Five questions for Laurel Hartley[1]
[2]

The daughter of two teachers, young Laurel Hartley looked forward to annual summer trips with her parents to national parks across the country.
[3]

“I spent so much time outdoors that I started to think a lot about biodiversity and ecology,” Hartley said. “I never considered that it could be a career until college when I took my first ecology course. I was an English major, but I took Biology for majors instead of Biology for non-majors because I wanted to take a class with my friends. I found I really liked it. As a junior in college, I did a National Science Foundation Research Experience for Undergraduates experience. I found I really liked doing research. That led me to an internship doing research at the Natural History Museum in London and then to graduate school at Colorado State University. I didn’t chart a specific career path, I just applied for every interesting opportunity.”

Those opportunities led her to CU Denver, where she is an associate professor in the Department of Integrative Biology, and co-director of the STEM Learning Assistants Program. In 2020, she was one of two faculty members across the system awarded the title of CU President’s Teaching Scholar[4].
[5]

“I think it is amazing that the University of Colorado has this community of President’s Teaching Scholars,” Hartley said. “I was excited and intimidated to apply because of how amazing the people in the group are. I wanted to be part of the group years ago because I wanted to learn from these great teachers. I finally got up the courage to apply. It is humbling to be in the group. I am excited, though, to be in the community, because it is a place where I can talk about teaching and learn from talented and thoughtful educators.”

When she isn’t busy with her career in academia, Hartley might spend an afternoon wandering through the Denver Botanic Gardens.

“I love to go to Natural History Museums and Botanic Gardens in any city I visit. I also like to spend time biking, hiking and camping with my friends and family,” she said. “I have two elementary-age children. I absolutely love being a spectator for kids’ sports because the kids have so much fun and hilarious things happen so often.”

1. You lead several workshops, including Principles and Strategies for Effective Teaching; another series is the Inclusive Pedagogy Academy. What do attendees learn in these?
[6]

Principles and Strategies for Effective Teaching is a workshop I co-teach at the CU Anschutz Medical Campus. The workshop is for graduate students and postdocs in the biomedical sciences. I have co-taught this the last few years with Mitch Handelsman and Mike Ferrara, both of whom are fantastic educators and colleagues. The workshop was first imagined by Inge Wefes as part of an NIH BEST grant to CU Anschutz. The grant has ended but we keep offering the workshop.

We frame the workshop using backward design. In backward design, you start by first writing clear objectives. After you know what you want students to learn and be able to do, you carefully design assessments that can provide information about student learning, and then you design learning activities that will help students both meet the objectives and do well on the assessments. Although it seems pretty obvious that backward design is a good way to design a course or a lesson, it isn't how college teachers typically do it. We typically start with a text or sets of activities.

The Inclusive Pedagogy Academy (IPA) is a series of workshops for faculty to deeply discuss what it means to teach inclusively. Until recently, many of the efforts to address differences in retention between all students and minoritized students have been built on a “deficit model,” which asserts that some students are “unprepared” and need to be “fixed” to survive in higher education. The IPA takes the view that learning environments should be examined and changed to be more inclusive and equitable places.

In the IPA, we talk about how societal, educational and institutional systems and structures promote or prevent equitable outcomes for all students. We also talk about how students' social identities and experiences shape the ways that they perceive and participate in our classes. Finally, we discuss specific inclusive instructional policies and practices that promote equity and reduce barriers to success in our classes.

I worked on the development team for the IPA. The IPA creation and delivery were funded by a grant from the Howard Hughes Medical Institute.

2. You research science education for grades six through 12 and at the college undergraduate level. Are there effective approaches that work at both levels?
[7]

In my research, I think a lot about conceptual understanding of biological phenomena and how conceptual understanding is developed over time. I think there are definitely effective approaches that work at both the K-12 and undergraduate levels.

One of the most effective approaches, in my view, is to teach students to use principled reasoning in place of memorizing. Biological phenomena are more easily understood when we learn to think about phenomena in terms of the principles and laws that underlie them. For example, it is easier to understand metabolism when you apply the Laws of Thermodynamics to trace matter and energy from food through the body systems and into cells.

3. You have said, "The pathway to student success in my classes should be well lit," and that "Teaching and mentoring well is really, really hard." Can you elaborate on those thoughts?

