Five questions for Peter McGraw[1]

[2]
Have you ever laughed at an epic FAIL? Or that klutzy moment when someone awkwardly falls down? Why was it so funny? Peter McGraw has traveled around the world in hopes of finding the answer to that question. McGraw directs the Humor Research Lab (HuRL) and co-directs the Moral Research Lab (MoRL) at the University of Colorado Boulder where he's an associate professor of marketing and psychology at the Leeds School of Business. Along with his humor research, he studies decision making and consumer behavior.

In college, he started out as an engineering student, but the study of human behavior soon turned his head. He had enjoyed a psychology class in high school, and as a first-year undergraduate, he realized that his professors liked what they were doing.

"They were teaching interesting material, and they got to read books and hang out on a college campus. How wonderful is that? So, basically, I decided I was going to be a professor."

McGraw studied judgment and decision making as a graduate student, and, as luck would have it, the field of behavioral economics began to take root at the same time he was graduating.

"Judgments and choices are fundamental to business, whether in marketing or management. I've always valued the practical applications of my research, so studying consumer decision-making made sense, even as a psych Ph.D. student," he says.

This fall, McGraw begins his 10th year at the university.

His interests in humor and consumer behavior have meshed in one of his current projects, which investigates the potential downside of pursuing humor in marketing communications. McGraw, along with colleague Phil Fernbach and graduate student Julie Schiro, are looking at whether public service announcements (PSAs) that use humor are successful. While humor is attention-getting and often facilitates sharing behavior, a funny PSA may not result in the desired behavior change, says McGraw. "Humor can indicate that something bad – texting while driving or not wearing a seatbelt – is not a serious problem. In this case, humor can backfire."

**1. How did you choose to focus on humor as an area of interest? How does humor influence consumers?**

I have studied moral decision making, trying to answer the question, what makes things wrong? More than five years ago, I was giving a talk about it and used what I thought was an entertaining example about a church that was trying to get people to attend a winter retreat by hosting a raffle with an unusual prize: a yellow, H2 Hummer.

[3]
The audience laughed at the example. They weren't as upset as I expected, and someone asked, "Why are we laughing at this? You say that moral violations cause anger and disgust yet we're laughing." I had never considered what makes things funny, but I quickly realized what an important question it is. Humor is something we value greatly in our personal lives; it's been implicated in coping; and it certainly has a role in marketing and management. No one else in my field was studying it. It was a great opportunity, albeit a risky one, but an opportunity that was too good to pass up.

The question of how humor influences a consumer is a big one. Most research on humor and advertising focuses on the benefits, but I'm interested in the potential risks, especially when an attempt at humor fails or how humor may negatively affect brands. I'm most excited about examining an idea we call humorous complaining. Firms are interested in consumer complaints; they want to make consumers happy and the fact that people complain about brands to others is potentially problematic. The downside is that we don't really like complainers, but humorous complaining seems to be a good thing. If you can complain humorously, people like you more, your complaint has greater reach, and people are more likely to remember humorous complaints and pass them on. So if your goal is to warn others, and to feel better and not have people think badly of you, then humorous complaining is a really powerful tool.

We begin the humorous complaining paper with a famous example, a YouTube video titled "United Breaks Guitars."[4] A Canadian musician had his $2,500 guitar damaged on a United Airlines flight. United refused to compensate him on a technicality, and he wrote a song about it, a parody of his experience. It got more than 10 million views and international press coverage, and it turned into a success story.

What I'm trying to do is take an idea – a theory I've been testing that we call the Benign Violation Theory – to help make predictions and to better understand how humor can be both a cost and a benefit.

**2. What is and isn't funny seems to vary by culture, societal norms, and even from person to person. How can you study humor since there are so many variables?**

The same joke might be funny to one person, horrifying to another, and boring to yet another. So as part of the Humor Code[5] project, Joel Warner and I looked at humor around the world.

The Benign Violation Theory proposes that we laugh at things that are wrong and OK, things that seem to be threatening and safe. The theory does a nice job of dealing with cultural and individual differences. What we see as wrong and OK depends on experience, values, what culture says is wrong and OK. That's a difficult challenge for studying humor. When we conduct studies in the HuRL (The Humor Research Lab), we have to test our stimulus to make sure it's funny with the people we bring into our lab. Once we know it's funny, we start changing it in ways that make it more benign or make it a violation. The one kind of humor that is as close to universal as you can find is physical comedy. It's one of the most basic ways to make people laugh.

