



UNIVERSITY of
DENVER

OFFICE OF TEACHING AND LEARNING
Inclusive Teaching Practices

INCLUSIVE TEACHING PRACTICES

JUNE 2020 / JUNE 2021

IMPACT REPORT

PREPARED BY

Dr. Valentina Iturbe-Lagrange
Director for Inclusive Teaching Practices
Office of Teaching and Learning

Dr. Christine Vega
IRISE Postdoctoral Fellow
Office of Teaching and Learning

TABLE OF CONTENTS

I. INCLUSIVE TEACHING PRACTICES

(ITP)

| | |
|--------------------------------------|---|
| <i>Inclusive Teaching Practices</i> | 3 |
| <i>Inclusive Teaching Programing</i> | 5 |
| <i>ITP Grants</i> | 6 |

II. INCLUSIVE & HUMANIZING

PEDAGOGIES

| | |
|----------------------------|----|
| <i>Teaching Practices</i> | 10 |
| <i>Artifacts in Praxis</i> | 11 |
| <i>Toolkits</i> | 13 |

III. THE FACULTY INSTITUTE FOR INCLUSIVE TEACHING (FIIT)

| | |
|-----------------------|----|
| <i>FIIT</i> | 15 |
| <i>Impact Metrics</i> | 16 |

IV. PODCASTS

| | |
|----------------------------|----|
| <i>OTL Spring Showcase</i> | 20 |
| <i>Faculty Profiles</i> | 21 |

V. FACULTY LEARNING

COMMUNITIES (FLC)

| | |
|--|----|
| <i>FLC Introduction</i> | 25 |
| <i>White Fragility & Genealogies</i> | 27 |

VI. IRISE

| | |
|---|----|
| <i>Inaugural IRISE Postdoc</i> | 30 |
| <i>FLC</i> | 30 |
| <i>Critically Inclusive Pedagogies</i> | 31 |
| <i>Collaborations, Presentations, &</i> | 32 |
| <i>Podcasts</i> | 33 |

VII. PARTNERS IN PEDAGOGY

PROGRAM (P3)

| | |
|-----------|----|
| <i>P3</i> | 34 |
|-----------|----|

VIII. FACULTY FELLOWS

| | |
|--------------------------|----|
| <i>Program Overview</i> | 37 |
| <i>Brian C. Gonzales</i> | 38 |

IX. PUBLIC SCHOLARSHIP

| | |
|---|----|
| <i>Selected Podcasts & Publications</i> | 40 |
| <i>Publications Continued</i> | 41 |
| <i>Published Blogs</i> | 42 |

X. ARTIFACTS

44



ITP

JUNE 2020- JUNE 2021

INCLUSIVE TEACHING PRACTICES

ABOUT INCLUSIVE TEACHING PRACTICES PROGRAMMING

The following impact report provides an overview of programming carried out over the academic year by the Director for Inclusive Teaching Practices, Dr. Valentina Iturbe-LaGrave, in the Office of Teaching and Learning (OTL), the inaugural Interdisciplinary Research Institute for the Study of (In)Equality (IRISE) Postdoctoral fellow, Dr. Christine Vega, and their numerous collaborators. It is critical to highlight, the inaugural full-time staff position was created in 2016 and reports to the Director of the Office of Teaching and Learning.

The Director for Inclusive Teaching Practices provides proactive and responsive leadership, direction, and programming that advances DU's commitment to Inclusive Excellence and Inclusive Pedagogy. Furthermore, the Director for Inclusive Teaching is charged with creating, implementing, and assessing strategic faculty development opportunities, online resources, and consultations for faculty members, academic administrators, academic departments, and allied offices, including the Office of Diversity, Equity, and Inclusion (ODEI); Campus Life & Inclusive Excellence (CLIE); IRISE; and the Faculty Senate.

The impact metrics disclosed herein showcase the reach of Inclusive Teaching Practices programming between June 2020 through June 2021, and are based on data from various programmatic data and analytics platforms, and serves only as a snapshot of broader institutional impact.



Dr. Valentina Iturbe-LaGrave
Director for Inclusive Teaching Practices

IMPACT 2025

SUPPORTED STRATEGIC INITIATIVES

- **Transformative Direction One**

Strategic Initiative 1: Faculty Talent, Excellence and Diversity.

- **Transformative Direction Two**

Strategic Initiative 2: Enhancing and Expanding Our Learning Environment.

- **Transformative Direction Four**

Strategic Initiative 2: A Community of Diversity, Equity and Inclusive Excellence.

- **Faculty Senate Inclusive Learning Environment Initiative**

INCLUSIVE TEACHING PRACTICES

PROGRAMMING OVERVIEW

Faculty & Administration Support

Real-time confidential inclusive teaching and learning support for faculty members; real-time consultative support to vice-provosts, deans, academic administrators and academic departments to advance DU's commitment to Inclusive Excellence through:

- Comprehensive research-based faculty consultations to assess, design, and implement inclusive pedagogical practices across all disciplines of study
- Formative resources aligned with best practices in inclusive pedagogy for faculty and academic administrators following critical incidents in learning environments
- Faculty supports for addressing critical aspects of course design, classroom management, and assessment of teaching and learning to align with best practices in inclusive pedagogy
- Consulting with search committees related to the advancement of Inclusive Excellence at DU

Faculty Development Programming

Collaborate with Office of Teaching and Learning colleagues and allied offices to develop, lead, facilitate and assess strategic Inclusive Teaching Practices programming to support the University of Denver's strategic commitment to Inclusive Excellence through:

- Faculty Learning Communities (FLC)
- OTL & ODEI Teaching and Learning Series Advancing Equity in the College Classroom
- Workshop Series and Short-Courses
- Faculty Institute for Inclusive Teaching (FIIT)
- Identifying and inviting special speakers to lead master-classes on special topics

INCLUSIVE TEACHING PRACTICES

PROGRAMMING OVERVIEW

Online Programming

Develop and curate research-based online resources to develop faculty members' understanding and implementation of best practices in post-secondary inclusive pedagogy that provide strategies for addressing difficult issues that arise in classrooms through:

- Inclusive Teaching Practices Portal
- Inclusive Pedagogy Website (forthcoming)
- Development of online modules that can be embedded into other online programming related but not limited to: Universal Design for Learning (UDL); Spiritual and Religious Diversity; Sexual Orientation and Gender Identity; Culturally Responsive Pedagogies; Culture, Race and Ethnicity; Inclusive Pedagogy; Native American Pedagogies; Intersectional Pedagogy; Community of Inquiry Model; Microaggression; Language in the Classroom
- Inclusive Teaching Webinars

National Trends and Best Practices

Stay abreast of national trends and best practices necessary to lead OTL efforts of Inclusive Teaching Practices by participating in national conferences and engaging in the research necessary to share DU's achievements around IE with the broader national community through:

- Participation in the National Conference on Race and Ethnicity in American Higher Education (NCORE)
- Participation in the Professional Organizational Development Network in Higher Education (POD)
- Pursuing research grants (e.g., National Science Foundation, Interdisciplinary Institute for the Study of (In)Equality (IRISE), and the Howard Hughes Medical Institute (HHMI))

INCLUSIVE TEACHING PRACTICES

GRANTS

National Science Foundation (NSF)

Cultivating Inclusive Identities of Engineers and Computer Scientists: Expanding Efforts to Infuse Inclusive Excellence in Undergraduate Curricula

The OTL and the Ritchie School of Engineering and Computer Science at the University of Denver collaborated to acquire a multi-institutional, multi-million dollar research grant from the National Science Foundation, in partnership with Colorado State University, Metropolitan State University of Denver, and West Virginia University (\$1.9M total, DU portion \$310,215). The purpose of this project is to develop and deliver inclusive pedagogical practices for computer science and engineering students to value technical content and issues of diversity, equity, and inclusion. The research team members include:

- Christina H. Paguyo, OTL (principal investigator)
- Valentina Iturbe-LaGrave, OTL (co-principal investigator)
- Ron DeLyser, Engineering (co-principal investigator)
- Chris GauthierDickey, Computer Science (co-principal investigator)
- Scott Leutenegger, Computer Science (co-principal investigator)

Interdisciplinary Research Institute for the Study of (In)equality (IRISE)

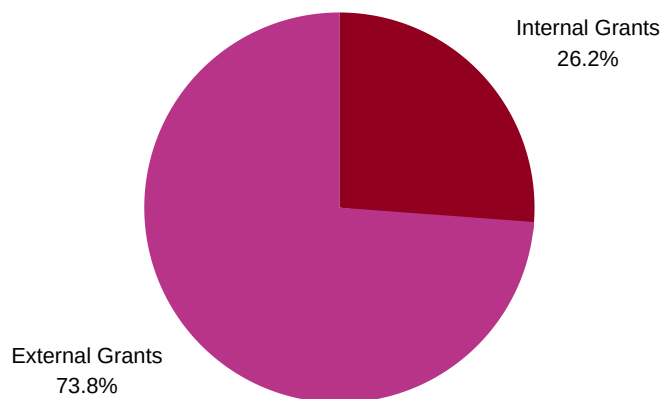
DU Inclusive Teaching Practices Faculty Consultation Protocol (\$5,000)

