Assisting COVID survivors through tele-rehab 'AFTER' discharge[1]

CU, Mile High Medical Society celebrate new scholarship honoring Blackwood[2]
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The University of Colorado School of Medicine[5] on the CU Anschutz Medical Campus[6] this week announced[7] the establishment of the Charles J. Blackwood, M.D., Endowed Memorial Scholarship to support underrepresented medical students who are committed to working in the African American community.

The initiative, named after the school's first Black graduate, is supported financially by private donors, who contributed more than $1 million; the School of Medicine, which is providing $1 million in matching funds; and CU President Mark Kennedy, who authorized an additional $1 million in university support.

"Dr. Charles Blackwood was a pioneer at the University of Colorado and in the African American community," Kennedy said. "I'm pleased and proud to be able to contribute to this endowed scholarship in his name that recognizes his contributions and legacy. I firmly believe it will inspire new generations of physicians from underrepresented groups to follow in Dr. Blackwood's footsteps."

Charles J. Blackwood, M.D., who in 1947 became the first African American to graduate from the School of Medicine, was born in the southern Colorado city of Trinidad in 1921. He graduated with a bachelor's degree in chemistry from CU Boulder before entering medical school in 1943. He graduated in the top 10 of his class.

The initiative to create a scholarship fund dedicated to Black medical students was organized and led by the Mile High Medical Society, a Denver-based group of Black health professionals working to eliminate health disparities through advocacy, education, mentoring and health policy.

The endowment, which is one of the largest scholarship funds at the School of Medicine, will initially provide funding for full scholarships for at least four students and the school intends for the endowment to continue to grow so that it can support additional scholars in perpetuity. Major contributors to the endowment include Centura Health and Colorado Permanente Medical Group.

When the Mile High Medical Society launched its fundraising campaign, School of Medicine Dean John Reilly Jr., M.D., pledged to provide matching funds. President Kennedy last year boosted the effort with a $1 million investment from the university that can be put to use immediately to provide scholarships.

Read more about the new scholarship fund from the School of Medicine here.**[7]**

CU Faculty Voices: Now, more than ever, we need to focus on inclusive teaching[8]
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Editor's note: This is one in a series of commentaries[10] by CU faculty, presented by the Faculty Council Communications Committee and CU Connections. Learn more here[11] and submit your own column pitch.[12]
[13]

The COVID-19 pandemic and its devastating, disparate impacts, combined with heightened awareness of systemic racism, has illuminated persistent, pernicious inequities in the United States. Areas of inequity include education, employment/working conditions, access to health care, income, socioeconomic status, housing, access to technology, and technology literacy, among others. Implications for higher education became clear as universities scrambled

initially to respond to the pandemic, and soon thereafter to urgent calls to combat racism.

These developments differentially affected students, staff and faculty. Some students experienced family financial crises, loss of employment or an urgent need to find work, loss of social networks or limited access to them, mental health problems, food insecurity, and loss of loved ones to COVID. These types of challenges were compounded for students who have always faced racism, xenophobia, misogyny, homophobia, ableism, classism and so forth.

Online environments exacerbated these dynamics for students who have limited or no physical access to technology. Psychological access – readiness, motivation, level of comfort, and experiences with technology – also matters. Variance in accessibility affects students' digital literacy, "the ability to use information and communication technologies to find, evaluate, create and communicate information, requiring both cognitive and technical skills."[i]

These conditions reinforced the reality that higher education has not come close to achieving its potential to help develop a pluralistic, inclusive and equitable world.

As society-at-large continues to respond to the pandemic and calls for anti-racism, the University of Colorado should make cultivating inclusive teaching one its highest priorities. Focusing on inclusive teaching will help faculty to learn more about students' experiences and concerns, and to ensure all students' success within higher education.

Inclusive teaching involves "developing a foundation of respect and connectedness through established routines, mutually agreed norms, and equitable treatment of all learners."[ii] Inclusive educators engage in processes designed to help everyone – members of non-dominant and dominant groups – feel valued and respected for their worldviews, to have a strong sense of belonging to an engaged, productive learning community. Thus, inclusive teaching prepares all students to be global citizens who appreciate difference and honor diverse ways of thinking and being.