**3. The Humor Code project included a worldwide journey to study comedy, which has since turned into a book, "The Humor Code: A Global Search for What Makes Things Funny." How did this idea come about?**

[6]
For many years I have been going out into the real world to look at questions that I am trying to answer. To understand human behavior you have to leave the lab and observe people in the real world. Joel Warner, a Denver journalist, invited me to go to the Squire Lounge to critique the comedians using the Benign Violation Theory. In a moment of hubris, I decided to go on stage and tell some of my own jokes. This did not go as planned; I bombed. It was a stark reminder that humor is a complex, mysterious thing, and to understand it, you need to see it in all its glory. Joel and I decided to team up and go on a global search to answer the question of what makes things funny. We went to Japan to understand individual cultural differences, to L.A. to watch improv and stand up, to Tanzania to try to answer the question "Why do we laugh?", to Scandinavia to examine the dark side of humor (the Muhammad cartoon controversy), to the West Bank to find humor where you least expect it, and to New York to see how humor is made on a grand scale. Our penultimate chapter in the book tries to determine if laughter is the best medicine, so we went to the Amazon with Patch Adams and 100 hospital clowns. To wrap up our travels, we went to the Just for Laughs festival in Montreal where I got on stage again to prove we cracked the humor code. You'll have to read the book to see how that went.

The book will come out April 1 – April Fools' Day. It is written as a travelogue and presents the larger-than-life characters we met along the way. It's not an academic book but the reader will learn about the science of comedy along the way.

**4. One of your working papers is titled "Not putting a price on love costs you money." What is your premise and what did you discover?**

This paper relates to the moral research I've been doing. One thing we find over and over again in literature is that people don't like putting a price on the things they love. If you ask people how much they would sell their engagement ring for, they say they wouldn't sell it for any price. This affirms a commitment to a loving relationship. But the paper turns this around: When people are considering purchases for loved ones, they find it unpleasant to consider how much to spend. To deal with that feeling, they focus on non-price-related aspects of the decision -- quality, for instance. They won't search around for a lower price or are less likely to negotiate for a lower price because it feels wrong. So they generally end up spending more money than they otherwise need to.

On the one hand, people feel better and avoid the conflict, but as a result, at least when it comes to your pocketbook, there's a greater cost.

**5. Your CV carries this notation under awards: "Professor of the Game, University of Colorado Men's Basketball; 2010." How did you earn this honor?**

That was really fun. At one point, the men's basketball team was soliciting names of players' favorite professors. I had had a basketball player – Dwight Thorne – in my class. One day I received an email that said I had been nominated to be the professor of the game. I was invited to go to a game, tour the locker room, and hang out with the team for their pre-game talk. At halftime, I went out on the court and accepted a basketball autographed by the team. It's a great honor to have a student recognize you as having had a positive influence in his life.

## Systemwide LGBTQ symposium returns for second year[7]

The University of Colorado Faculty Council will sponsor a symposium later this month to provide a forum for faculty, staff and students at CU to exchange ideas and learn new strategies for being inclusive of the lesbian, gay, bisexual, transgender, queer and allied community in the classroom and throughout the university.

The Faculty Council, working through the Committee on LGBTQ Affairs, presents the event at CU Denver, on the Auraria Campus at St. Cajetan's Church, from 9 a.m. to 3 p.m. Friday, Oct. 25.

"Creating Equity for the LGBTQ Community in Higher Education: Teaching and Learning for the 21st Century," is the title of the second annual event, which follows a successful launch last year[8].

The keynote address will be delivered by Glenda Russell, Ph.D., a licensed psychologist and author of "Voted Out: The Psychological Consequences of Antigay Politics," co-author of "Conversations About Psychology and Sexual Orientation," and author of numerous other journal articles and book chapters. She will be discussing how the LGBTQ movement has transformed higher education in Colorado and throughout the nation. She also will outline the challenges of creating and sustaining an LGBTQ-inclusive campus climate that provides a space where people of all sexual and gender identities can thrive and learn to undo the impact of prejudice.

At the symposium, speakers will address how CU is responding to the rapidly changing legal and social landscape for the lesbian, gay, bisexual, transgender and queer community.

CU Regent Michael Carrigan, State Sen. Jessie Ulibarri and university administrators will discuss how increased LGBTQ civil rights are shaping the university's academic and diversity missions.

Faculty will share their "best practices" for ensuring that our teaching and learning environments are equitable and inclusive.

And students will be participating throughout the day to convey what barriers they are still facing despite the recent legal victories for LGBTQ civil rights and what changes they would like to see at the university.

The symposium is free but advance registration is required[9]. Lunch will be provided for the first 80 registrants.

## University inclusivity, student retention in spotlight at systemwide conference[10]

Estela Mara Bensimon, Ed.D., professor of higher education at the USC Rossier School of Education, Co-Director of the Center for Urban Education

The University of Colorado Faculty Council Ethnic and Minority Affairs Committee (EMAC) is presenting a systemwide symposium on student retention – "Building Organizational Competence to Achieve Equity in Access, Retention and Graduation" – Nov. 8 at CU-Boulder.