I believe that students should have a clear understanding of the objectives in my class and they should even help determine those objectives. I also think students should have a clear idea of the actions they can take in order to meet those objectives. I believe there should be ample opportunities for students to seek clarification and get feedback. I want students to know that I genuinely want all of them to succeed and that I believe they can. If a student didn't do well in my course because they didn't know what they were supposed to do in order to succeed and they didn't feel they could talk with me, I would feel that I failed in terms of providing an equitable, inclusive and rigorous learning environment.

I think it is challenging to provide enough meaningful opportunities for truly deep learning. I find this hard because, to create good activities for students, you have to know a lot about how a concept is best learned. This takes experience and diving into the literature about learning of specific concepts. You also have to know your students and care about what their personal goals are, how they interact with each other, and what things they find engaging.

Sometimes with big classes, it is hard to spend enough time with every student. This is one of the reasons I love the Learning Assistant Program. LAs help me know my students better. I also think it is challenging to give really good actionable and timely feedback to students about their learning. This is because you have to have good diagnostic formative assessments and you have to have time to respond to student work. I find I never quite have enough time. Learning Assistants are also invaluable for this, especially in large classes.

4. How did you respond to the pandemic-driven need to teach remotely?

I tried to respond first from a perspective of care for students' well-being.

Most students at CU Denver work. Many of my students worked in essential jobs and/or had children who were suddenly home instead of at school or daycare. I also had students who lived alone and missed the social interaction that attending classes at CU Denver gave them. I had some students who unfortunately had firsthand experience with COVID personally or in their household.

I modified my course so that students could do lectures and activities with me and my Learning Assistants during class time or do things independently using recorded lectures with embedded activities. I also was very flexible about due

dates. I tried to keep people motivated and keep expectations really clear by sending an email every Sunday night that had a checklist for the course. The list included actions broken into 20-minute chunks, because I figured some students would need to work school into their schedules, which had likely changed. The list for the current week always had "catching up on unfinished work from previous weeks" as the first item. That was to help students know that it was OK to get behind and they could catch up.

I also relied heavily on Learning Assistants to help facilitate breakout groups, help students catch up if they got behind, and to be someone to talk to about the class or resources on campus.

5. What's next for your teaching and research?

One of my latest projects has been to develop a Course-based Undergraduate Research Experience (CURE) about Urban Ecology. My graduate student, Sarah St. Onge, developed an initial six-week curriculum that all students in the introductory biology lab for majors do. The students help set up cameras across the Denver area to capture images of urban wildlife. They identify the animals in the thousands of photos and we send the data to the Urban Wildlife Information Network. The students also do their own mini-investigations of the data.

One of my goals is to study the effects of the CURE on students' learning and their sense of belonging in science. I also want to research ways to train Teaching Assistants to facilitate CUREs. Finally, I am working with UWIN partners to answer ecological questions about urban wildlife. Although most of my current research is in Science Education, I can't seem to get completely away from doing research in Ecology.

[The role of a Chief Diversity Officer: Four competencies crucial to success][8]

This is the second of a two-part series. [Last week][9], we looked at the origins of the Chief Diversity Officer (CDO) role and how it evolved. This week, we'll examine its core competencies and role at CU.
[10]

We are all learning a great deal about effective diversity, equity and inclusion (DEI) leadership in these trying times. Four competencies are crucial to success – compliance, strategy, implementation and diplomacy.

Compliance

CDOs need to have a strong understanding and grasp of legal context to ensure they can respond to crisis. While DEI work should be proactive (not just reacting to crisis), many see DEI work in moments of highly visible crisis.

In the first critical moments of a crisis, confusion abounds, emotions flare and facts are often murky. DEI crises often include issues related to Title VII, Title IX, ADA, 504 or internal policies. Repair work when cultural breaches occur can often involve short-term responses like statements and programmatic efforts, as well as longer-term solutions like investments and resource reallocation. But before any solutions come to the table, it is critical to have DEI leaders who are aware of the compliance issues and the realm of possibilities given the legal context. This is often overlooked as we speed to discussion and advocacy around meaningful, transformative solutions that provide healing and restoration for the community.

Strategy

Effective CDOs need to be strategists. Strategy is about assessing viable paths to accomplishing a goal and is concerned with assessing progress, alternatives and, more specifically, cultural, educational, programmatic and financial impacts. Without a strategic lens, there can be mismanagement of resources, lack of clear prioritization and the creation of initiatives that may not be sustainable in the medium or long term.