The OTL and faculty members in the Ritchie School and the College of Arts Humanities and Social Sciences collaborated on the design, pilot and implementation of a time-efficient, high-impact faculty consultation protocol centered on key dimensions of inclusive excellence to support the active implementation of inclusive pedagogies across all academic disciplines. Rooted in key tenets of formative assessment, this consultation protocol is a confidential, guided self-reflection that will: (1) strengthen faculty competence in inclusive pedagogies; (2) identify pertinent inclusive teaching practices that resonate with the professor's identities, worldview and discipline; and thus (3) yield high-quality learning experiences that are responsive to the faculty member's whole self and wellbeing. The research team members include:

- Valentina Iturbe-LaGrave, OTL (co-principal investigator)
- Christina H. Paguyo, OTL (co-principal investigator)
- Ron DeLyser, Ritchie School of Engineering (co-principal investigator)
- Lisa Martinez, Sociology (co-principal investigator)

INCLUSIVE TEACHING PRACTICES

GRANTS



Interdisciplinary Research Institute for the Study of (In)equality (IRISE)

Equity and Inclusion in the Teaching Practices of Higher Education: Interdisciplinary and Strategic Research and Praxis DU IRISE Post-Doctoral Fellow (\$105,000)

The Fellow will help expand our understanding about critical processes for creating inclusive higher education institutions, creating inclusive classrooms, igniting organizational change, and kindling resilience and dispositions among faculty and students that cultivate racial equity. Also, the Fellow will complement and extend work conducted more broadly because each project advances our institutional mission.

The Fellow will support the Director for Inclusive Teaching Practices in co-creating knowledge and advancing expertise in cutting-edge critical and inclusive pedagogical approaches that disrupt inequitable instructional practices to enhance inclusive excellence. Furthermore, the Fellow will collaborate with the Director of Academic Assessment in critical areas of research, assessment, data collection and analyses around emerging Inclusive Teaching Practices programming.

The Fellow will be housed in the OTL, which supports innovation and excellence in teaching and learning at the University of Denver through its institutes, workshops, consultations, research, and related activities.

The Fellow will primarily engage in independent research, scholarship, and creative work under the guidance of the mentorship team:

- Kate Willink, VPFA
- Valentina Iturbe-LaGrave, OTL
- Christina H. Paguyo, OTL
- Judy Marquez-Kiyama, MCE
- Scott Leutenegger, Computer Science

The Fellow will teach one course in their first year and two courses in their second year; each on a topic that will satisfy requirements for the graduate-level certificate and undergraduate minor linked to DU's Critical & Ethnic Studies minor, and work closely with IRISE to develop as a campus leader and to thereby extend the impact on DU faculty and students.

CROSS-COLLABORATIVE GRANTS

Conduct an audit of the International Disaster Policy (IDP) curriculum to amplify inclusion, internationalization, and anti-racism content. Adapt pilot for roll-out in the rest of GSPP.

The language below comes directly from the grant proposal orchestrated by Dr. Christina H. Paguyo.

Graduate School of Professional Psychology (GSPP), and Office of Internationalization (INTZ) enthusiastically submitted and received a collaborative grant proposal to deliver professional development for GSPP faculty to re-design curricula by amplifying inclusion in course work. Please note that we center antiracism, global learning, and equity in our use of the term inclusion. The research team members include:

- Christina H. Paguyo (Director of Assessment)
- Christine Vega (IRISE Postdoctoral Fellow at the OTL)
- Valentina Iturbe-LaGrave (Director of Inclusive Teaching at the OTL)
- Leslie Cramblet Alvarez (OTL Director)
- Gwen Mitchell (IDP co-director and faculty)
- Travis Heath (IDP co-director, faculty, and DEI director)
- Casey Dinger (Executive and Academic Director of Internationalization)

Our proposal builds upon previous DEI work carried out by GSPP, OTL, and INTZ. Research conducted by Dr. Travis Heath, DEI Director of GSPP, illustrates how students and alumni seek more inclusive and antiracist content in GSPP curricula. Additionally, our proposed professional development training will work in parallel with OTL's Faculty Institute for Inclusive Teaching (FIIT) and Faculty Learning Community (FLC) model which will serve as a blueprint for faculty-led programming in GSPP.

Finally, INTZ is creating tools for implementing Collaborative Online International Learning (COIL)-based curricula for virtual mobility, where students from DU and partner institutions abroad will harness technology and spaces to intentionally engage in global

OUTCOME

- 1) IDP faculty who complete the program pilot will be able to define what inclusion and antiracism mean within the context of the IDP curricula.
- 2) IDP faculty who complete the program pilot will be able to apply curricular renewal techniques to identify where the IDP curricula contain strengths and opportunities for growth in relation to inclusion and antiracism.
- 3) IDP faculty who complete the program pilot will be able to create a new IDP curriculum alignment map that addresses inclusion and antiracism.
- 4) IDP faculty who complete the program pilot will be able to demonstrate their value for inclusion by modeling how other GSPP faculty can create a multi-year curricular audit of inclusion and antiracism.
- 5) OTL and INTZ will be able to create and disseminate faculty development materials for the DU community to use in curricular audits of inclusion and antiracism.

TOOLKIT

JUNE 2020-2021

INCLUSIVE & HUMANIZING PEDAGOGY



INCLUSIVE TEACHING PRACTICES

WEBSITE IMPACT



The Inclusive Teaching Practices Website is an open-access site that provides resources and tools to improve inclusive teaching practices on a global scale.

Inclusive teaching practices require us to engage the wealth of intersecting social identities and positionalities that faculty and students bring to the classroom.

MOST VIEWED WEBSITE AT DU IN 2020

The success of this website and its most uniquely available resources is one of its kind in the nation.



17,488
PAGEVIEWS
SINCE JUNE 2020



14,830
unique
views

ARTIFACTS IN CONDUCTING AND FACILITATING INCLUSIVE TEACHING PRAXIS

Below we showcase artifacts critical in conducting and/or facilitating Inclusive Teaching in academic spaces, in community spaces at all levels of k-20+, with administrators, professional or academic training.

It is imperative to sustain the learning environment problem-posing (Paulo Freire - "Pedagogy of the Oppressed") stimulating questions, anchoring in the implementation of a theoretical framework, reading the room, community agreements, and assessments (pre and post). These elements have shown to be successful in the incorporation of Inclusive Teaching as Praxis in a multitude of spaces and disciplines.

EXPECTATIONS

- Expanding one's teaching practice is a collaborative effort informed by disciplinary assumptions, institutional context, sociopolitical climate, and one's own physical and emotional wellbeing.
- Exploring inclusive teaching practices and learning strategies in a formative environment increases our likelihood of adopting, implementing and assessing teaching methods that recognize, assess and address intersectional identity in all aspects of our teaching.

PROBLEM POSING QUESTIONS

Introduce yourself by answering the following question:

If you had to name the one situations that would overwhelm your courage in the classroom, what would it be?

COMMUNITY AGREEMENTS

- Allow yourself to ask the "stupid" question
- Expect to be open and honest both ways
- Being kind and gentle with ourselves
- Be generous in how we listen to others
- Doing the work ourselves and not relying on others to do the work for us
- Being brave and taking risks
- Tuning into our internal narrative
- Honoring relationality - what's your relationship with yourself? with your history? with where you are in the academy? Intimate understanding that your actions and words will have power, energy that can be pervasive in many spaces
- Double confidentiality

Community agreements will vary from space to space. Assess the needs of the community being served.

ARTIFACTS IN CONDUCTING AND FACILITATING INCLUSIVE TEACHING PRACTICE

THEORETICAL ANCHORS

"A threshold concept can be considered as akin to a portal, opening up a new and previously inaccessible way of thinking about something (..) As a consequence of comprehending a threshold concept, there may thus be a transformed internal view of subject matter, subject landscape, or even world view."

Troublesome, Bounded, Transformative, Integrative and Irreversible
Meyer and Land, 2003, Pg 1

In order to have a successful space for facilitation, theoretical anchors have been shown to prove crucial in the learning space. It is recommended to use Dr. Valentina's Iturbe-LaGraves Pre-Reading Questions. See page 14.