The event is for CU faculty, staff and administrators who are directly involved in the policies, day-to-day practices and realities associated with enhancing university inclusivity and student retention and persistence.

Scheduled for 8:30 a.m. to 1 p.m.,[12] the symposium features a keynote address by Estela Mara Bensimon, Ed.D. [12], professor of higher education at the USC Rossier School of Education and Co-Director of the Center for Urban Education

The conference will focus on retention rates and issues for underserved students, and best practices for increasing retention of students from ethnic, racial minority and low socio-economic status backgrounds.

Attendees are asked to RSVP by Friday, as seating is limited. The event will be in the British and Irish Studies Room, M549, Norlin Library.

Click here[13] to register; for more information, go to www.cu.edu/retention[14].

Pink Life Saver rolling to CU-Boulder, UCCS[15]

[16]

Too often, a woman's busy schedule makes it hard to keep a mammogram appointment. In fact, the American Cancer Society cites the top two reasons women give for not getting a mammogram are time and convenience.

The Pink Life Saver, the University of Colorado Hospital's first mobile mammography unit[17], is a clinic on wheels that provides breast cancer screening services to women in the metro area. The brightly decorated, 38-foot-long vehicle houses a workstation, waiting area and changing room.

This fall, the Pink Life Saver will be at two Be Colorado health screenings:
8 a.m.-2 p.m. Monday, Oct. 14, at the Center for Community, CU-Boulder. The van will be parked in lot 308. 8 a.m.-2 p.m. Tuesday, Oct. 22, at the El-Pomar Center, UCCS. Van will be parked in the loading dock area of the building.
To make your appointment, call 720-848-1030. Walk-ins are also accepted.

For FAQs on the Pink Life Saver, click here[18].

Employees on the CU Anschutz Medical Campus may visit the Mammography department on the third floor of the Outpatient Pavilion to receive a mammogram. Walk-ins are accepted 8 a.m.-4 p.m. Monday through Friday.

Health-screening appointments are still available. Take advantage of this opportunity for a free flu shot and full health screening (lipid profile, blood glucose, blood pressure, height, weight, and waist circumference). Make your appointment today[19].

More information on the Pink Life Saver[20] and other CU outreach efforts is available via CU For Colorado[21].

## New campus calendar launched[22]

[23]
A new campus event calendar is now available and user training sessions are set.

To see the new event calendar, visit http://events.uccs.edu[24]. The calendar offers a variety of new features including links to social media sites such as Facebook and Twitter and the ability to post photos. A UCCS user name and password is required to post events to the calendar.

Three training sessions are scheduled to demonstrate the calendar's features. The time, date and location for the one-hour sessions are:
10 a.m., Oct. 10, El Pomar Center 239[25]3 p.m., Oct. 22, El Pomar Center 239[25]3 p.m., Oct. 23, El Pomar Center 239[25]
To attend, please register online now[26]. For those unable to attend, basic instructions are are available in the following PDF: eventcalendarbasics.pdf[27]

Jennifer Hane, director, Alumni Relations and Special Projects, University Advancement, said the new calendar system is integrated with OrgSync, the event scheduling platform used in the Office of Student Activities. Additionally, academic semester events were migrated to the new system.

Recently posted calendar events should be reentered into the new calendar.

"We had intended for all previous entries to be automatically uploaded," Hane said. "Because of some coding issues in the previous calendar, this was not possible. We apologize for any inconvenience."

For additional information or questions, contact Hane at 255-3180 or jhane@uccs.edu[28]

## Undergraduate symposium spotlights importance of integrative learning[29]

[30]

Speaking on a panel at the Undergraduate Experiences Symposium, from left, Jeff Franklin, associate dean, College of Liberal Arts and Sciences; Mitch Handelsman, professor of pscychology; Barbara Seidl, associate dean, School of Education and Human Development; Cecilio Alvarez, academic adviser, CLAS Academic Advising Office; and Khushnur Dadabhoy, dean of students and assistant vice chancellor, student life.

Much of the discussion at the 9th Annual Undergraduate Experiences Symposium[32] centered on the prefix "multi," which is fitting since 21st century students will go on to multiple jobs and multiple careers, all of which will require a broad, multidisciplinary set of skills.

"Twenty to 30 percent of freshmen will go into jobs that didn't exist when they came to our door," said keynote speaker Terrel Rhodes, of the Association of American Colleges and Universities[33]. "By the time students are 38, they'll have 10 to 14 different jobs. We have to think about preparing our students differently to enter into that kind of employment arena."
A record 135 people attended the symposium, forcing host John Lanning, assistant vice chancellor for undergraduate

experience, to close registration lest the room at the Curtis Hotel overflow. Attendees enjoyed another robust discussion about undergraduate experiences and learning outcomes. The session included a nod to new CU Denver's new mascot in its title: "Shared Empowerment: Making Integrated Learning Ours (MILO)."

