boulder, offered strategies for using the social media platform. Once the domain of friendly patter and event announcements, today’s Twitter is more often used to keep abreast of trends and news, especially in the education world. Gammon’s tip: Choose those you follow on Twitter wisely for maximum value and to avoid the “noise” of unwanted information.

“Finding and filtrating is important in terms of getting a good experience out of Twitter,” Gammon says. “Have an intention. What are you trying to get? Try to find resonance. If you can find people and content that you resonate with, I think Twitter can be really powerful,” otherwise there is too much content out there that is of no interest.

How Faculty Can Affect Student Texting, Distraction, Grades and Attitudes – Douglas Duncan, a professor at CU-Boulder and author of the first book about teaching with wireless student response systems or “clickers,” told session participants that while students believe they can multitask, studies show that the grades of students who “text” in class are lower than those who ignore their cell phones.

“Students are poor judges of their own abilities and their own learning,” he said. Faculty members must set policies concerning what types of technology will be allowed in classrooms and ensure students know the rules. At the same time, students who spend time discussing and interacting in class are learning more because they must fully concentrate on educational topics and aren’t distracted by electronic devices.

Online Textbooks: Translating or Transforming Media? – Mark Werner and Caroline Sinkinson, colleagues at CU-Boulder, conducted studies of a national pilot project that measured the efficacy of e-texts. (To view the report, click here[3].) At CU, more than 700 students in eight courses last year were given free access to electronic textbooks, then were surveyed about use.

While most students found the tool and the platform easy to use, one of their big concerns was that the book could only be accessed during the semester and was not available for later reference. The survey found that most faculty members did not model features of the e-text for the students, and that led to less satisfaction by participants. The study found that faculty involved in the project believed that e-text learning is inevitable, and said their reservations concerning access and advanced features should be addressed before a mass rollout of the technology.

How to MOOC a Mini Med School – J. John Cohen and Helen Macfarlane, colleagues at CU's School of Medicine, are converting the current live Mini Med School into an eight-week MOOC (massive open online course). Through video, animation and screen capture, the two are producing 90-minute modules that help educate the general populace about medicine and encourage them to take charge of their health.

The pair described how, with readily available computer programs, they will produce educational segments, each lasting about six minutes – about the length of the average adult's attention span – to expand the reach of the popular live program.

Winning the Higher Ed Game: Technology Edition – David Thomas, director of academic technology at CU Denver, introduced session participants to a game that enabled them to consider the variables and tradeoffs of investing in technology. The game illustrated the need for higher education institutions – already facing financial challenges -- to predict which technological tools will pay off and which aren't worth the price.

A Dialogue on Student Learning, Teaching, Technology and Everything – Noah Finkelstein, a CU-Boulder professor whose field of focus is Physics Education Research, and Deborah Keyek-Franssen, associate vice president of digital education and engagement for the CU system, challenged participants to determine whether technological advances will lead to an education "technotopia" or a "courserapocolypse." The groups then argued their cases.

While technology offers nearly instant information as well as a massive reach, participants said some technology still favors the privileged wealthy and lacks support, especially when it comes to instruction on how to fully use the tools.

[flagallery gid=6 name="Gallery"]

Five questions for Tor Wager[4]

[5]
The human brain and the mechanisms surrounding its operation have intrigued scientists for generations. Now evolving technology has allowed researchers to collect and analyze data that aids the effort to unlock some brain secrets. An example: Recent groundbreaking research by Tor Wager provides a brain-activity measurement that predicts how much physical pain a person is feeling.

An associate professor of psychology and neuroscience at the University of Colorado Boulder, Wager also is director of the Cognitive and Affective Control Laboratory. His research specialties include brain imaging, placebo effects and the brain systems that involve pain, emotion and motivation. He joined CU's faculty in 2010 but his Colorado roots extend to Evergreen, where he grew up.

"CU has been an important part of my life story as a scientist," he said. "I'm from Colorado and the desire to come back here was motivated in part by the fact that CU is an excellent university with great colleagues and in part by that fact that I have family and friends here."