INCLUSIVE TEACHING PRACTICES TOOLKITS



2020 PRE-READING QUESTIONS HANDOUT – UNIVERSITY OF DENVER

An engaging and inclusive classroom discussion happens when students have engaged deeply with a text. Assigning critical pre-reading questions before class allows for critical reflection of complex and contentious topics. Consider assigning one question from each category to students; you may choose to ask students for specific examples from the text. The following questions are adapted from Brookfield & Preskill (2005), p. 56:

| | |
|---------------------------|---|
| EPISTEMOLOGICAL QUESTIONS | <ul style="list-style-type: none"> • To what extent does the writing / reading / lyrics seem culturally biased? • To what extent are description and prescription confused in an irresponsible and inaccurate way? Can you provide specific examples? • To what extent are the central insights grounded in documented empirical evidence? • To what extent are the ideas presented an uncritical extension of the paradigm within which the author works? • What can you identify as the author's context, and why is this important? |
| EXPERIENTIAL QUESTIONS | <ul style="list-style-type: none"> • How do the metaphors used in the text compare to the metaphors you use to describe your own similar experiences? • How do comparisons / examples in the text relate or differ from your own experiences? • What experiences are omitted from the text that strike you as important? • If the text addresses experiences with which you are familiar, to what extent are these congruent with or contradicted by your own experiences? |
| COMMUNICATIVE QUESTIONS | <ul style="list-style-type: none"> • To what extent does the text use a form of specialized language that is unjustifiably distant from colloquial language? • To what extent is the text connected to practice / the real world / the present day? • What voices are heard in the text? |
| POLITICAL QUESTIONS | <ul style="list-style-type: none"> • Whose interests are served by the publication of this text? • What contribution does the text make to the understanding and realization of democratic forms and processes? • To what extent does this text challenge or confirm existing ideologies, values, and structures? |

Brookfield, S., Preskill, S. (2005). *Discussion as a way of teaching: tools and techniques for democratic classrooms* (2nd ed.). Jossey Bass.

The background of the cover is a photograph of a large, multi-story stone building with many windows. In the foreground, there are trees with vibrant autumn foliage in shades of orange, yellow, and red. A semi-transparent dark purple rectangle is overlaid on the left side of the image, containing the title and subtitle text.

FIIT

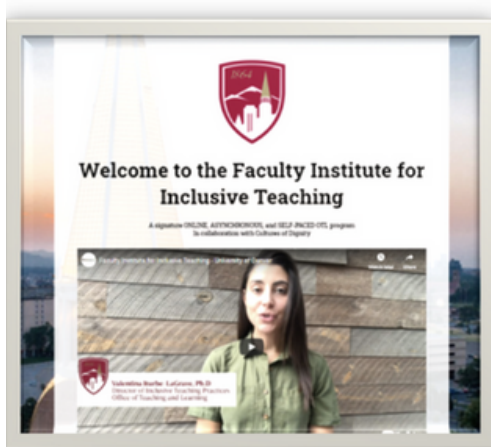
JUNE 2020 - JUNE 2021

THE FACULTY INSTITUTE FOR INCLUSIVE TEACHING

THE FACULTY INSTITUTE FOR INCLUSIVE TEACHING (FIIT)

The Faculty Institute for Inclusive Teaching (FIIT)

The Faculty Institute for Inclusive Teaching (FIIT) is an interactive, self-paced, asynchronous online program. In August 2020, the Chancellor made a historic announcement formally requiring all faculty to complete the course by the first day of the academic quarter. While continuing to offer its pre-Covid programming, FIIT became the first formally required course in the OTL's history. This signature program consists of eight content modules, each exploring a specific topic and provides a definition, inclusive teaching content, pedagogical tools, and a critical self-reflection prompt. Through FIIT, faculty revitalize their teaching abilities to ensure the academic success of an increasingly diverse, dynamic, and vibrant student body.



2,562
total enrolled learners



The Faculty Institute for Inclusive Teaching (FIIT) was designed by the OTL's Director for Inclusive Teaching Practices in collaboration with campus partners, including Myntha Anthym, a post-doctoral fellow with DU's Interdisciplinary Research Institute for the Study of (in)Equality (IRISE).

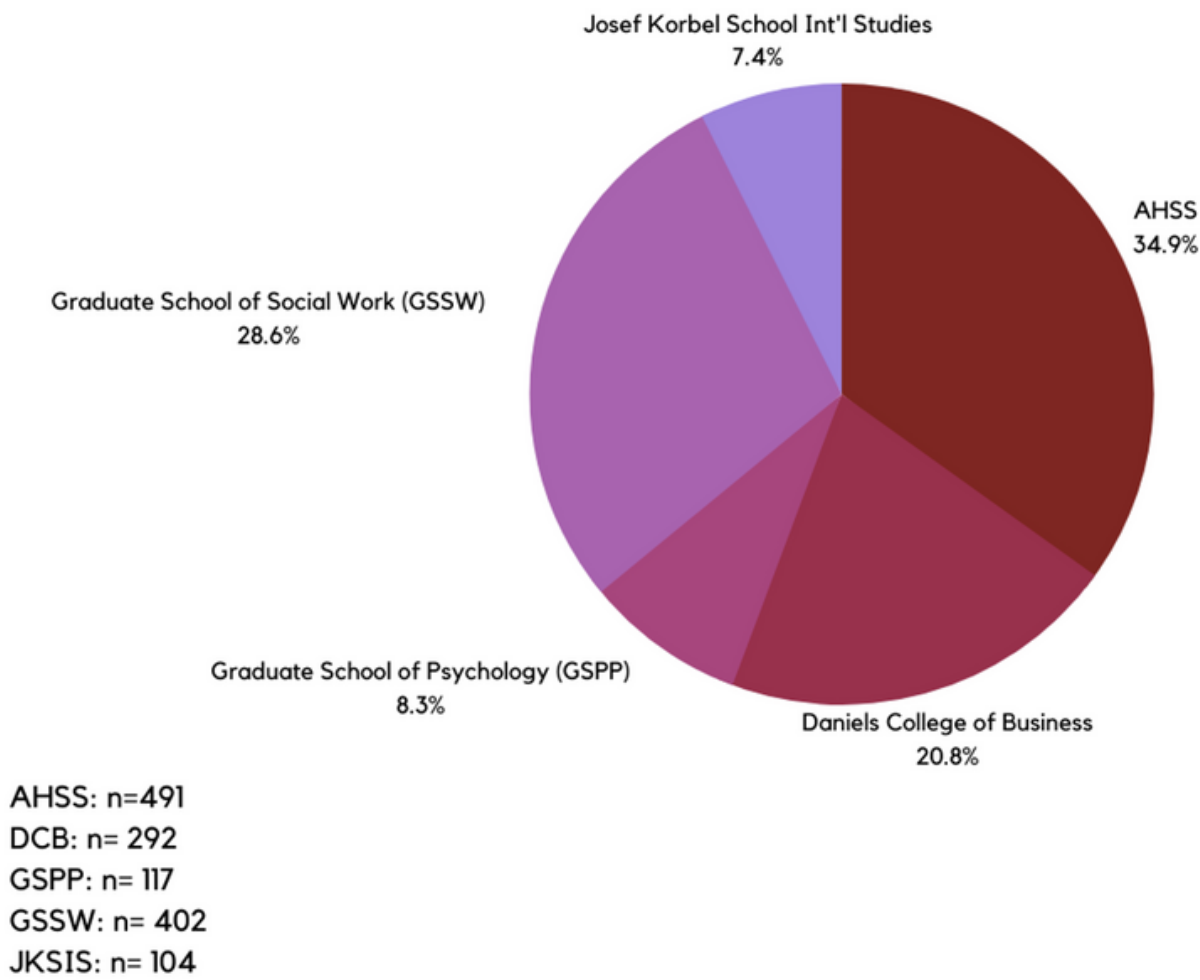
All faculty, adjuncts, and GTAs associated with the Partners in Pedagogy Program (P3)