The half-day symposium opened with remarks by Chancellor Don Elliman and Lanning. Elliman said student success is the university's pre-eminent priority, and he cited integrative learning as a key opportunity for delivering such success. "I think that's the future of education," Elliman said. "And I think preparing people to solve real-world problems is going to require the sort of cross-disciplinary learning that we have an opportunity to introduce people to."

Lanning said last year's symposium, which had an internal and reflective format, generated more than 100 recommendations. An undergraduate working group distilled those to 13 and a campus-wide survey boiled those down to three top priorities. Two of the three have been at least partially implemented, he said: the graduation and degree audit system and the Canvas learning management system[34] that has brought technological options into the classroom. The third goal, which still needs to be addressed, is expanding staffing in the Experiential Learning Center [35], to increase internships, he said.

He said a mini-symposium will be held next spring to see what progress has been made from ideas generated about integrative learning. "I want you to do a little dreaming," he told the attendees, who spent part of the symposium brainstorming at their tables. "I want you to think that an entering freshman or an entering transfer student knows what the learning objectives are at the University of Colorado Denver[36]. ... None of us can pull this off without working together."

Rhodes' keynote focused on national efforts on shared learning outcomes and integrative learning. "I hope this is not offensive to anybody, but the (student's) major isn't the be-all, end-all. It is important, but equally important are the development of these cross-cutting skills and abilities," he said. "There's the importance of a liberal education, application of skills and -- we were surprised at this -- employers are interested in portfolios and partnerships with colleges and universities."

Rhodes cited results from a national online survey of 318 employers whose organizations have at least 25 employees. Findings included:
A majority of employers (56 percent) express satisfaction with the job colleges and universities are doing to prepare graduates for success in the workplace, but more than two in five indicate room for improvement. Two in three employers believe most university graduates have the skills and knowledge they need to succeed in entry level positions, but only 44 percent think they have what is required for advancement and promotion to higher levels. Universities need to increase "high-impact practices" (HIPs) that engage students and provide the cross-cutting skills required in the 21st century workplace, Rhodes said. HIPs include internships, writing-intensive courses and community service projects. "We have created curricula that is sort of a medical model of inoculation -- take this course, get that, move on," he said. "... If you want to get good at something you practice. You have to keep revisiting it. And you can't just keep doing the same thing, you've got to keep taking it a little bit farther, to the next step."

A CU Denver panel moved the discussion toward identifying integrative learning practices on our campus. Panel members were Jeff Franklin, associate dean of the College of Liberal Arts and Sciences; Cecilio Alvarez, academic advisor in the CLAS Academic Advising Office; Barbara Seidl, associate dean of the School of Education and Human Development; Khushnur Dadabhoy, dean of students and assistant vice chancellor of student life; and Mitch Handelsman, professor of psychology and CU President's Teaching Scholar.

Franklin and others at the symposium spent the last 18 months as members of the CLAS Learning Enhancement Task Force. The task force concluded that:
Students need a broad, cross-cutting set of non-discipline specific, transferrable capabilities. Providing a more cohesive educational experience contributes to those skills. It's necessary to take an integrative education approach.
A critical component of integrative education, Franklin said, is shifting from a quantitative model to a qualitative one. The quantitative model focuses on achieving a certain number of requirements, such as credit hours, seat hours and faculty contact hours. The qualitative model, on the other hand, is concerned with whether students are actually learning what is being presented.

"It's different. It's a different headset," Franklin said.

Archives of reports about each previous Undergraduate Experiences Symposium can be found at this website[37]. Click the "Quick Links" section for individual symposium archives.

## Young patients with metastatic colorectal cancer at higher risk for death[38]

Younger patients with colorectal cancer that has spread to other parts of the body represent a high-risk group that is less likely to respond to treatment. Colorectal cancer in patients younger than 40 is more likely to grow despite treatment and young patients are at greater risk of death than people in other age groups.

That's according to research presented to the 2013 European Cancer Congress in Amsterdam. The team of scientists is led by an investigator at the University of Colorado Cancer Center.

An analysis of 20,034 patients in 24 phase III clinical trials showed that the youngest and oldest patients had the highest risk of disease progression and death, compared to middle-aged patients. When compared to 57-year-olds, people under 40 had a 30-percent increased risk of dying from the disease, and, when compared to 61-year-olds, they had a 28-percent increased risk of their disease spreading during the first year of follow up.