Wager studied music as an undergraduate but wasn't sure what would come next. He worked at a CU residence hall and took psychology classes, including some from colleagues who are still part of his department. Those professors steered him in "the right way," pushing him to take graduate classes and to become involved in multiple research

projects. He earned his Ph.D. from the University of Michigan in cognitive psychology. He then spent six years at Columbia University as an assistant and associate professor before continuing his academic career at CU-Boulder.

1. Some of your studies involve the brain and how it generates and regulates pain and emotion. One recent study found that brain patterns of physical pain and those of emotional pain are different. What are the implications of this work?

The study came out this year in the New England Journal of Medicine and is really the first study to provide a brain measure that can predict with high accuracy, sensitivity and specificity how much physical pain someone is feeling. From a basic research perspective, the study is important because we need brain markers that are closely identified with psychological states, and there are not many examples of these. One of the major goals of neuroscience is to establish mapping between the brain and mind. We haven't done a one-to-one mapping between a brain signature and physical pain exactly, but it's a starting point. The study accurately tracks a specific kind of pain and that is important clinically because there are no objective measures of physical pain. This is a step toward developing such markers in patients that can actually be used and translated; it's also important because it's a step toward unpacking what generates pain at the brain level. We've identified one system, but we think there are multiple systems that make different kinds of contributions to different kinds of pain. We eventually hope to identify the brain systems that are disrupted in someone who is experiencing pain, and based on the system, know how we should treat that person.

Too often people are blamed for their pain or those in the medical community think they are faking pain or that it is all in their heads. The study will make pain connections real and help us understand the neuro-psychological basis for it.

The study also is important in another way. We need these markers if we're going to study the impact of psychological treatments and drug treatments on pain and on emotion. Then we will be able to tell whether a brain system is affected by some – or all – classes of pain-relieving drugs and some or all kinds of psychological treatments. Psychological treatments work for pain and other emotional disorders, but they haven't been given their due. Billions of dollars are spent on drug development while virtually nothing by comparison is spent on psychological treatments even though they work just as well. The reason is that psychology is squishy; there are no objective measures. This work can help us define objective brain processes and signatures that will allow us to study psychological phenomenon on the same footing as drug treatments and understand how they can work together.

2. Do people experience physical pain differently?

In our study, we've tried to carefully control a certain type of painful input. What we find is people process that similarly, to a surprising degree, so we can identify something that holds across individuals. But experiences of pain mean very different things to different people. For some people it signals disability, in some it triggers intense fear, and in others it doesn't trigger either of these. Those aspects will be important to understanding how disabling pain is, and, for example, potentially understanding who develops chronic pain after an injury. There's a lot of complexity and diversity in humans and understanding how different people respond differently is going to require delving into that complexity, but also pulling it apart and trying to be very systematic and scientific about it. We haven't gotten there, but technology and this kind of work is allowing us to make progress.

3. This work will also help us understand emotional pain, correct?

One of the major frontiers in human neuroscience is to understand the ways in which we are motivated and ways in which emotional responses are generated in the brain. This frontier largely has been ignored. When the first waves of revolution in human brain science were occurring, computers were used as a metaphor, so people were interested in cognition. But we've realized we can come up with computational models to help us understand how brain systems and emotions work. Emotions and the regulation of emotion are so important in our lives and are often the critical part of what is disrupted in clinical disorders. For example, 20 percent of Americans are in some form of pain at any given time for a $600 billion economic impact. It's a feature we all have to deal with and a feature of almost every disorder you can think of from cancer to strokes to back, muscle and joint pain. Other types of disorders – even schizophrenia, which people have framed as disorder of cognition – are emotional disturbances that have profound effects on functionality.

4. One area of your lab's study is PTSD. What kind of research is being done and what have you found?

Our PTSD project is in collaboration with people in psychiatry in New York. PTSD is enormously important, especially today, but we don't understand it well. Part of the idea is that there are multiple kinds of affective or emotional circuits. (Affect is a general term for an emotional element or ingredient.) Some of the processes people think are disruptive in PTSD are hyperactive fear response, and we're testing that, but we're also testing new ideas. The problem is that a person with PTSD doesn't contextualize in the right way.