Please see pages (XXX) for more on P3

IMPACT METRICS

FIIT TRAINING FALL 2020

COMPLETION BY UNIT & SERIES



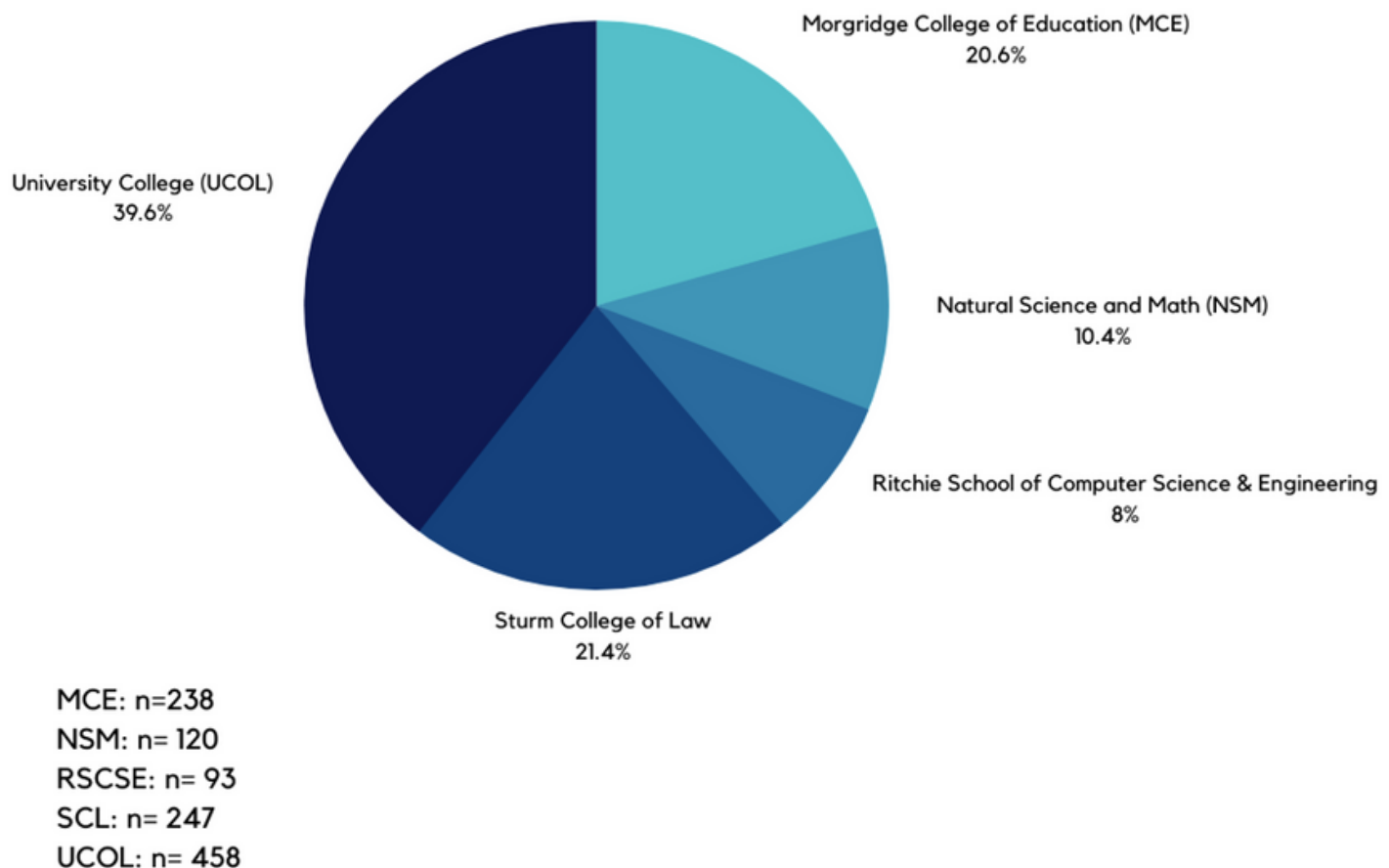
1,406

COMPLETION BY UNITS SUCH AS:
The College of Arts, Humanities and Social Sciences,
Daniels College of Business,
The Graduate School of Psychology,
Graduate School of Social Work,
Josef Korbel School of Internal Studies

IMPACT METRICS

FIIT TRAINING FALL 2020 & SPRING 2021

COMPLETION BY UNIT & SERIES



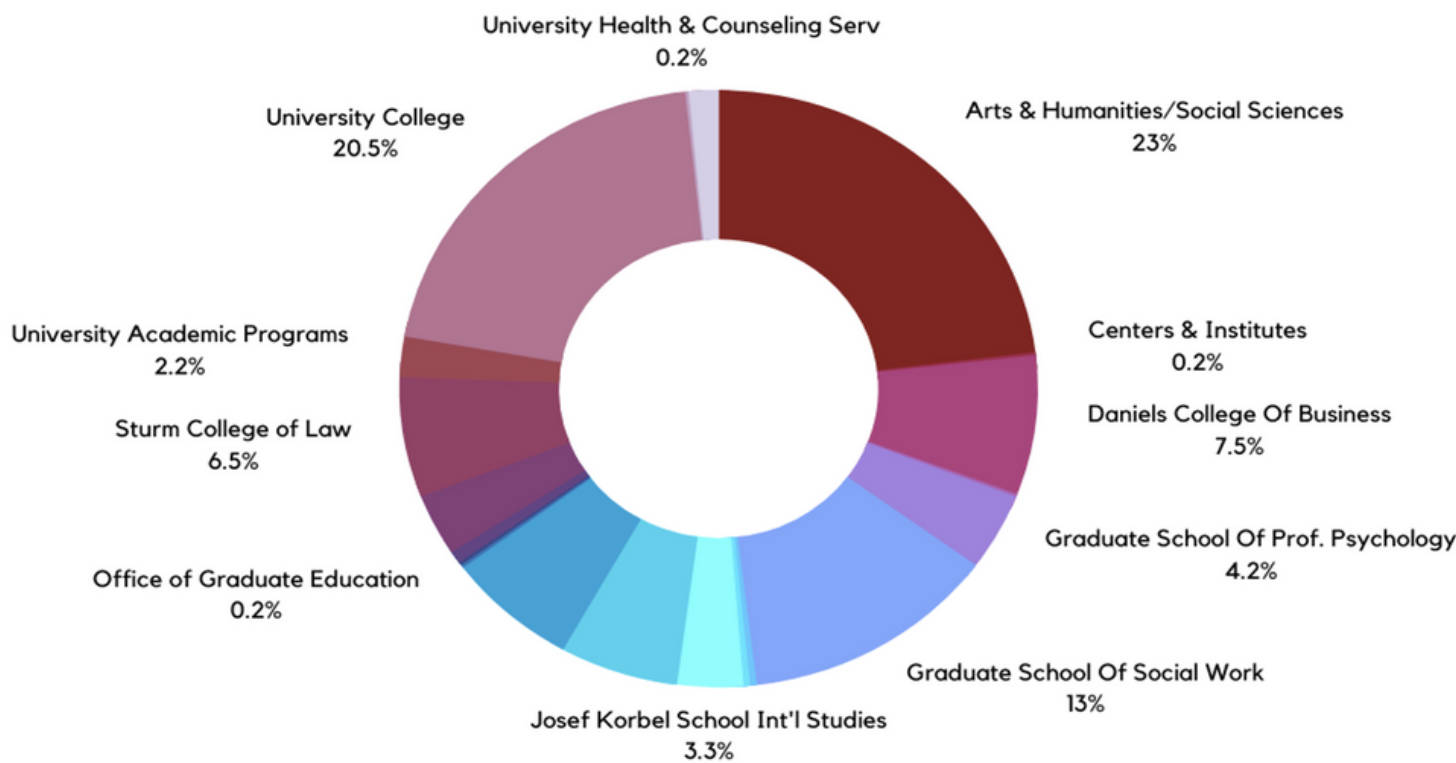
1,156

COMPLETION BY UNITS SUCH AS:
Morgridge College of Education,
Natural Science and Math,
Ritchie School of Computer Science & Engineering,
University College, and
Stur姆 College of Law

IMPACT METRICS

FIIT TRAINING FALL 2020 & SPRING 2021

UNIT PARTICIPATION METRICS



2,562

COMPLETION FIIT TRAINING FALL 2020

In the fall, the FIIT program underwent beta testing with the support of the OTL staff.