Colorectal cancer occurs in 4.6 percent of patients who are younger than 50, the incidence of the disease has been increasing at a rate of 1.5 percent per year from 1992 to 2005 in this age group. The most dramatic increases have been observed in the 20 to 29 year-old group, with an annual 5.2-percent increase in cases in men and a 5.6-percent increase in women. In the 30 to 39 year-old group, there has been an annual three-percent increase in men and a two-percent increase in women.

"The reasons why the incidence of colorectal cancer is increasing in younger patients remain unknown, although genetic predisposition, environmental factors, fewer early cancer detections in this population or a combination of these factors are thought to play a role," said Christopher Lieu, MD, a CU Cancer Center investigator and assistant professor at CU's School of Medicine.

"We carried out this study to see whether age was associated with time until cancer progresses or the patient dies. We also wanted to get a better picture of the ageresponse relationship and identify how risk changes as people age, rather than simply comparing one group (patients younger than 40) with another group (patients older than 40)," Lieu said.

Previous studies in this field have split the population into two mutually-exclusive groups, establishing rigid limits between those patients younger than 40 or 50 and those older than that age. The new research, however, did not use such a cut-off approach and includes data spanning all ages.

"The reason we did this is we believe a 49-year-old patient with colorectal cancer may be different than a 20-year-old. By including them in the same group of people younger than 50 years old, we might be mistakenly considering them the same," said Lieu.

Lieu and his colleagues analyzed information from a database of clinical trials in advanced colorectal cancer supported by the French "Aide et Recherche en Cancérologie Digestive" Foundation (ARCAD), which includes the 20,034 patients from 24 phase III clinical trials who were on their first treatment for the disease. There was additional patient data in which patients might be on second or third line treatment, having not responded to their initial therapy. Out of these patients, 20,011 were evaluable for analysis of survival time and time until the disease progressed.

"Analysis of this incredibly large population of patients has allowed us to answer meaningful questions, such as the outcomes of young versus older patients. Our results show young age is associated with worse overall survival and

progression-free survival," said Lieu. "Young patients with metastatic colorectal cancer represent a group who are at high risk for treatment failure."

Despite the comprehensive nature of the study, more research will be required to identify why colorectal cancer in younger people appears to be more aggressive. Lieu and collaborators from University of Texas MD Anderson Cancer Center are now looking at the biological differences that may account for the higher risk of death in people under the age of 40.

Researchers use climate model to better understand electricity in the air[39]

A lightning bolt strikes Boulder, as seen from the National Center for Atmospheric Research mesa west of town. Photo courtesy of John Jorgensen.

Electrical currents born from thunderstorms are able to flow through the atmosphere and around the globe, causing a detectable electrification of the air even in places with no thunderstorm activity.

But until recently, scientists have not had a good understanding of how conductivity varies throughout the atmosphere and how that may affect the path of the electrical currents. Now, a research team led by the University of Colorado Boulder has developed a global electric circuit model by adding an additional layer to a climate model created by colleagues at the National Center for Atmospheric Research (NCAR) in Boulder.

The results, published in the Journal of Geophysical Research, show that the atmosphere is generally less conductive over the equator and above Southeast Asia and more conductive closer to the poles, though the atmosphere's conductivity changes seasonally and with the weather.

Research into atmospheric electrification stretches back to the 1750s, when researchers, including Benjamin Franklin, were trying to better understand the nature of lightning. In the 1800s, scientists measured changes in the atmosphere's electric field from the Kew Observatory near London, and in the 1900s, the Carnegie, an all-wooden ship built without any magnetic materials, crisscrossed the ocean while taking atmospheric electricity measurements that are still referenced today.

But obtaining a global picture of atmospheric conductivity has been difficult, in part because the atmosphere's ability to channel electricity is not static. Ions, which allow current to move through the air, are added to the upper atmosphere by a continuous bombardment of galactic cosmic rays and to the lower atmosphere through radioactive decay. But those ions can be removed from the atmosphere in a variety of ways.

"They can recombine, to some degree, but they also attach themselves to aerosols and water droplets," said Andreas Baumgaertner, a research associate in CU-Boulder's aerospace engineering sciences department and lead author of the study. "Once they are attached to a heavy particle, like a water droplet, then you've lost the ability for it to conduct a current."

The amount of water droplets in the atmosphere varies as moisture-laden clouds move through an area, and the quantity of aerosols varies depending on their source. Aerosols are pumped into the atmosphere from tailpipes and smokestacks as well as from erupting volcanoes.

Baumgaertner and his colleagues—including CU-Boulder Professor Jeffrey Thayer, director of the Colorado Center for Astrodynamics Research; Ryan Neely, an atmospheric scientist at NCAR; and Greg Lucas, a CU-Boulder doctoral student in aerospace engineering sciences—came up with the idea of using NCAR's existing Community Earth System Model to get a global picture of conductivity because the model already took into account both water vapor and

aerosols.