I recently facilitated a workshop on equity, teaching and learning for STEM faculty. An attendee expressed surprise at learning that some students did not have access to technology. He lamented that he had not thought about that before. Cultivating inclusive teaching can help faculty anticipate and address aspects of students' lives that they may not have considered.

Some faculty may not be aware that they can benefit from learning about inclusive teaching. One of our colleagues told me that she thought her classroom was always inclusive because she personally valued every student and what they might contribute. After taking advantage of professional development opportunities on her campus, she learned perspectives and practices that helped her to communicate to students that she truly valued their various viewpoints as well as their different ways of learning, different levels of access to, or comfort with technology, and so forth. Her experience underscores the point that cultivating inclusive teaching can be valuable to all faculty, regardless of their attitudes toward students and teaching. In addition, inclusive teaching is relevant to all academic disciplines.

To be inclusive in any learning context requires an awareness of multiple forms of power and privilege that shape teaching and learning processes. Therefore, inclusive educators monitor how they interact with students (and how students interact with one another) based on implicit and explicit biases about students' and faculty members' social identities (e.g., gender, race, ethnicity, sexual orientation, ability, age, social class, nationality, religion, political affiliation, etc.). They are self-reflexive about the role of power and privilege in how they "manage" their classrooms to be supportive of all learners. They develop and implement culturally responsive curricula and teaching practices. These are just a few characteristics of inclusive teaching.

Some faculty have always been committed to cultivating inclusive teaching. If you are one of them, I commend you for your efforts, and I hope that you will continue to hone your capacities.

Recommendations to faculty

Deepen your commitment to become a more inclusive educator. Honor equity and inclusion as priorities for teaching and learning. Take full advantage of resources on your campus. Work within your sphere of influence to form and strengthen alliances with other faculty members. Identify and apply best practices. Collaborate for consistency within your unit. Ensure that faculty at all levels have access to professional development resources. Seek technical

resources to enhance inclusive online teaching.

In conclusion, although I have written this article for individual faculty, my call to action is for strategic, systemic and sustainable efforts from CU leadership on all campuses and at the system level. A committed focus on inclusive teaching can help CU to achieve its vision to "expand student success, diversity and the economic foundation of the State of Colorado"[iii] – and beyond.

Brenda J. Allen, Ph.D., is Professor Emerita and former Vice Chancellor for Diversity and Inclusion (Chief Diversity Officer) at CU Denver | CU Anschutz Medical Campus. During almost 30 years in the CU system, she developed a track record for scholarship, teaching, service, mentorship and training related to organizational communication, social identity and leadership, with an emphasis on higher education.

[i]https://www.edweek.org/ew/articles/2016/11/09/what-is-digital-literacy.html[14]

[ii] Culturally Responsive Teaching in the Online Classroom https://elearnmag.acm.org/archive.cfm?aid=3274756[15]

[iii]https://www.cu.edu/mission-university-colorado-guiding-principles-and-vision-statement[16]

Nesbitt to join American Diabetes Association[17]

CU Vice President for Administration Kathy Nesbitt is leaving the university in March to become chief operating and strategy officer for the American Diabetes Association (ADA).

Nesbitt, who has been at CU since 2015, said the move is a bittersweet one. She will leave CU March 17 and begin her new position March 22.

"I'll miss the great friends and colleagues at CU, and as a strong believer in the power of higher education to change lives, I have appreciated being part of this wonderful enterprise," she said. "But the American Diabetes Association is a tremendous organization and a cause near and dear to me, so I'm excited for a new challenge."

The ADA is a national network of more than 565,000 volunteers, their families and caregivers, as well as a professional society of nearly 20,000 health care professionals.

CU President Mark Kennedy said Nesbitt made important contributions to the university community during her six years in leadership.