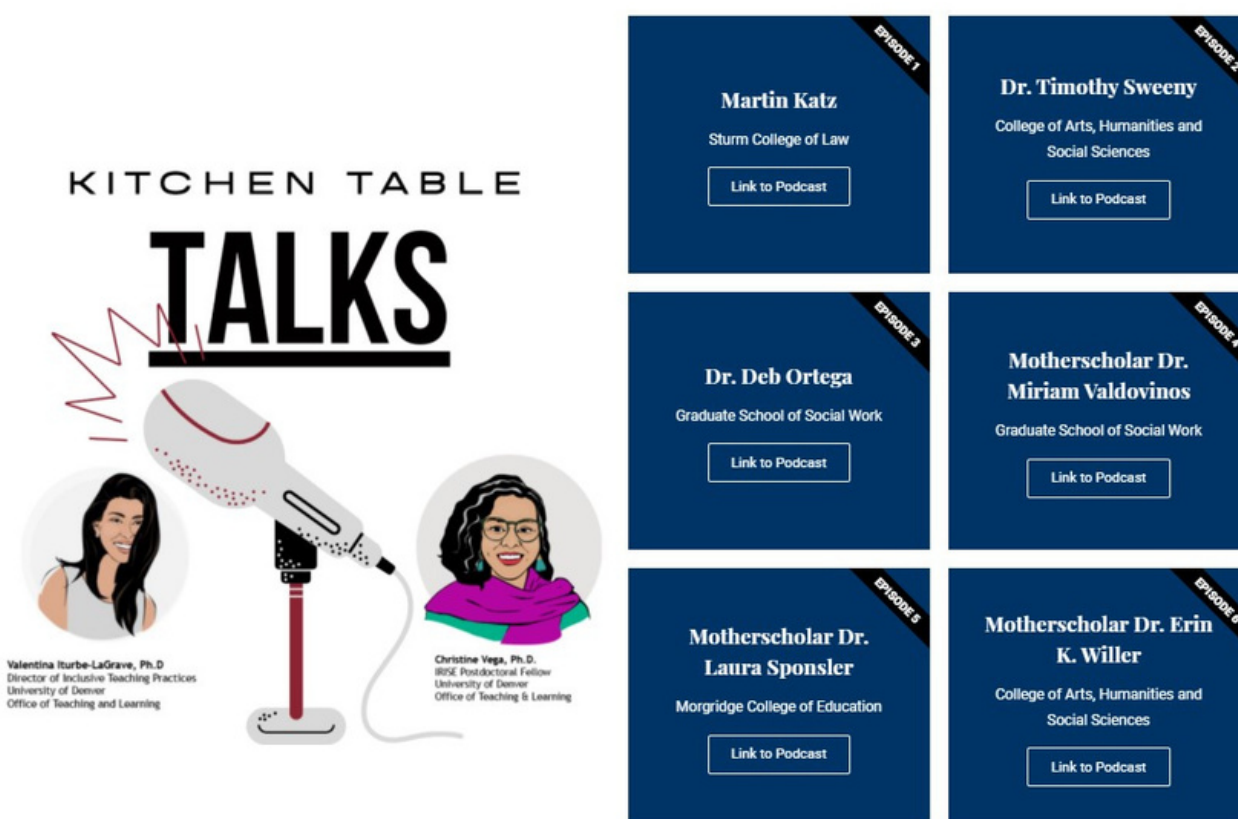
FIIT creator Dr. Iturbe-LaGrave invited Dr. Christina Paguyo Assessment to contribute expertise for FIIT, and contributions for content revisions from IRISE postdoctoral fellow, Dr. Christine Vega.

PODCAST

JUNE 2020- JUNE 2021

SPRING SHOWCASE KITCHEN TABLE TALKS

OTL SPRING SHOWCASE



After an unprecedented year, the Office of Teaching & Learning is excited to host its Spring Showcase 2021! The event kicks off on April 26th to celebrate how faculty Motherscholars creatively tackled new pedagogical challenges during the pandemic.

Kitchen Table Conversations are candid and informal chats hosted by Motherscholars Dr. Valentina Iturbe-LaGrave, Director for Inclusive Teaching, and co-hosted by Dr. Christine Vega, IRISE Postdoctoral Fellow, about the struggles and the wins of teaching, learning, researching, and supporting our communities during this unprecedented time in higher education as Motherscholars.

The goal of Kitchen Table talks is to join the DU faculty and humanize every aspect of pedagogy. This includes honoring the laughter, the tears, the moments we cringe, and the individual and collective prowess in the face of the unknown. Kitchen Table Talks pull the curtain and reveal what's behind some of the most transformative courses and research endeavors on campus while reflecting on this past year's events and how they will define the future of teaching and learning at the DU and beyond.

The goal of Kitchen Table talks is to join the DU faculty and humanize every aspect of pedagogy. This includes honoring the laughter, the tears, the moments we cringe, and the individual and collective prowess in the face of the unknown. Kitchen Table Talks pull the curtain and reveal what's behind some of the most transformative courses and research endeavors on campus while reflecting on this past

FACULTY PROFILES

KITCHEN TABLE TALKS MARCH-MAY 2021



Dr. Marty Katz

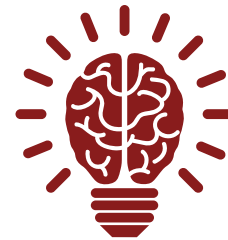
Marty Katz is a nationally respected innovator in legal and higher education. He recently completed a term as the first Chief Innovation Officer for the University of Denver, where he created a portfolio of initiatives to accelerate value in higher education. His initiatives included cross-disciplinary and community-connected learning opportunities, new course and program formats, and new delivery methods. He developed an online education strategy for the university and built the structure and capacity to execute that strategy. And he led Project X-ITE, the university's cross-disciplinary entrepreneurship hub, igniting the innovator's mindset among students and faculty, and connecting the University to Denver's rapidly expanding innovation ecosystem.

As one of the first university Chief Innovation Officers in the country, he demonstrated that we can indeed break down silos and barriers to collaboration in higher education. Prior to that, he served as Dean at the University of Denver, Sturm College of Law, where he is also a faculty member.

As Dean for 7 years, he led Denver Law in the development and implementation of a major strategic plan focused on experiential learning, building core areas

of specialization and excellence, and connecting with Denver's legal community. As a result, Denver Law became a national leader in experiential education and doubled its faculty's scholarly productivity.

“...if your goal is to persuade someone else to change their mind two things that I could have one is you're likely to be disappointed and the other is you're likely to infuriate your classmates. Right, so that's going to be a failure if that's your goal.”



Dr. Timothy Sweeny

Timothy Sweeny has been an Associate Professor in the Department of Psychology since 2013. He is the head of the department's Cognitive Neuroscience Concentration, and an Associate Editor at the journal *Emotion*. His research examines the brain's role in visual perception. Dr. Sweeny teaches several classes, including Perception, Introduction to Cognitive Neuroscience, and graduate courses on emotion and computer programming.

FACULTY PROFILES

KITCHEN TABLE TALKS MARCH-MAY 2021



Dr. Debora Ortega

Dr. Debora Ortega is the founding director of the Latinx Center @ the University of Denver. The Latinx Center is a consortium of interdisciplinary faculty who are committed to creating, supporting, and making visible the history, politics, culture, legacies, and creative works of Latinx communities across the globe. Dr. Ortega's academic work examines the process by which social power, exclusion, and dehumanization create societal inequity and injustice. Her scholarship addresses the way that everyday white supremacy affects Latinx people in health, education, and immigration. She is a professor at the University of Denver Graduate School of Social Work and the University of Denver/Illiff Joint Ph.D. Program in the Study of Religion. She joined the DU faculty in 2005. Prior to this, she was an associate professor at the University of Kansas School of Social Welfare.

“Because part of it is, if we're supposed to be allies are times when you need a hammer to make a point, and there's times when you need a feather. Sometimes I have trouble discerning that those two choices, not with my students.”

”

She received her bachelor's degrees from The University of San Diego in Religious Studies, an MSW from Portland State University, and a Ph.D. from the University of Washington. She is proud to be a first-generation college student. She recognizes her family (Robert Ortega, Rosie Ortega, Charles O'Bosky, and Venessa Ortega,), her mentors (Drs. E. Jane Via, Joseph Gallegos, Cheryl Richie, and Lorraine Gutierrez), her partner Deborah Jean Carlson and University of Denver Graduate School of Social Work Dean Amanda Moore McBride without whom her educational and professional accomplishments would not have been possible. It takes more than a village to raise a child, it takes commitment, confrontation, and love through the difficult times.



Dr. Miriam Valdovinos

Dr. Miriam Valdovinos (she/her/ella) is an assistant professor at the University of Denver, Graduate School of Social Work. She holds a Ph.D. in social welfare and a graduate certificate in gender studies from the University of Washington. Her scholarship commitments include addressing the health effects of intimate partner violence (IPV) experiences in Latinx families. As a Xicana Indigenous social welfare scholar, she centers *testimonio*

FACULTY PROFILES

KITCHEN TABLE TALKS MARCH-MAY 2021

narrative methodologies, culture, healing and resistance. A primary goal of her research is to develop multi-pronged (individual, family, and community-based) culturally responsive intervention programs that address the effects of IPV on Latinx communities while considering systemic constraints such as institutional racism and poverty.

“...writing can be fun right, and I can write about my culture, my parents, and so it's been a lot of fun, just to be able to do have that space, along with what we do as scholars and academicians.”



Dr. Laura E. Sponsler

Laura E. Sponsler, Ph.D. is appointed as Clinical Assistant Professor, Higher Education in the Morgridge College of Education at the University of Denver. In

her role, Dr. Sponsler integrates teaching, scholarship, and service in service of the institutional mission to be a great private university dedicated to the public good. Her work examines the role of colleges and universities in creating more democratic practices and institutionalizing the civic mission of higher education. Dr. Sponsler received her Ph.D. in Higher Education from the University of Pennsylvania's Graduate School of Education. She also holds a bachelor's degree in biology from Saint Joseph's University and a master's degree in higher education management from the University of Pennsylvania. Previously, Dr. Sponsler served as the founding director for NASPA's Lead Initiative, a project recognizing a network of nearly 100 postsecondary institutions for their commitment to institutionalizing civic learning and democratic engagement.