Imagine going to a movie and you see a snake on screen. You get a little startled, but you know you are safe, that it's just a movie. Something in the brain creates this context and maintains a cognition or mental state that says, "Here I am in a movie theater. I'm safe and this is sort of fun." If you don't have that context or your brain doesn't create that context in the right way, you essentially don't learn when things are scary and when they shouldn't be scary. People with PTSD can't form those safety contexts and they overgeneralize. They are constantly startled and constantly anxious, have sleep disorders and fall into a spiral of disability.

5. What kind of technology has helped make some of your research possible?

We have an fMRI (functional magnetic resonance imaging) center on campus that is about a year old and enables people like me and a group of researchers to do innovative research at the intersection of brain science and psychology. We have a seed here of something that can grow into a very important initiative on campus with support.

The Intermountain Neuroimaging Consortium is a partnership between CU and the Mind Research Network in Albuquerque, N.M. The scanner helps tie together human and animal neuroscience and allows us to have collaborators in psychiatry, pain management, neurology. It also allows us to bridge departments on campus from psychology and neuroscience to electrical engineering and physics. It lets us look at how brain activity is evolving second by second. It also has enough resolution so that we can start to see what's happening at different points in the brain and analyze relationships across brain regions.

Neuroimaging is changing the face of psychology and neuroscience. More and more animal science approaches are integrated with human brain imaging approaches. By using technology, we can discover wonderful things with wonderful precision, but it has to be integrated with models of human biology and brain function. There are so many examples of things that work beautifully in a mouse, but they don't transfer into humans. Neuroimaging is filling the gap in translation across species.

'Extreme Weight Loss' at CU Anschutz: 'In the works now – and a secret'[6]

[7]
Holly Wyatt, M.D., is associate director of the Anschutz Health and Wellness Center[8], which is playing partner and host to ABC-TV's "Extreme Weight Loss" series[9]. Read on for her insights on the show, weight loss and junk food.

Can you share any gossip about the upcoming season of "Extreme Weight Loss" with us?

It's in the works now, and it's a secret. Season four is being filmed here at the center, and I'm involved in helping the participants with their weight loss journey. This is what the center was designed to do, to help people transform their lives.

And you're also a physician and clinical researcher in the CU School of Medicine[10] and at the Anschutz Health and Wellness Center. So, you've been a health and exercise nut your whole life, right?

[11]
No, I battled my weight all my life, and that's part of the reason I was interested in this area. Initially, I didn't know that was an option for a career. I didn't know that obesity, weight and metabolism were things that doctors studied. Obesity

has really only been identified as an epidemic in the last 20 years.

By any definition, you're certainly not obese …

No, but I have a metabolism that tends to retain weight and requires lots of activity to keep it working. I have to do a huge amount of activity in order to maintain my current weight. I need to work out at least six days a week, for at least an hour or more, and that's not to lose weight but to maintain my weight. I have to keep my exercise routine fresh and always be doing something or I will gain weight like crazy.

Do you think your own weight struggles help you in your work with members at the Health and Wellness Center?

[12]
Yes, I do have some insight into their struggle. Like a lot of my patients, I went through a phase where it irritated me that I have to do all this work when others don't. I moved through that, and now I focus on the good things that come out of my active lifestyle: friends, experiences, accomplishments. I've run marathons in a lot of different cities, and a few years ago, I was able to climb Mount Kilimanjaro in Tanzania.

It sounds like you've totally conquered your weight and metabolism issues.

No way. I can't walk down the potato chip aisle in the grocery store, because I know nothing good happens for me in that aisle. Chips are my downfall. I also love ice cream, especially all of those special flavors, like chocolate-caramel swirl cheese cake.

Thanks for confessing!

The fact that I need to "walk the walk" is something that I think helps me stay fit and helps me motivate my clients. I wouldn't feel authentic if I were telling people to do something that I wasn't able to do.

[13]

Regents pass resolution supporting Colorado Springs RTA application[14]

Illustration of the proposed sports medicine center at UCCS.

The University of Colorado Board of Regents passed a resolution supporting the city of Colorado Springs application for the City for Champions project, which is seeking funding from the state's Regional Tourism Act to proceed with the multi-faceted project.

The RTA proposal includes four elements:
A U.S. Olympic museum A downtown stadium and event center A sports medicine and performance center at the University of Colorado Colorado Springs A gateway at the Falcon Stadium Visitors Center at the U.S. Air Force Academy.
The nine-member board approved the resolution 8-0 at its Aug. 7 meeting, with the chair not voting, as is his prerogative.