The team added in equations that represent how many ions are produced by cosmic rays from space and by radioactive decay through radon emissions from the Earth's surface. They also added equations for how those ions react in the atmosphere. The resulting 2,000 lines of code allowed them to create the first global picture of conductivity and how it evolves with time.

What they found was that, during a year, the atmosphere was on average less able to conduct electricity above areas of the globe that also have high emissions of aerosols, especially in Southeast Asia. In general, the atmosphere above the equator also was less conductive, mainly due to fewer galactic cosmic rays than at the poles. The researchers also found that the conductivity of the atmosphere as a whole varied with the seasons and was generally less conductive in June and July than in December and January.

The research team is now working to feed data on frequency and location of storms into the model so they can better understand how the current provided by lightning actually moves.

"The next step is to incorporate the distribution of thunderstorms," Lucas said. "Currents generally travel upwards above thunderstorms distributed around the equator and return down over the poles, away from the thunderstorms. Part of the future work is going to be determining what influence those thunderstorms have on the global system."

Funding for the study was provided in part by the National Science Foundation's Frontiers in Earth System Dynamics program and the U.S. Department of Energy.

Patel works to protect brain from impact of seizures[41]

[42]
**Manisha Patel** and her team of students at the Skaggs School of Pharmacy and Pharmaceutical Sciences are working to show benefits that will protect the brain from damage caused by seizures produced by nerve agents such as Soman or Sarin gas. The U.S. government is providing $4.3 million to develop and test a drug which may someday protect soldiers.

Patel is the principal investigator on the project that recently received the award from the National Institute of Neurological Disorders and Stroke at the National Institutes of Health. Aeolus Pharmaceuticals is the biotechnology company that has developed the compound known as AEOL 10150. Patel and her team of researchers completed a pilot study to demonstrate the neuroprotection. Their work can now advance to a full study in nerve-agent toxicity.

"Many chemicals used in warfare and pesticides produce seizures," said Patel. "When these seizures are prolonged, they can be devastating to the brain.  This study will develop an antidote to prevent the harmful effects of those chemicals."

For Patel, the study brings her life's work full circle.  The neurotoxicologist and professor first studied the impact of chemical-induced damage on the brain in college, but she has spent her professional career studying how brain damaged caused by seizures occurs in patients with epilepsy.

The award is for five years and Patel and her team must meet certain targets to receive ongoing funding.  Should the results be repeated from the pilot study then the government can decide to move the drug to stockpiles where it will be available to military personnel exposed to nerve poisons such as Sarin gas.

Durr to direct UCCS human resources[43]

**Jeanne Durr** will become the executive director of the University of Colorado Colorado Springs Office of Human Resources effective Nov. 25.

Since June 2010, Durr has served as director of human resources and payroll at the University of Wisconsin-Platteville, a 7,000 student campus of the University of Wisconsin. There, she also served as affirmative action director and Americans with Disabilities Act coordinator. Previously, she held consultant and full-time positions at the Colorado School of Mines, Mesa State College (now Colorado Mesa University) and Colorado State University, Fort Collins. She also was director of human resources for Mesa Development Services, a nonprofit organization that serves and supports people with developmental disabilities, worked as a private human resources consultant, and as a staff attorney for Colorado Rural Legal Services.

Durr earned a bachelor's degree from Portland State University and a law degree from the Northwestern School of Law at Lewis and Clark College, Portland. During her campus interview, Durr said she was amazed at the changes that have taken place at UCCS in the past several years.

"The growth this university is experiencing provides both great challenges and wonderful opportunities," Durr said. "I look forward to becoming part of the UCCS community during these exciting times."

Durr replaces Cindy Corwin who resigned April 24 to accept a position with the Colorado Department of Personnel Administration.

Miller named CU-Boulder spokesman[44]

[45]
**Mark J. Miller** was named spokesperson and issues coordinator for the CU-Boulder campus, effective Nov. 4. Miller currently serves as spokesperson and associate director for marketing and communications for Drury University in Springfield, Mo., and brings more than two decades of media management and broadcast media experience to the post. He is a 1990 CU-Boulder graduate in journalism.

"I could not pass up the opportunity to work at my alma mater in my home state," Miller said. "I look forward to working with the outstanding media relations team at CU-Boulder and continuing to strengthen the university's mutually beneficial relationships with the media."

As campus spokesperson, Miller replaces Bronson Hilliard, who will assume the post of assistant vice chancellor for strategic media relations at CU-Boulder. In that role, Hilliard will oversee the university's combined news, internal communications, executive communications and social media operations.

Malinda Miller-Huey, who currently serves as assistant director for media relations and news services, will assume the position of director of media relations and news services, managing the campus's research and academic news and social media operations.