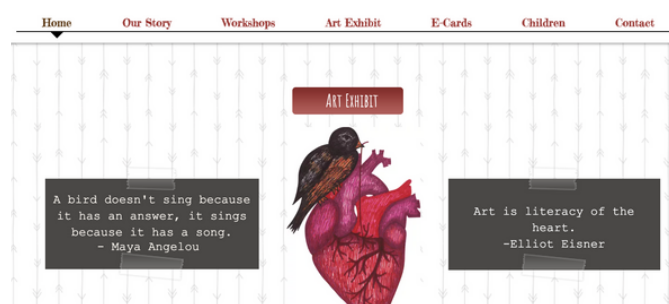
Dr. Erin K. Willer

Erin K. Willer is an Associate Professor in the Department of Communication Studies and the Faculty Director of the Wellness Living & Learning Community at the University of Denver (DU). Dr. Willer's pedagogy and research are guided by the question: how can we engage storytelling, art, and embodied practices to cultivate creativity, compassion, and community in the face of illness, death, and loss?

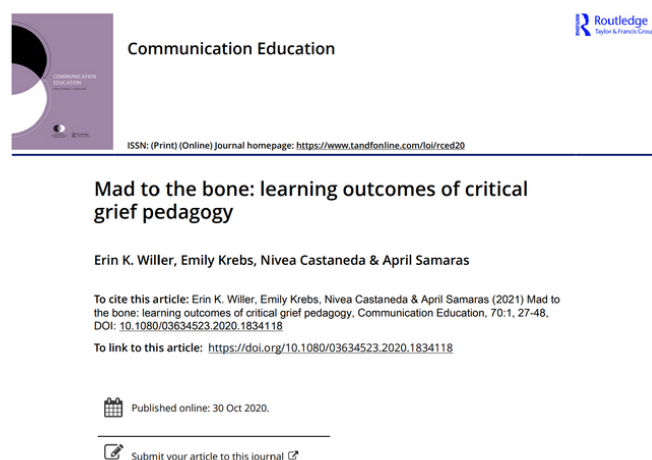
FACULTY PROFILES

KITCHEN TABLE TALKS MARCH-MAY 2021

Dr. Willer's lived experiences as a bereaved mother/daughter/teacher/student inspires her scholarship. She is the founder of the Scraps of the Heart Project, a community-based research collective dedicated to empowering families and educating communities about the experience of pregnancy and infant loss. Erin teaches several courses at DU, including Communicating Grief and Loss, Visual Narratives of Women's Health,



Communicating Empathy and Compassion, and Running as Feminist Embodiment. Erin and her students have collaborated with several local and international organizations such as Colorado Pregnancy and Newborn Loss Services, Girls on the Run of the Rockies, lululemon, Montessori Academy of Colorado, and Now I Lay Me Down to Sleep. Dr. Willer has been honored with several research and teaching awards, including the 2016 DU Center for Community Engagement to Advance Scholarship and Learning's Service-Learning Faculty of the Year Award, the 2018 Journal of Family Communication Article of the Year Award, and the 2020 Western States Communication Association's Distinguished Teacher Award. In her "free" time, Erin can be found artmaking, running, and mothering Matilda and Fyo, her black Labrador Porter, and a jungle of plant babies.



“... over a number of years, my students and I have held craft-based workshops for parents who have experienced the loss of a baby. We've done several different service learning projects with DU students all around this idea of storytelling and art-making being an incredibly powerful way, both to heal the self but also to create an identity for oneself as a parent for the baby, and also to build community in a space that is often extremely isolating.”



The background of the cover is a photograph of a building's tower with a large dome. The tower has arched openings and is surrounded by lush greenery and yellow and purple flowers in the foreground. A semi-transparent dark purple rectangle is overlaid on the left side of the image, containing the text.

FLC

JUNE 2020- JUNE 2021

FACULTY LEARNING COMMUNITIES

FACULTY LEARNING COMMUNITIES

"It helped me make connections with faculty across campus that I might not otherwise engage with through my faculty role. It created space to ask vulnerable and challenging questions, and to learn from others' experiences. It felt like a place without judgment for what we did not already know before attending, and a brave space for dialogue."

2018 Inclusive Classroom Communication Faculty Learning Community Participant

METHOD

In order to effectively collect data for the FLC, a pre-survey and post-survey was provided as well as weekly reflective surveys. The OTL employed IRB to collect data titled, "Impact of Faculty Development Experiences on Perceptions of Teaching and Learning" to study professional development outcomes for Faculty Development Initiatives (FDI). Collecting the participant narratives allowed the FLC to consider new approaches in pedagogical approaches in future FLCs. Co-leads took ethnographic notes of faculty comments, reflections, and recommended readings/literature. The notes were then shared and reflected on the collaborative Adobe Spark.

PURPOSE

During this current political and social climate of racial upheaval and unrest, the book study for "White Fragility" was a timely book study supporting the enrolled (n=12) faculty who actively participated consistently (n= 9) for six weeks. This critical book study was a voluntary option offered to faculty as part of the OTL services. We meet once a week for 1.5 hours applying a pedagogical approach of inclusivity and critical brave spaces confidentiality and anonymity to protect the identities of faculty participants. FLC leads prepare and provide an interactive link through Adobe Spark, which allows for easy access for communal edits for weekly facilitation.

WHITE FRAGILITY

"White Fragility: Why It's So Hard for White People to Talk About Racism" (2018) by Robin DiAngelo was a book study co-lead by Dr. Valentina Iturbe-LaGrave for the 3rd year at DU and for the first time by our new addition to the OTL, IRISE Postdoctoral Fellow, Dr. Christine Vega. The OTL provides faculty-facing services, support, and pedagogical tools and resources to support the success of students and staff across the university. Part of these efforts is by providing Faculty Learning Communities offered and facilitated by the OTL staff and Faculty Fellows each quarter.

REFLECTIVE FEEDBACK ON TEACHING WHITE FRAGILITY

Faculty who participated expressed a demanding need to continue providing book studies on Whiteness, race and racism, intersectionality, and dismantling structures of power within the academy. For example, from our weekly survey, a faculty said:

“... discussions of white fragility and inclusive teaching practices, relationships with a group of colleagues with whom I travel on this journey.”

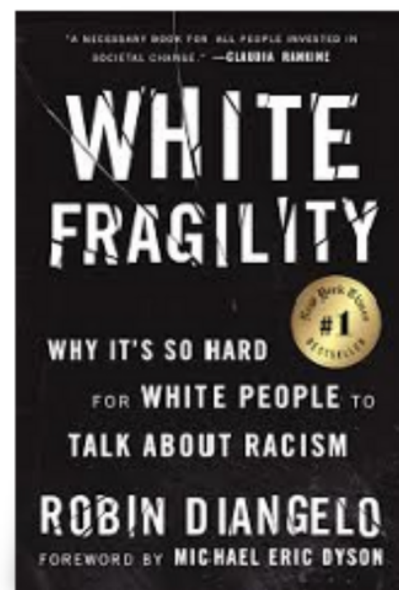
ANONYMOUS PARTICIPANT

- Graduate students who take on a lecturer/adjunct role also sought support in a book study of white fragility, however, in order to protect the identities of faculty, in co-creating a space of bravery and vulnerability, we supported TT and adjunct faculty to participate.
- Based on the faculty feedback, a collective follow-up on how the book study is applied and discussing challenges and wins was requested by the participants of the FLC.

- We believe a collaborative check-in would be helpful at the end of the quarter or at the beginning of the next academic quarter as a virtual check-in with our FLC and engage in discussions on how FLC participants are applying what they have learned.

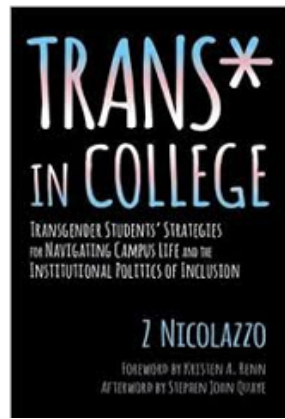
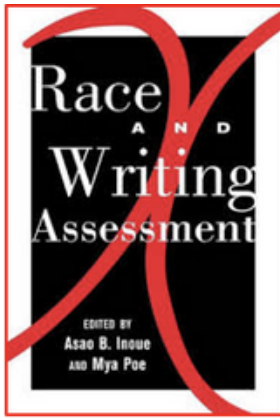
“Needing to understand the issue of intentional v. subconscious on a person-centered level. How this can be related to being responsible for becoming non-racist - harmful behavior that I have studied and worked with the most seems to be more likely changed when we take ownership and define our intent.”

ANONYMOUS PARTICIPANT



FLC GENEALOGIES

Inclusive Teaching Practices FLC's have been made available for faculty since 2018 in response to faculty interest in deep engagement with relevant and timely critical and inclusive pedagogical topics. Items to consider regarding past FLC for self-study are the following:



Asao B. Inoue and Mya Poe: “Race and Writing Assessment” (2012)

Community members read the edited collection of established and up-and-coming scholars in composition studies to explore how writing assessment needs to change to account for the increasing diversity of students in college classrooms today.