"My colleagues on the board and I believe this project has the kind of synergy that not only will benefit Colorado Springs and our UCCS campus, but also will build on the strengths of our faculty and provide opportunities for students

from across the CU system," said Regent Kyle Hybl, R- Colorado Springs, who sponsored the resolution.

The UCCS Sports Medicine and Performance Center would be a clinic for the education, training and treatment of high-performance athletes and wounded active-duty and retired military members. It would build on UCCS faculty strengths in biomechanics, athletic training, sports dietetics and exercise and sports physiology, among others. It also would provide opportunities for collaboration with faculty in the CU School of Medicine, which is opening a branch on the UCCS campus this fall. UCCS and School of Medicine faculty have practices focused on the training and treatment of high-performance athletes, as well as several focused on disabled athletes.

The facility would be part of the UCCS Health and Wellness Village, an integral part of the campus's strategic plan that calls for eight facilities supporting health-related instruction, research and services. The first facility in the complex, the Lane Center for Academic Health Sciences, is under construction on North Nevada Avenue and is scheduled for completion in January 2014.

New faculty learn about professional and campus resources[16]

Storm Gloor, a professor of music and entertainment studies in the College of Arts and Media, explains that he also is a teaching consultant for CU Denver's Center for Faculty Development during New Faculty Orientation on Monday.

With classes starting in a week, new faculty members at the University of Colorado Denver received a wealth of information about faculty and campus resources during New Faculty Orientation on Monday.

Some 31 faculty members attended the daylong session in the Terrace Room at Lawrence Street Center.

Orientation began with a continental breakfast and a photographer snapping head shots that faculty members can use for their Web pages or publications. It continued with information about the many ways the Center for Faculty Development[18] (CFD), located on the third floor of LSC, supports and helps develop faculty.

Donna Sobel, Ph.D., the CFD's acting director, gave an overview, saying, "The center is a fabulous resource that has been here at the University of Colorado Denver for nine years." Sobel said the CFD will host an open house from 11 a.m. to 1 p.m. Aug. 22 and will also be kicking off another semester of Lunch and Learn programs for faculty, including sessions that explain the process for moving into tenure-track or full tenure positions. She suggested that faculty members bookmark the CFD website[18] because it is an excellent resource for information and professional development.

Mary Connelly, an associate professor in visual arts in the College of Arts and Media[19] (CAM) and CFD faculty fellow, explained that an online version of the faculty orientation program is available by logging onto the CU Denver campus portal. Courses now available online in Skillsoft include "New Faculty Orientation-CU Denver," "CU Assessment and Instructional Alignment" and "CU Americans with Disabilities Act."

Storm Gloor, a professor in music and entertainment studies in CAM, told the gathering that "seven years ago this week I was in your shoes sitting here in orientation." He noted that he just "crossed the bridge" of attaining tenure and is now working with CFD as a teaching consultant. "I'm available if you'd like me to meet with you and talk about things that you're encountering in the classroom and any areas you need assistance in," he said. "One of my specialties is using technology and integrating technology into the classroom."

Sobel emphasized that the CFD's consultation service is available to anyone -- tenure, tenure-track, senior instructor, adjunct -- "whatever the title." "One of the things we do a fair amount of through our center is observations," she said. "We all know as instructors, as educators, we can always, always do it even better than we're doing it today."

Orientation also included presentations about the Office of Research Development and Education[20] (Naomi Nishi, assistant director; and Lynette Michael, director); mentoring and the Office of Diversity and Inclusion[21] (Brenda J. Allen, associate vice chancellor for diversity); the present and future of CU Denver (Rod Nairn, provost); diversify your syllabi (Orlando Archibeque, Auraria Library[22] representative); CU Online[23] (David Thomas, academic technology director); and other campus and faculty resources.

Ribbon cut on Summit Village expansion[24]

University dignities prepare to cut the ribbon.

About 100 UCCS faculty, staff and students attended an Aug. 5 ribbon-cutting ceremony to celebrate the completion of UCCS's newest residence halls, Copper and Eldora.