It is often assumed that CDOs are only advocating for and from their lived experience, especially if they identify with

minoritized communities. Effective CDOs think strategically about what is possible, what other industry institutions are doing, what will matter most to affected constituents, and have a grounding in DEI principles like equity, which seeks to center historical context and fairness.

Implementation

Strategy alone is not enough. Great ideas and frameworks die on the shelf every day. Effective CDOs are able to communicate goals, lead teams, check in on progress, pivot when roadblocks are encountered and ultimately drive to measurable results. Without an implementation tool belt, it can be difficult to move from awareness of DEI issues to institutional and organizational change as it relates to policies, processes and culture.

We can discuss the issues with great/timely insights, frame them with accurate historical context and care a great deal about creating open space to share, but without the ability to harness momentum and lead others to goals, often through lateral management (i.e. managing others without formal managerial authority), DEI can be dismissed as "occasionally profound discussion groups" at best.

Diplomacy

The final competency, diplomacy, cannot be underscored enough. In casual conversation, DEI work is seemingly synonymous with notions like "difficult conversations" for a reason. Building awareness of our individual and collective histories can be stirring. Working to build consensus about how to address disparities given such vast differences in awareness (or outright denial of historical facts and contemporary quantification of disparity) requires a great deal of tact, persistence and conviction on the part of DEI leaders.

Diplomacy allows engagement with communities in moments of great crisis and harm, and deals with the reality that those moments and feelings often need to be translated at tables of power that may be very removed from that sentiment and lived experience. When DEI leaders happen to share in those minoritized identities experiencing harm, this process of being an advocate in often radically opposed spaces can be painstaking and soul-wrenching – especially given the need to remove oneself from our own lived experience to create room for all to grow in their awareness of the issues, regardless of the starting point for beliefs and values.

Change can be scary, but just as the scientific management movement built a path to where we are today with regard to asking better and deeper questions about human capital, the role and work of a CDO can help build our path to the future of belonging and thriving. With compliance knowledge, strategy, implementation and diplomacy, DEI leaders can support and lead the organization with raising awareness, executing on new approaches to bring our community together, and ensuring that all people have what they need to thrive.

We have a real opportunity to see this historical moment as a significant industry and functional evolution, and invest behind the structure necessary to reach what is intended by the creation of CDO roles and maximize DEI thought and action leadership. If we start with understanding, valuing and respecting the work of diversity officers and leaders, and structurally support them, together, we can pave a path to success.

Theodosia Cook is Chief Diversity Officer of the CU system.

Register now for CU Social Justice Summit[11]
[12]

Tuesday is the registration[13] deadline for the University of Colorado's 2021 Social Justice Summit – "Revolutionizing Systems for Equity: If Not Now, When?" – a virtual event set for 9 a.m.-5 p.m. Friday, Feb. 5.

Staff, faculty, students and community members are invited to take part in a day of virtual workshops, presentations and discussions about how to advance equity with a focus on systems.

Sessions will explore social justice themes including the impacts of COVID-19; coalition building and engaging partnerships; and the future of diversity, equity and inclusion. The summit also will have identity-based caucuses to provide affinity spaces for participants to engage with other members of their communities.

The Social Justice Summit is designed to recognize effective strategies and initiatives, target areas of improvement, and provide best practices to work toward campus cultural and climate transformation.

We are excited to announce the two keynote speakers for the Summit:
Theodosia Cook[14], Chief Diversity Officer, University of Colorado system Rev. Jamie Washington M.Div., Ph.D.[15], president and founder of the Washington Consulting Group
Click here[13] for registration and more information.

2020 forms W-2, 1095-C and 1042-S arriving soon in employee mailboxes[16]
[17]

Employee Services is announcing that all 2020 W-2s will be mailed by Jan. 31, and 1095-Cs will be mailed on March 2 to mailing addresses employees have on file in their employee portals. Both forms will be available in the portal shortly after release.

All 1042-S forms, for nonresident and resident alien taxpayers, will be mailed no later than the third week of February.

Form W-2

The W-2 reports an employee's wage and salary information as well as the amount of federal, state and other taxes withheld from their paychecks.

Forms will be available in the employee portal on Jan. 31. To access Form W-2 in the portal:
Log into the employee portal[18]. Select the **CU Resources tab**. (CU System employees can skip this step.) Open the **CU Resources Home** dropdown menu at the top of the page and select **My Info and Pay**. Choose the **W-2** tile. You will be prompted to verify your identity[19] before you can access this information.
Note for employees who access their W-2 through the ADP portal: Follow these instructions[20] to register for an ADP account.