Dr. Z Nicolazzo: “Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion” (2017)

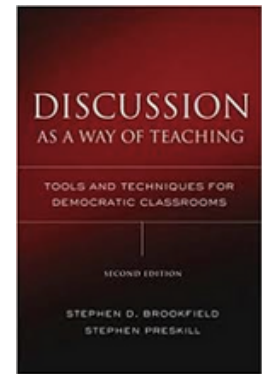
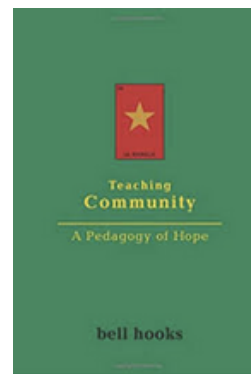
Community members read the text alongside critical pedagogy scholarship to develop a deep understanding of students' needs and best practices in responsive curriculum design, classroom management, and assessment of teaching and learning.

bell hooks: “Teaching Community: A Pedagogy of Hope” (2003)

Community members read this book, looking to push the limits of their practice, disrupt traditional colonial and dominant methods of teaching in higher education settings, to arrive at new methodologies that better align with who they are as faculty with intersecting social identities.

Stephen D. Brookfield and Stephen Preskill: “Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms” (2005)

Tenure and teaching-track faculty learning community members read this text to expand facilitation skills through practicing, role-playing and modeling novel discussion techniques for immediate classroom implementation, valuing the classroom as a liberatory space in which all voices and stories should be heard.



Moving forward, Dr. Iturbe-LaGrave and Dr. Vega are co-creating accessible artifacts to support the startup of future FLC leading their own learning communities moving forward.

These artifacts include:

- 1) A “How to” template on collaborative learning spaces such as a Master Adobe Spark facilitation modality
- 2) PDF of instructions to startup technical support
- 3) Pedagogical theoretical literature underpinning the importance of each FLC
- 4) Syllabus sample
- 5) Recommended community agreements



IRISE

JUNE 2020- JUNE 2021

POSTDOCTORAL FELLOW YEAR OVERVIEW

INAUGURAL IRISE POSTDOC FELLOW DR. CHRISTINE VEGA



Dr. Christine Vega is currently an Interdisciplinary Research Institute for the Study of (in)Equality (IRISE) postdoctoral fellow at DU, working within the Office of Teaching and Learning (OTL). IRISE “was established in 2013 by the University of Denver to serve as an incubator for faculty and students to engage in the development of cutting edge interdisciplinary research on issues of inequality, social justice, and inclusivity” (IRISE Website). Christine works directly with the directors of Inclusive Teaching Practices and Academic Assessment to implement inclusive pedagogies, critical theories in teaching and learning and contribute innovative lenses of analysis and praxis.

She joined the OTL team at DU in August of 2020. Dr. Vega will transition to a new position as an assistant professor in Chicana/o Studies at San José State University.

During the academic year with the OTL (August 2020- June 1st, 2021), Dr. Vega completed the following projects in collaboration with the OTL, inter-transdisciplinary units, and departments.



UNIVERSITY of
DENVER

THE INTERDISCIPLINARY RESEARCH INCUBATOR
FOR THE STUDY OF (IN)EQUALITY

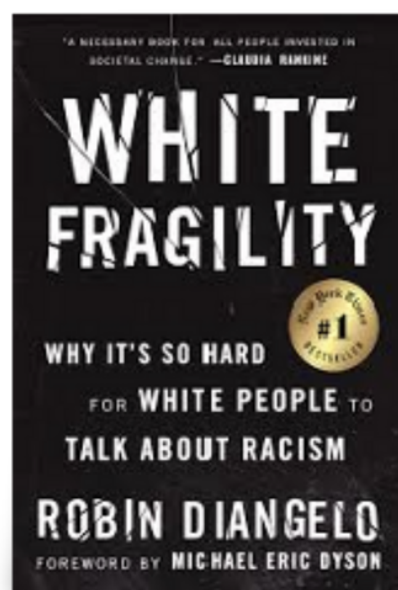
IRISE



CHICANX/LATINX

FACULTY LEARNING COMMUNITY - WHITE FRAGILITY FLC

Dr. Vega co-led the White Fragility Faculty Learning community with the guidance of Dr. Iturbe-LaGrave. After the completion of the 6-week series, Dr. Vega created a guide for faculty to create their own FLC artifacts.



INAUGURAL IRISE POSTDOC FELLOW DR. CHRISTINE VEGA

CRITICALLY INCLUSIVE PEDAGOGIES COURSE HED 4290

Dr. Vega designed and taught a Critically Inclusive Pedagogies course for doctoral students in the Morgridge College of Education. This course was a commitment to fulfill the IRISE first-year commitment of teaching one course per year. Dr. Vega engaged her students with content situated in educational and pedagogical approaches from a critical race and Chicana feminist approached centering BIPOC (Black, Indigenous, People of Color) in Education.

HED 4294 Seminar: Critical Inclusive Pedagogies in Higher Education

WINTER 2021

Location: Zoom on Canvas

Date/Time: Mondays 6:00pm – 8:30pm (Synchronous); 8:45-9:20pm (Asynchronous)

Instructor: Dra. Christine Vega

Office Hours: By zoom appointment

Email: Christine.vega@du.edu

** This syllabus is subject to change **

Course Description

This course will focus on the foundations, theoretical landscapes, and the praxis of critical pedagogy and its evolution in the U.S. 20th & 21st century. Particular attention will focus on the radical principles, beliefs, divergent views and perspectives of Critical Pedagogies of Inclusion. We will engage, discuss, and reimagine with critical literacies at the crux of race, class, gender, sexuality, and ethnicity and other intersectionalities. Lastly, we will read through literatures and witness the evolution of Critical Pedagogy written by historically impacted populations in education. The 10 weeks of this course are crafted around three curricular blocks:

- 1) Historical, theoretical, & evolution of critical and inclusive pedagogy/ies;
- 2) Centrality & response to applications of critical and inclusive pedagogy & critical research methods by underserved and marginalized communities and;
- 3) Incorporate critical inclusive pedagogies for research and/or programing in your area/field of study.

Course Objectives

- Familiarize students with historic and theoretical frameworks of critical pedagogies.
- Engage students in decolonizing and humanizing methodologies and methods as a means to understand and integrate cultural knowledge into educational spaces.
- Practice applicability of critical and inclusive pedagogies and learning modules for K-12, higher education, or professional settings.
- Utilize academic writing to connect theory, research, and praxis in ways that are accessible to scholar practitioners.

Academic Expectations

- Students and professor will collaboratively contribute and construct the synchronous "Community Agreements" on Week 1 and return to them throughout the quarter.
- This course will be a collaborative effort to practice critical pedagogy as students and as professor.
- Students are expected to attend all synchronous class times, arrive to class on time and return promptly from class breaks. Please let me know if you will be absent.
- Papers must be typed and double-spaced with 1-inch margins on all sides (size 12 font), unless otherwise noted.
- Papers must follow stylistic guidelines recommended by the [Publication Manual of the American Psychological Association](#).
- All assignments must be completed on time. Late assignments will receive a maximum of 70%. Late assignments will only be accepted up to one week after the initial deadline.
- As a community, let us be open to listening to and exploring divergent perspectives and contributions.
- Please allow 24-48 hours for email correspondence.

Last updated 1/11/2021



MANUSCRIPT



INAUGURAL IRISE POSTDOC FELLOW DR. CHRISTINE VEGA

COLLABORATIONS, PRESENTATIONS, & PUBLICATIONS

As the inaugural postdoctoral Fellow for IRISE & OTL, Dr. Christine Vega continued her collaboration with other organizations including the newest chartered chapter of MALCS, (Mujeres Activas en Letras y Cambio Social) in the state of Colorado. This included campuses that represented DU, Metro State University (MSU), University of Denver, and Colorado Community College and University of Boulder.

In addition, Dr. Vega continued her collaboration with the Chicana M(other)work collective with the ongoing work in community blogs, podcasts, and a Social Justice Curriculum for young children in the summer of 2020.

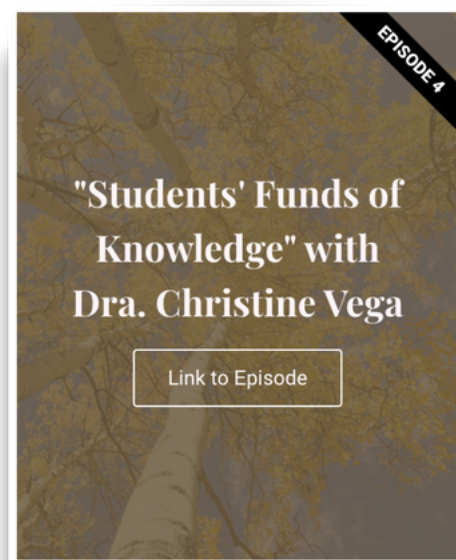
Dr. Vega was recruited to join the American Association of Hispanics in Higher Education (AAHHE), as a Graduate Student Coach for AAHHE's 2020-2021 graduate student fellows supporting 3 current graduate students. She collaborated with Dr. Susana Hernandez and others in the AAHHE leadership.