UCCS student and resident adviser Kimberly Sheridan hopes new students will enjoy Eldora and Copper as much as she's enjoyed her time in housing.

"This is what progress and fulfillment of our mission is all about," Chancellor Pam Shockley-Zalabak said.

Shockley-Zalabak cited statistics that students who live in campus housing have better grades and graduate sooner.

CU Regent Kyle Hybl noted the progress made by UCCS in fulfilling its mission to be CU's growth campus, using words such as "scrappy" to describe the ability of the campus to succeed despite lack of state funding.

Kimberly Sheridan, a resident assistant, spoke of the confidence she gained as a student living on campus.

Susan Szpyrka, vice chancellor, Administration and Finance, served as the event's master of ceremonies and led the cutting of a ceremonial ribbon.

Following the ribbon cutting, members of the Office of Residence Life & Housing and Facilities Services gave tours of the two buildings.

About Copper and Eldora

Construction for the $18.1 million expansion began in May 2012.

UCCS faculty, staff and students gather to watch the ribbon be cut.

The two new towers will provide 192 beds to serve an increasing population of resident students. Rooms will be single occupancy, three-person suites and four-person suites.

Both buildings were built to Leadership in Energy and Environmental Design Gold certification. Once awarded, the halls will be the first residential halls with LEED designation at UCCS.

No state funds or taxpayer dollars are being used to fund the expansion. The buildings are bonded and rents paid by student occupants cover the annual bond payment, utilities and other operating expenses.

Mars-bound MAVEN hailed in haiku[28]

[29]
The spacecraft for NASA's Mars Atmosphere and Volatile EvolutioN, or MAVEN, mission recently arrived in Florida in anticipation of a November launch.

The mission, being led by the University of Colorado Boulder, also inspired winners of a recent haiku contest.

The spacecraft was shipped on Aug. 2, aboard a U.S. Air Force cargo plane from Buckley Air Force Base in Aurora, Colo., to the Shuttle Landing Facility at NASA's Kennedy Space Center on Merritt Island, Fla. Lockheed Martin had previously assembled and tested MAVEN in its Littleton, Colo., facility.

MAVEN will carry just over 1,100 haiku, along with thousands of names, on its journey to the red planet. The haiku were part of a contest, sponsored by CU-Boulder, asking the public to submit haiku poetry relating to the mission.

The winners of the contest, coordinated by CU-Boulder's Laboratory for Atmospheric and Space Physics (LASP), came from across the nation and around the world, including entries from Palestine, India, Australia and Europe. The top five haiku received 1,000 votes or more, and included entries by popular British blogger Benedict Smith and well-known American poet Vanna Bonta.

The top five winning haiku entries and their authors are below:

It's funny, they named

Mars after the God of War

Have a look at Earth

Benedict Smith

United Kingdom

Thirty-six million

miles of whispering welcome.

Mars, you called us home.

Vanna Bonta
U.S.

Stars in the blue sky

cheerfully observe the Earth

while we long for them

Luisa Santoro

Italy

distant red planet

the dreams of earth beings flow

we will someday roam

Greg Pruett

Idaho, U.S.

Mars, your secret is

unknown for humanity

we want to know you.

Fanni Redenczki

Hungary

“The contest has resonated with people in ways that I never imagined,” said Stephanie Renfrow, MAVEN Education and Public Outreach leader and the Going to Mars campaign leader. “Both new and accomplished poets wrote poetry to reflect their views of Earth and Mars, to share their feelings about space exploration, to pay tribute to loved ones who have passed on and to make us laugh with their words.”

For information on other MAVEN haiku contest winners, as well as how you can submit your name to be placed on a DVD that will travel to Mars aboard the MAVEN spacecraft, visit LASP’s Going to Mars with MAVEN program at http://lasp.colorado.edu/maven/goingtomars/[30].

For more information on the MAVEN project visit http://lasp.colorado.edu/home/maven/[31]. For updates, photos and more about the MAVEN journey visit CU-Boulder’s social media collection at http://www.colorado.edu/social/maven-mars[32]. See more at http://www.colorado.edu/news/features/maven-arrives-florida#sthash.KSNQ1RIH.dpuf[33].