What if employees see two different W-2s in their portals?

If employees see two W-2s (CU and CUR), both W-2s must be submitted for their tax filing.

What if employees did not receive their W-2 in the mail?

Employees who do not receive their W-2 in the mail should reference the Employee Services website[21] for next steps.

Form 1042-S

Nonresident and resident alien taxpayers whose wages are eligible for a tax treaty exemption, and nonresidents who received taxable or tax treaty exempt non-qualified scholarship payments, will be issued Form 1042-S[22]. Employees and students with more than one type of 1042-S reportable income should expect to receive more than one 1042-S.

Individuals with 1042-S reportable income should wait to receive their 1042-S form(s) before filing personal income tax returns. In some cases, nonresident employees will also receive Form W-2 if receiving taxable wages.

While the deadline for issuing Form 1042-S is March 15, Employee Services expects to mail the forms no later than the third week of February to allow taxpayers more time to file.

Form 1095-C

Form 1095-C is sent annually, providing employees with information regarding employer-provided health insurance coverage. It specifies the months of health care coverage for the employee and their eligible dependents. When completing their federal tax return, employees must indicate whether they had qualifying health coverage for all of 2020 or whether they qualified for a health coverage exemption.

Per the IRS, employees are not required to submit this form with their 2020 tax filing. However, they should keep this form with tax records. If questions arise, employees should consult a qualified tax adviser.

Forms will be released to employees March 2. Access Form 1095-C in the portal:
Log into the employee portal[18]. Open the **CU Resources Home** dropdown menu at the top of the page. Click the **Benefits and Wellness** tile. Choose the **Benefits Tools** tile and click the **View Form 1095-C** tile.
You'll be prompted to verify your identity[19] before you can access your forms. Once authorized, click on the tax form you'd like to view and download your form. If a form has not been issued to you, a message will populate stating that no form is available.

W-4 exemptions expire Feb. 15

W-4 tax exempt status for 2020 will expire on Feb. 15. Employees will need to enter a new W-4 to continue their exemption. Otherwise, the tax status will revert to "single," the highest withholding status.

Follow these steps to update Form W-4:
Log into the portal[18]. From the top center **CU Resources Home** dropdown menu, select **My Info and Pay**. Click the **W-4** tile. You'll be asked to verify your identity[19]. To claim the exemption for 2021, follow the instructions under **Claim Exemption from Withholding** near the bottom of the page. Make sure the year field in this section is set to "2021."
Unemployment fraud scheme

The Colorado Department of Labor and Employment (CDLE) has seen a rise in fraudulent unemployment claims to exploit the overall increase in unemployment insurance claims associated with COVID-19. In a Jan. 14 update, the CDLE reported that fraud victims are receiving IRS 1099-G Forms for unemployment benefits they did not receive. Learn more about this scheme and find out what to do if you are sent a 1099-G.[23]

Helpful resources

W-2 resources

1095-C resources

1042-S resources

General information about Form W-2 can be found here[21].

For additional assistance, please contact an Employee Services payroll professional at **303-860-4200, option 2**.

For questions about Form 1095-C, a qualified tax adviser should be consulted. For general information, call a Benefits Professional at **303-860-4200, option 3**, or email benefits@cu.edu[24].

General information about Form 1042-S can be found here[22].

Tax resources for nonresident filers, including access to Glacier Tax Prep software, can be found here[25].

For additional assistance, please email IntlTax@cu.edu[26].

Champions of open educational resources eligible for annual award[27]
[28]

The Office of Academic Affairs and the Open CU Steering Team are accepting nominations for the annual Open Educational Resources (OER) Champion Award.

The award celebrates an educator from each of the four University of Colorado campuses who contributes to the open educational movement, increases campus and system awareness of OER, and/or galvanizes interest in exploring, adopting and creating OER to benefit CU students.

The honor includes a one-time cash award of $500 added to the recipient's monthly salary.

According to Creative Commons[29], "Open Educational Resources (OER) are teaching, learning and research materials that are either (a) in the public domain or (b) licensed[30] in a manner that provides everyone with free and perpetual permission to engage in the 5R activities[31]." OER include digital learning materials such as open textbooks, courses, syllabi, lectures, assignments, quizzes, lab activities, games and simulations.