In addition, Dr. Vega joined the collaboration think tank for the IDP curriculum development (see page 9) led by Dr. Paguyo. She learned and contributed to the discussions on curriculum on FLC's, inclusive teaching practices.

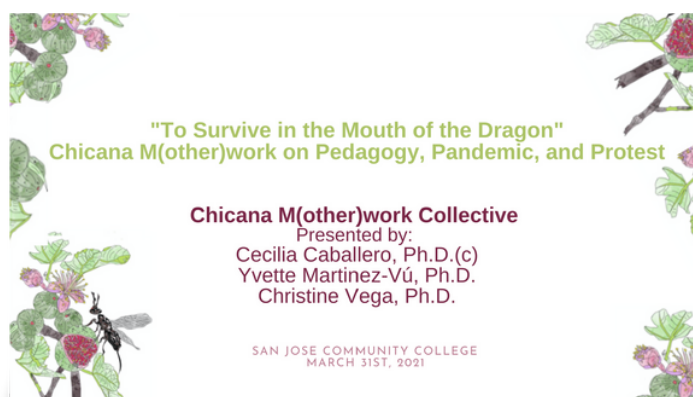
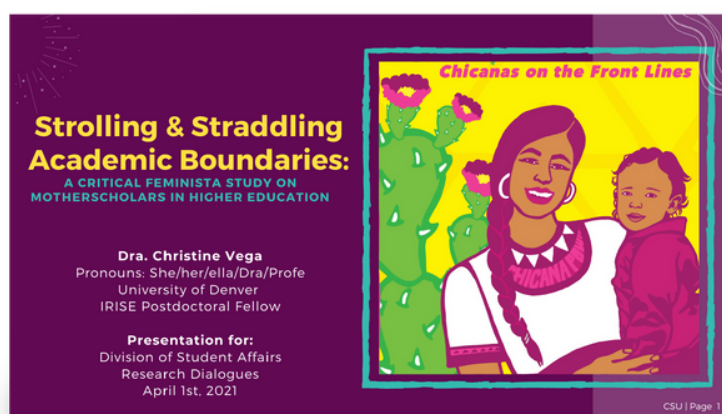
As a postdoctoral fellow, Dr. Vega presented her research in different learning and community spaces for the University of Denver's OTL, Colorado State University' (CSU) Division of Student Affairs, and recruited to present at the Presidential address for the Association for the Study of Higher Education.

Within the OTL, Dr. Vega was interviewed for the Spring Showcase Assessment Salon with Dr. Christina Paguyo & Amelia Gentile-Mathew on students' Funds of Knowledge and Critical Pedagogies.



INAUGURAL IRISE POSTDOC FELLOW DR. CHRISTINE VEGA

PRESENTATIONS & PODCAST





P3

JUNE 2020-2021

PARTNERS IN PEDAGOGY PROGRAM

PARTNERS IN PEDAGOGY (P3)

OVERVIEW

The OTL piloted a special graduate-level teaching support program. A small subset of non-GTA graduate-level students that also participated in the Foundations of Teaching and Learning course, (10 students) were hired as student employees by the OTL, designated “Partners in Pedagogy” and received additional training, were paired with selected faculty, and participated in ongoing mentoring with OTL staff and the Faculty Fellow of Partners in Pedagogy over the course of the fall term.

Key features of the program:

- Large courses, courses with sensitive content, and faculty who did not have TA or GTA assistance. We were particularly interested in supporting faculty who may be experiencing additional stress and duress due to the COVID pandemic.
- We understand that ALL faculty are under increased stress and in recognition of DU’s commitment to Inclusive Excellence and in support of the Diversity, Equity & Inclusion Action Plan, we are committed to serving the most vulnerable members of our community.
- For example, it is well-documented that underrepresented faculty and faculty with multiple historically marginalized identities experience increased race-related stress that can affect wellbeing.
- Moreover, faculty who are parents, particularly single parents, faced with managing both work and childcare duties may also benefit from this additional support.



Faculty Fellow

KEITH GEHRING, JOSEF KORBEL SCHOOL OF INTERNATIONAL STUDIES

TEACHING ASSOCIATE PROFESSOR; FACULTY FELLOW OF PARTNERS IN PEDAGOGY



OVERVIEW

Dr. Gehring served as the Partners in Pedagogy faculty fellow for 2020-21 to co-lead the student experience with Dr. Iturbe-LaGrave.

BIOGRAPHY

I support the Undergraduate Program at the Korbel School of International Studies by teaching core and upper level courses, mentoring students through the undergraduate experience, engaging international partners to expand student opportunities, and serving the program in a variety of ways. Courses taught include: Contemporary Issues in the Global Economy, International Politics, Globalization and the Knowledge Economy, Technology and Development, and International Futures.

My expertise is in the areas of political economy, technology, globalization, forecasting and development. My research is focused on the institutions supportive of knowledge economy development, specifically in the area of information and communication technology (ICT). I am a Faculty Affiliate with the Frederick S. Pardee Center for International Futures where I support the expanded use of the IFs model with students and external partners. I also have more than 15 years of professional experience working as a consultant in the technology and financial services industries.

FACULTY FELLOW

JUNE 2020-2021

FACULTY FELLOW OF EQUITABLE PROFESSORIAL EXPERIENCES

FACULTY FELLOW OF EQUITABLE PROFESSORIAL EXPERIENCES

PROGRAMMING OVERVIEW

The Faculty Fellow of Equitable Professorial Experiences is a key partner with the Office of Teaching and Learning (OTL) and Vice Provost for Academic Affairs. Collaborating primarily with the Director of Inclusive Teaching Practices, the Faculty Fellow will engage in activities to support, build community and provide timely resources that affirm the experiences of underrepresented DU faculty members across a range of intersecting social identities and disciplines. The faculty selected received one (1) course buy-out during the Sept. 2020-June 2021 time period and receive an honorarium of \$8,500.

Responsibilities

- **Oversee Faculty Learning Community:** Collaborate in the planning, scheduling, facilitation, and assessment of 60 to 90 minute weekly scheduled community meetings.
- **Mentoring:** Serve as a mentor/support for other colleagues, serve as a professional development “ambassador” for your academic area/Unit, promote professional development opportunities, and OTL programming.
- **Faculty Development:** Provide at least one session per quarter that supports the professional development of faculty.
- **Assessment:** Track attendance, evaluate, and report on programming and impact.
- **Supervision/collaboration:** Participate in OTL team meetings once per month to update the team. Meet once per month with the OTL director, with the VPFA, and other Faculty.

Faculty Fellow

BRIAN CHRISTOPHER GONZALES, GSSW

CLINICAL ASSISTANT
PROFESSOR;
CONCENTRATION
COORDINATOR, MH &
ONLINE MH & TRAUMA
CONCENTRATIONS




BIOGRAPHY

Social justice guides Brian Gonzales both personally and professionally. An educator, trainer, and consultant, Gonzales is a licensed clinical social worker (LCSW) and licensed addiction counselor (LAC) dedicated to the growth and development of helping professionals, inclusive learning and community partnerships, and best practices for clients and worker success.

As a clinical assistant professor and the assistant dean for academic affairs at the Graduate School of Social Work, Gonzales supports student services, academic services, teaches courses in clinical practice and power, privilege and oppression, and sits on various internal and external boards and committees.

Prior to GSSW, he served his community as both a family therapist and as a clinical supervisor and executive director of a non-profit that provided mental health and substance use treatment for clients in community correction, county jail, and outpatient settings throughout Colorado.



INSTRUCTIONAL DESIGNER

JUNE 2020-2021

INSTRUCTIONAL DESIGNER OF INCLUSIVE TEACHING PRACTICES

Instructional Designer

**TRACY
DEBELLEVUE**

**OTL ONE-YEAR
POSITION,
INSTRUCTIONAL
DESIGNER OF
INCLUSIVE TEACHING**

OVERVIEW & BIOGRAPHY

As the online footprint of the OTL's Inclusive Teaching offerings increases, the need for additional support designing and maintaining these programs was necessary. Thanks to a generous collaboration with our Office of Diversity, Equity, and Inclusion, funding was provided for a one-year, temporary position.

Duties:

- Provide real-time update, design and technical support, and resolve user experience issues on all Inclusive Teaching Practices online platforms
- Provide course development and maintenance assistance to the OTL Director of Inclusive Teaching Practices and review courses for alignment with established standards of quality and accessibility
- Ensure clear and streamlined building of designed courses in Canvas course containers
- Project management of course designs, course quality tracking and review, and Inclusive Teaching Practices website
- Create tutorials and documentation for educational technologies