Both Miller and Miller-Huey (who are not related) will report to Hilliard.

Miller, who has been at Drury in his current capacity since 2008, spent eight years at Springfield's KOZL and KOLR in news, sports and account management capacities, and five years as sports anchor and reporter at WPSD in Paducah,

KY. He also served as sports director at KOTA in Scottsbluff, NE.

He holds a master's degree in communication from Drury (2012) and a bachelor of science in journalism from CU-Boulder (1990).

## Glasgow joins CU School of Medicine[46]

**Russell Glasgow,** one of the nation's top "implementation science" experts, has joined the University of Colorado School of Medicine to help direct a program that studies how to improve the connections between scientific research and patient care.

Glasgow assumed the role of associate director of the School's Colorado Health Outcomes (COHO) research program and visiting professor in the Department of Family Medicine in September. He most recently was deputy director of implementation science at the Division of Cancer Control and Population Sciences at the U.S. National Cancer Institute.

Implementation science is an important effort to link the policymakers and the practitioners of medicine with scientists to apply their findings in the physicians' offices and treatment centers and in the community, said Glasgow.

"It's transdisciplinary," Glasgow said. "We get these different groups to work together to understand each other's perspectives, and to design for dissemination from the beginning, and that's where there is something beyond the laboratory research, where we get from bench to bedside to community."

Glasgow is a nationally known expert in studying ways to improve the translation of research into the health care delivery system and is a driving force behind a planning and evaluation model called RE-AIM.

RE-AIM originally was developed as a framework for consistent reporting of research results and more recently has been used to organize reviews of the existing literature on health promotion and disease management in different settings and to help plan interventions. The acronym stands for Reach, Effectiveness, Adoption, Implementation, and Maintenance, which together determine public health impact.

Since Glasgow and two colleagues wrote the initial paper in 1999, there have been more than 200 publications on RE-AIM by a variety of authors in fields as diverse as aging, cancer screening, dietary change, physical activity, medication adherence, health policy, environmental change, chronic illness self-management, well-child care, eHealth, worksite health promotion, women's health, smoking cessation, quality improvement, weight loss, diabetes prevention, and practice-based research.

Glasgow was deputy director for implementation science at the U.S. National Cancer Institute from 2010 to 2013. His extensive experience includes working for the AMC Cancer Research Center from 1998 through 2002 and Kaiser Permanente Colorado's Institute for Health Research from 2002 through 2010.

## CU Denver Bursar's Office changes credit card policy[47]

The University of Colorado is committed to providing students and their families a range of options for paying their educational expenses. While credit cards are still accepted at the CU Denver Campus, the campus is no longer able to

absorb the fees charged by credit card companies for credit card transaction processing.

Effective August 2013, the University of Colorado Denver Campus requires students who pay by credit card to add the credit card company's fee to his/her payment. A service fee of 2.75 percent of the payment amount will be assessed for all credit and debit card transactions.

There still are several payment options that do not have any service fee. Students continue to have the option of paying online with an e-check (an electronic debit from your checking or savings account); paying in person (at the Student Service Center, in the North Classroom, Room 1000) with cash, check, or money orders; or by mailing a check. No service fee is assessed to these payment options.

Questions: Office of the Bursar, 303-556-2710.

## Protect your computer[48]

[49]
Your computer has become a critical part of your daily life. You use your computer at home for a variety of activities, such as online shopping, managing your finances, movies, emails, or perhaps even managing your family photos. In addition, you most likely use a computer at work, regardless of what your job is. Because computers have become such an important part of your daily life, it has also become a primary target for criminals.

Please read the October 2013 Office of Information Security Cyber Security newsletter (https://www.cu.edu/content/oismonthlycybersecuritynewsletter[50]) to understand how to protect your computer and your information.

The IT Security Program APS on the following link provides more information about the responsibilities of users as it relates to using IT Resources and protecting data: https://www.cu.edu/policies/aps/it/6005.pdf[51]

## Call for nominations: 2014 Thomas Jefferson Awards[52]

[53]
Nominations are requested for the 2014 Thomas Jefferson Awards[54], honoring faculty, staff and students who advance the ideals of Thomas Jefferson, including:
broad interests in literature, arts and sciences, and public affairs; a strong concern for the advancement of higher education; a deeply seated sense of individual civic responsibility; and a profound commitment to the welfare and rights of the individual
The special significance of the award is its integration of excellence in performance of regular responsibilities with outstanding service to the broader community.

Nominees should be members of the teaching faculty, the student body, or the classified or professional exempt staff whose achievements reflect superior performance in their normal work or scholarship and notable participation in humanitarian activities.

Nomination deadline is Friday, Nov. 29, 2013. For fairness and consistency, the nomination packet is limited to 20 pages and must include the following:

a strong nomination letter addressing how the nominee meets the award criteria; a current resume; and at least three letters of support
(Note: Self-nominations are not encouraged.)