MAVEN now will go through a final testing phase in preparation for launch. The MAVEN team will confirm the spacecraft arrived in good condition and re-assemble the components that were removed for the transport from Colorado. The spacecraft is now slated for additional software tests, spin balance tests and further tests on the deployment of the spacecraft’s solar panels and booms that will occur once it achieves Mars orbit.

After final testing and fueling, MAVEN will move to Launch Complex 41 at the Cape Canaveral Air Force Station. A United Launch Alliance V-401 rocket will launch the Mars orbiter on its interplanetary trajectory.

Occupational Health Program gets new home[34]

[35]
The CU Denver | Anschutz Medical Campus Occupational Health Clinic is now open for appointments in new digs at the Anschutz Health and Wellness Center, just northwest of the prior clinic location.

The Occupational Health Program is administered by the Environmental Health and Safety Department, under the vice chancellor for research. The program oversees employee health for all research-related activities at the University of Colorado Denver, and is an institutional requirement of our extramurally funded research activities. In addition, the program is a major provider of preventive vaccination services to students at the Anschutz Medical Campus.

Serving researchers, employees, students and volunteers who work with or around animals, OHP also supports management of other potentially hazardous materials such as toxins/venoms, infectious agents, teratogens/carcinogens, radioactive materials, heavy metals, lasers, recombinant DNA, formaldehyde and /or human blood, tissues or cells. The program includes initial and annual enrollment by completing a health surveillance questionnaire.

John leads enrollment, retention effort[36]

[37]
Carrie John will head up efforts to gain deeper insight into the student experience at the University of Colorado Denver as the new director of analytics for enrollment and retention. John joined the university a year ago, first holding the position of student life-cycle analyst. She analyzed data related to the entire life cycle of a student -- from recruitment and enrollment to graduation and post-graduation.

Now John is expanding upon the data and looking at ways to improve business, enrollment, recruitment and other procedures with the goal of making life easier and more satisfying for students.

Substantial information about the student experience has already been compiled, including data from surveys sent to students in the spring semester. The surveys went to two groups -- students who were admitted to CU Denver but chose another institution and students who enrolled but left before graduation -- and asked why they left early or selected another school and many other questions.

"We'll keep the surveys going each semester so we can look at patterns over time," John said. "Also, being part of the Admissions Office, we want to see how we can position CU Denver better for incoming students."

In early September, John's team will launch a service blueprinting process. "We're going to take a hard look at the student experience from A to Z," she said, "so we can bring to light those pieces that might be missing." For example, if it takes a student 18 clicks on the Web to get an ID card, the process needs to be streamlined.

John has more than 13 years of experience working in higher education. Before coming to CU Denver, she held positions in enrollment management and financial aid for a branch of Penn State, and then served on a system implementation project for all 14 institutions for the Pennsylvania State System of Higher Education. That work led her to institutional research at the state system level. Having a desire to get back to campus and perform work that more directly impacts student success brought her to CU Denver.

At Penn State, John saw firsthand the deep loyalty of students to their university. "I think that identity is really important for students," she said. "They should feel connected to the school they attend."

Hartnett publishes new article, continues publicity[38]

[39]
Stephen John Hartnett, professor and chair of communication at CU Denver, recently published “The Folly of Fighting for Providence, or, the End of Empire and Exceptionalism” in Cultural Studies ó Critical Methodologies. This spring, Hartnett was the featured guest on The Real News.com, an independent, Web-based TV show, where he discussed the history and contemporary state of the death penalty. The show is listed as “From Capital Punishment to Guns, Old Fears Weigh like a Nightmare” on Today's Debate.

Dropping names ...[40]

Bihun

Joan T. Bihun, senior instructor in psychology at the College of Liberal Arts and Sciences at CU Denver, won the Adjunct Teaching Excellence Award given by the Society for the Teaching of Psychology (Division Two of the American Psychological Association). The award – a plaque and $1,500 – were presented Aug. 3 during the 2013 APA convention in Honolulu. The teaching award winners also will be announced in the fall issue of “Teaching of Psychology.” … **Laurie Gaspar**, professor and chair of the Department of Radiation Oncology at the University of Colorado School of Medicine, was selected to the board of directors of the International Association for the Study of Lung Cancer (IASLC). She joins two other colleagues from the School of Medicine already on the board: Paul A. Bunn, who serves as executive director, and Fred R. Hirsch, treasurer. The association is the only global organization dedicated to the study of lung cancer.