"Kathy has been a trusted and valued member not only of my executive team, but also of the entire CU community," he said. "As an alumna of CU Boulder, she exemplifies the myriad ways our people make a difference. We are fortunate that she made such a big difference at her alma mater."

Kennedy said that while he is disappointed to lose Nesbitt, he understands and supports her move.

"Part of the measure of Kathy's success at CU is the fact that national organizations such as the ADA seek people with a track record of success in complex organizations," he said. "Our employees, students and state have been beneficiaries of her great work and her expertise and experience. Her skills will now benefit people with diabetes, their families, caregivers and medical professionals."

Some key accomplishments during Nesbitt's tenure include the successful consolidation of $40 billion in CU's optional retirement portfolio, numerous upgrades to aging and inefficient technical infrastructure, championing benefits for

transgender members of the CU community, and successful shepherding of the CU Health Trust.

Before joining CU, she was executive director of the Department of Personnel and Administration for the state in former Gov. John Hickenlooper's administration. In addition to her undergraduate degree from CU Boulder, she earned a juris doctorate from Southern University Law Center.

CU professor, regents testify for in-state tuition for American Indian students with Colorado ties[18]

Celebrating Black voices with media recommendations[19]

Research and Creative Work 2019-20 annual report released[20]

Winter Welcome Week celebrates classes returning to campus[21]

Silver lining of cyberattacks — more cybersecurity careers [22]

Taking aim during mass COVID-19 vaccination campaign: It's not easy [23]

Müller-Sievers to deliver virtual Distinguished Research Lecture on March 10 [24]

Lockley honored by South Korean government for years of research[25]

Vergara and team win prize from National Eye Institute [26]

Links
[1] https://connections.cu.edu/spotlights/assisting-covid-survivors-through-tele-rehab-after-discharge[2] https://connections.cu.edu/stories/cu-mile-high-medical-society-celebrate-new-scholarship-honoring-blackwood[3] https://connections.cu.edu/sites/default/files/blackwood_medical_scholarship_01.jpg[4] https://connections.cu.edu/sites/default/files/blackwood_medical_scholarship_02.png[5] https://medschool.cuanschutz.edu/[6] https://www.cuanschutz.edu/[7] https://news.cuanschutz.edu/medicine/new-scholarship-fund[8] https://connections.cu.edu/stories/cu-faculty-voices-now-more-ever-we-need-focus-inclusive-teaching[9] https://connections.cu.edu/sites/default/files/cufv_logo_hdr_0.jpg[10] https://connections.cu.edu/tag/cu-faculty-voices[11] https://connections.cu.edu/stories/faculty-invited-contribute-new-cu-connections-commentaries[12] https://connections.cu.edu/cu-faculty-voices[13] https://connections.cu.edu/sites/default/files/allen_01.png[14] https://www.edweek.org/ew/articles/2016/11/09/what-is-digital-literacy.html[15] https://elearnmag.acm.org/archive.cfm?aid=3274756[16] https://www.cu.edu/mission-university-colorado-guiding-principles-and-vision-statement[17] https://connections.cu.edu/stories/nesbitt-join-american-diabetes-association[18] https://connections.cu.edu/stories/cu-professor-regents-testify-state-tuition-american-indian-students-colorado-ties[19] https://connections.cu.edu/stories/celebrating-black-voices-media-recommendations[20] https://connections.cu.edu/stories/research-and-creative-work-2019-20-annual-report-released[21] https://connections.cu.edu/stories/winter-welcome-week-celebrates-classes-returning-campus[22] https://connections.cu.edu/stories/silver-lining-cyberattacks-more-cybersecurity-careers[23] https://connections.cu.edu/stories/taking-aim-during-mass-covid-19-vaccination-campaign-it-s-not-easy[24] https://connections.cu.edu/people/m-ller-sievers-deliver-virtual-distinguished-research-lecture-march-10[25] https://connections.cu.edu/people/lockley-honored-south-korean-government-years-research[26] https://connections.cu.edu/people/vergara-and-team-win-prize-national-eye-institute