A university-wide competition, the Jefferson Award is one of the university's highest honors, and includes an engraved plaque and a $2,000 cash honorarium for each recipient.

For more information, or to submit a nomination packet as a single electronic file (PDF preferred), email AcademicAffairs@cu.edu[55].

**Links**
[1] https://connections.cu.edu/stories/five-questions-peter-mcgraw[2] https://connections.cu.edu/file/5q-mcgrawpng[3] https://connections.cu.edu/file/5q-mcgraw1png[4] http://www.youtube.com/watch?v=5YGc4zOqozo[5] http://humorcode.com/[6] http://www.amazon.com/The-Humor-Code-Global-Search/dp/1451665415[7] https://connections.cu.edu/stories/systemwide-lgbtq-symposium-returns-second-year[8] https://connections.cu.edu/news/dozens-gather-for-debut-of-glbti-symposium[9] http://www.surveymonkey.com/s/SNBRXJV[10] https://connections.cu.edu/stories/university-inclusivity-student-retention-spotlight-systemwide-conference[11] https://connections.cu.edu/news/university-inclusivity-student-retention-in-spotlight-at-systemwide-conference/emac_bensimon[12] http://cue.usc.edu/about/directors/estela_mara_bensimon.html[13] https://www.cu.edu/content/form[14] http://www.cu.edu/retention[15] https://connections.cu.edu/stories/pink-life-saver-rolling-cu-boulder-uccs[16] https://connections.cu.edu/news/pink-life-saver-rolling-to-cu-boulder-uccs/pink-lifesaver[17] http://www.uch.edu/conditions/imaging-services/mammograms/pink-life-saver/[18] http://becolorado.org/images/uploads/resources/PinkLifeSaver.pdf[19] http://becolorado.org/programs/biometric-screenings[20] https://www.cusys.edu/forcolorado/search.html?appSession=362279313891017&RecordID=159&PageID=3&PrevPageID=2&cpipage=1&CPIsortType=&CPIorderBy=&cbCurrentRecordPosition=1[21] https://www.cusys.edu/forcolorado/[22] https://connections.cu.edu/stories/new-campus-calendar-launched[23] http://events.uccs.edu/[24] http://events.uccs.edu[25] http://events.uccs.edu/event/new_event_calendar_training[26] https://secure.www.alumniconnections.com/olc/pub/UCOC/event/showEventForm.jsp?form_id=160929[27] http://www.alumniconnections.com/olc/filelib/UCO/email/Library/uccs/Alumni%20Relations/forms/eventcalendarbasics.pdf[28] mailto:jhane@uccs.edu[29] https://connections.cu.edu/stories/undergraduate-symposium-spotlights-importance-integrative-learning[30] https://connections.cu.edu/file/ucdsymposium-toppng[31] https://connections.cu.edu/file/ucdsymposiumpng-0[32] http://www.ucdenver.edu/student-services/resources/ue/sumposium/Pages/default.aspx?src=td[33] http://www.aacu.org/[34] http://www.ucdenver.edu/about/newsroom/newsreleases/Pages/Canvas-ing-for-a-better-online-learning-experience.aspx[35] http://www.ucdenver.edu/life/services/ExperientialLearning/Pages/default.aspx[36] http://www.ucdenver.edu/pages/ucdwelcomepage.aspx[37] http://www.ucdenver.edu/STUDENT-SERVICES/RESOURCES/UE/SUMPOSIUM/Pages/default.aspx[38] https://connections.cu.edu/stories/young-patients-metastatic-colorectal-cancer-higher-risk-death[39] https://connections.cu.edu/stories/researchers-use-climate-model-better-understand-electricity-air[40] https://connections.cu.edu/file/ucblightningpng[41] https://connections.cu.edu/people/patel-works-protect-brain-impact-seizures[42] https://connections.cu.edu/people/patel-works-to-protect-brain-from-impact-of-seizures/p_patel_p[43] https://connections.cu.edu/people/durr-direct-uccs-human-resources[44] https://connections.cu.edu/people/miller-named-cu-boulder-spokesman[45] https://connections.cu.edu/people/miller-named-cu-boulder-spokesman/p_miller[46] https://connections.cu.edu/people/glasgow-joins-cu-school-medicine[47] https://connections.cu.edu/stories/cu-denver-bursar%E2%80%99s-office-changes-credit-card-policy[48] https://connections.cu.edu/stories/protect-your-computer[49] https://connections.cu.edu/file/dykprotectmepng[50]

https://www.cu.edu/content/oismonthlycybersecuritynewsletter[51] https://www.cu.edu/policies/aps/it/6005.pdf[52]
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