All members of the CU educational community are eligible for the award. Nominations will be reviewed by the Open CU Steering Team and the CU system Office of Academic Affairs. Selections will be based on criteria such as educational impact and innovation toward a culture of open knowledge sharing and access.

Nominations will be accepted via this online form[32] Jan. 25-Feb. 12. Up to one awardee from each campus will be notified by Feb. 23 and presented with their award, a digital badge and a $500 honorarium. Awardees who can attend will be honored at a virtual award presentation the first week of March.

— Jaimie Henthorn and Merinda McLure

Patrick O'Rourke named chief operating officer for CU Boulder [33]

David Brooks to talk leadership, centering relationships and building trust [34]

Four new student ethics ambassadors to partner with ethics experts[35]

CU Anschutz experts break down COVID-19 effects by body part [36]

Webinar: Let's Talk About Technology Fatigue[37]

Hunt helms advancement of diversity, equity, inclusion and social justice in new role [38]

Provost announces four finalists for CU Boulder law dean position[39]

In memoriam: Rodger Ziemer[40]

University of Colorado Denver joins national Equity Transfer Initiative [41]

Links
[1] https://connections.cu.edu/spotlights/five-questions-laurel-hartley[2]
https://connections.cu.edu/sites/default/files/hartley_01.jpg[3]
https://connections.cu.edu/sites/default/files/hartley_02.jpg[4] https://www.cu.edu/ptsp[5]
https://connections.cu.edu/sites/default/files/hartley_03.jpg[6]
https://connections.cu.edu/sites/default/files/hartley_05.jpg[7]
https://connections.cu.edu/sites/default/files/hartley_04.jpg[8] https://connections.cu.edu/stories/role-chief-diversity-officer-four-competencies-crucial-success[9] https://connections.cu.edu/stories/role-chief-diversity-officer[10]

https://connections.cu.edu/sites/default/files/cook_mlk_01.jpg[11] https://connections.cu.edu/stories/register-now-cu-social-justice-summit[12] https://connections.cu.edu/sites/default/files/social-justice_01.jpg[13] https://ucdenverdata.formstack.com/forms/cu_social_justice_summit_registration[14] https://president.cu.edu/node/62[15] https://washingtonconsultinggroup.net/jamie-washington[16] https://connections.cu.edu/stories/2020-forms-w-2-1095-c-and-1042-s-arriving-soon-employee-mailboxes[17] https://connections.cu.edu/sites/default/files/tax-forms_01.jpg[18] https://my.cu.edu/[19] https://www.cu.edu/employee-services/it-takes-two-portal-security-strengthened-new-tool[20] https://www.cu.edu/employee-services/payroll/get-tax-forms[21] https://www.cu.edu/employee-services/payroll/self-service/w-2[22] https://www.cu.edu/employee-services/international-employees/1042-s-form[23] https://www.cu.edu/blog/work-life/unemployment-fraud-scheme-what-you-need-know[24] mailto:benefits@cu.edu[25] https://www.cu.edu/employee-services/payroll/international-employee-payroll[26] mailto:IntlTax@cu.edu[27] https://connections.cu.edu/stories/champions-open-educational-resources-eligible-annual-award[28] https://connections.cu.edu/sites/default/files/open_01.jpg[29] https://creativecommons.org/about/program-areas/education-oer/[30] https://creativecommons.org/licenses/[31] https://opencontent.org/definition/[32] https://docs.google.com/forms/d/e/1FAIpQLSeRQ8KELU30nu_cLK-x6HclvOVVZ1KK1zN9xQjk8iQ6r6zvPA/viewform?usp=sf_link[33] https://connections.cu.edu/stories/patrick-o-rourke-named-chief-operating-officer-cu-boulder[34] https://connections.cu.edu/stories/david-brooks-talk-leadership-centering-relationships-and-building-trust[35] https://connections.cu.edu/stories/four-new-student-ethics-ambassadors-partner-ethics-experts[36] https://connections.cu.edu/stories/cu-anschutz-experts-break-down-covid-19-effects-body-part[37] https://connections.cu.edu/stories/webinar-let-s-talk-about-technology-fatigue[38] https://connections.cu.edu/people/hunt-helms-advancement-diversity-equity-inclusion-and-social-justice-new-role[39] https://connections.cu.edu/people/provost-announces-four-finalists-cu-boulder-law-dean-position[40] https://connections.cu.edu/people/memoriam-rodger-ziemer[41] https://connections.cu.edu/stories/university-colorado-denver-joins-national-equity-transfer-initiative