Less cancer, more birthdays[42]

[43]

What if you could prevent even one family from hearing the words “you have cancer”?

What if you could help save lives from cancer and give people more of their most precious resource: time? More time with family and friends, to help create a world with more memories, more celebrations … and more birthdays.

This year, you can join the movement to help create a world with less cancer and more birthdays by participating in and volunteering for the American Cancer Society’s research study Cancer Prevention Study-3 (CPS-3).

The American Cancer Society[44] is recruiting men and women age 30-65 from across the U.S. who have never been diagnosed with cancer to enroll in the study. Enrollees will help scientists better understand how lifestyle, genetics and the environment affect cancer, and how better to prevent the disease.

For more information, a list of enrollment sites, dates and times and to schedule your appointment, visit www.cps3Colorado.org[45].

Children's Hospital Colorado[46] will host a site from 6:30 a.m. to 11 a.m. Sept. 10 at 13123 E. 16th Ave., Aurora, in the Mt. Yale Conference Room.

The University of Colorado Cancer Center [47]also will host sites, 8 a.m. to noon Sept. 12 and noon to 4 p.m. Sept. 13 on the sixth floor of Building 500, East Conference Room, on the CU Anschutz Medical Campus.

To sign up as a volunteer go to www.cps3colorado.org[48] or call toll-free at 1-888-604-5888.

-- Taylor Bakemeyer

Earn $25 a month with Be Colorado Move. program[49]

Don't miss out on your chance to earn $25 a month through the Be Colorado Move. program:
To enroll in Move., download the free "Be Colorado Move." app and create an app account with an email address and password. Then, log in at the Move. website[50] with your app account. Click on "Groups" then click "Join Move Program" and enter your last name and employee ID in order to enroll. Step-by-step instructions can be found here[51]. In order to earn the $25 each month, you must record at least 30 minutes of activity, 12 days a month, and upload your workouts to the Move. website. Upload your workouts by going to "Results" on the app and pressing the yellow heart button that says "Sync." Instructions on how to use the app to record your workouts and upload them to the Move. website can be found here[52] for iPhone users and here[53] for Android users. Fitbit, Body Media and Garmin users can find enrollment and upload instructions here[54]. The payment for April-June will be on August's paycheck. Incentives earned for July-September will be paid in November; October-December will be paid in February; and January-March will be paid in May.
For more information about Move. visit www.becolorado.org[55]

Workers' compensation comes with choices[56]

[57]
University Risk Management notes that the University of Colorado is required by Colorado Workers' Compensation law to provide choices when someone is seeking medical treatment related to an injury that is covered by CU's workers' compensation program.

Campus-specific Designated Medical Provider (DMP) options, including contact information and location, are available on the University Risk Management website[58].

Note: Risk Management cannot recommend, dictate or suggest one medical provider over another. Individuals must choose from the list of providers for themselves.

Links
[1] https://connections.cu.edu/stories/coltt-conference-sets-attendance-record-educators-network-gain-inspiration[2] https://connections.cu.edu/file/coltt-pagepng[3] http://www.educause.edu/library/resources/understanding-what-higher-education-needs-e-textbooks-educauseinternet2-pilot[4] https://connections.cu.edu/stories/five-questions-tor-wager[5] https://connections.cu.edu/file/5q-torpng[6] https://connections.cu.edu/stories/%E2%80%98extreme-weight-loss%E2%80%99-cu-anschutz-%E2%80%98-works-now-%E2%80%93-and-secret%E2%80%99[7] https://connections.cu.edu/news/extreme-weight-loss-at-cu-anschutz-in-the-works-now-and-a-secret/wyatt01[8] http://www.ucdenver.edu/academics/colleges/medicalschool/centers/HealthandWellnessCenter/Pages/Home.aspx[9] http://www.anschutzwellness.com/news/abc-s-extreme-weight-loss-comes-university-colorado-s-anschutz-health-and-wellness-center[10] http://www.ucdenver.edu/academics/colleges/medicalschool/Pages/somWelcome.aspx[11] 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