



UNIVERSITY *of*
DENVER

OFFICE OF
TEACHING & LEARNING



Annual Report

SEPTEMBER 2020-AUGUST 2021

Prepared by: Leslie D. Cramblet Alvarez, PhD
Director, Office of Teaching and Learning

ABOUT US



DU's Five Strategic Imperatives

The Office of Teaching and Learning supports the strategic imperatives distilled from Impact 2025.

One: Ensure a bold, sustainable future for the next generation through our financial, reputational, and operational practices.

The OTL supports the development and retention of faculty, equipping them to engage in cutting edge educational practices.

Two: Create a unique global, holistic, '4D' student experience.

Any curricular innovation should include robust faculty development. Our office supports faculty as they innovate in the classroom to deliver the 4D experience through High Impact Practices such as the use of ePortfolios.

Three: Cultivate an exceptionally diverse, inclusive, equitable and welcoming community.

DU's commitment to DEI efforts is embedded in many areas of the university. The OTL is unique in that our programming supports changes to practice that lead to more inclusive classrooms.

Four: Define and model a global, engaged research university.

The OTL facilitates DU's commitment to the teacher-scholar model by cultivating a culture of life-long learning and the practice of Scholarship of Teaching and Learning.

Five: Ensure academic excellence with a signature portfolio of academic program and a relentless pursuit of quality.

The OTL is a critical partner for excellence in the online, hybrid, and hyflex classroom.

LETTER FROM THE DIRECTOR



Leslie Cramblet Alvarez, Ph.D.
Director
Office of Teaching and Learning

Dear DU community,

This is my second annual report as Director of the Office of Teaching and Learning, following my first full academic year at DU. As I approach my two-year anniversary in this role, it is hard to believe it has been such a short time. I feel immense gratitude for the OTL staff and profound pride in their accomplishments through another pandemic year.

While we are no longer in emergency response mode, we have continued to ride the waves of these uncertain times, meet new challenges, and plan for a sustainable future. In the last academic year, we served almost half of DU's appointed faculty, offered more than 90 events, and met with 200 unique faculty for consultations. We have continued to deliver our signature programs with thoughtful adjustments to content to meet the needs of the moment. We added additional support for educational technology, enhanced our digital footprint to provide asynchronous options, and celebrated the work of our faculty through our Spring Showcase.

Moving beyond crisis has meant deeper relationships with academic areas, collaborations on programming, additional outreach by OTL staff, and greater involvement in institution-wide change initiatives. In this report, I share and celebrate examples of this including a successful instructional design partnership project. We also celebrate our commitment to addressing gaps in accessibility, which resulted in a collaboration with the Learning Effectiveness Program to deliver the first annual Neurodiversity Institute. And, our involvement in the Teaching Excellence Task Force and the Spring Provost's Panel means OTL expertise is helping to move the needle at the institutional level for identifying and celebrating teaching excellence.

I remain grateful to be part of the DU community of scholars and part of such a vibrant, curious, and innovative office. On behalf of the OTL staff, we look forward to continued collaborations and sharing in the joys and challenges of teaching in the year that comes.

A handwritten signature in dark ink that reads "Leslie Cramblet Alvarez". The signature is fluid and cursive.

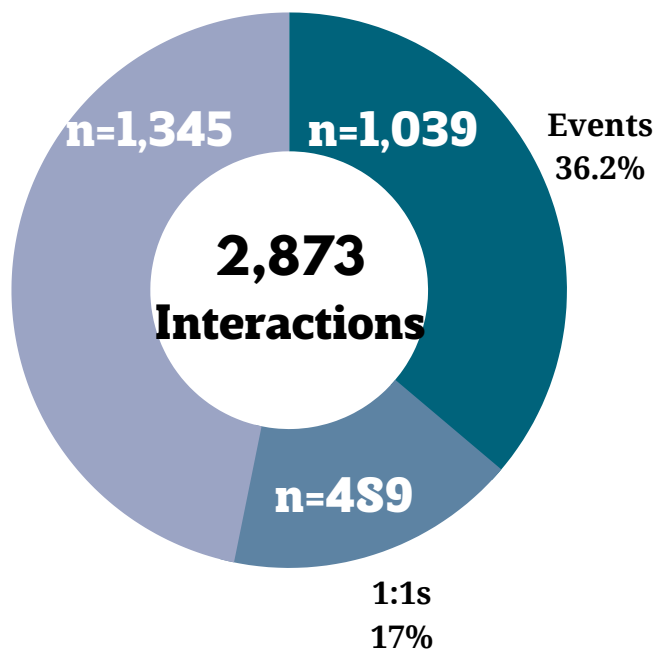
Leslie Cramblet Alvarez

2020-21 BY THE NUMBERS

667

Unique participants

Async Consultations
46.8%



445

Faculty served

222

Staff/student participants

97

Events hosted

Unique faculty by service



200
1:1 consultations



355
Event attendees



315
Asynchronous consultations

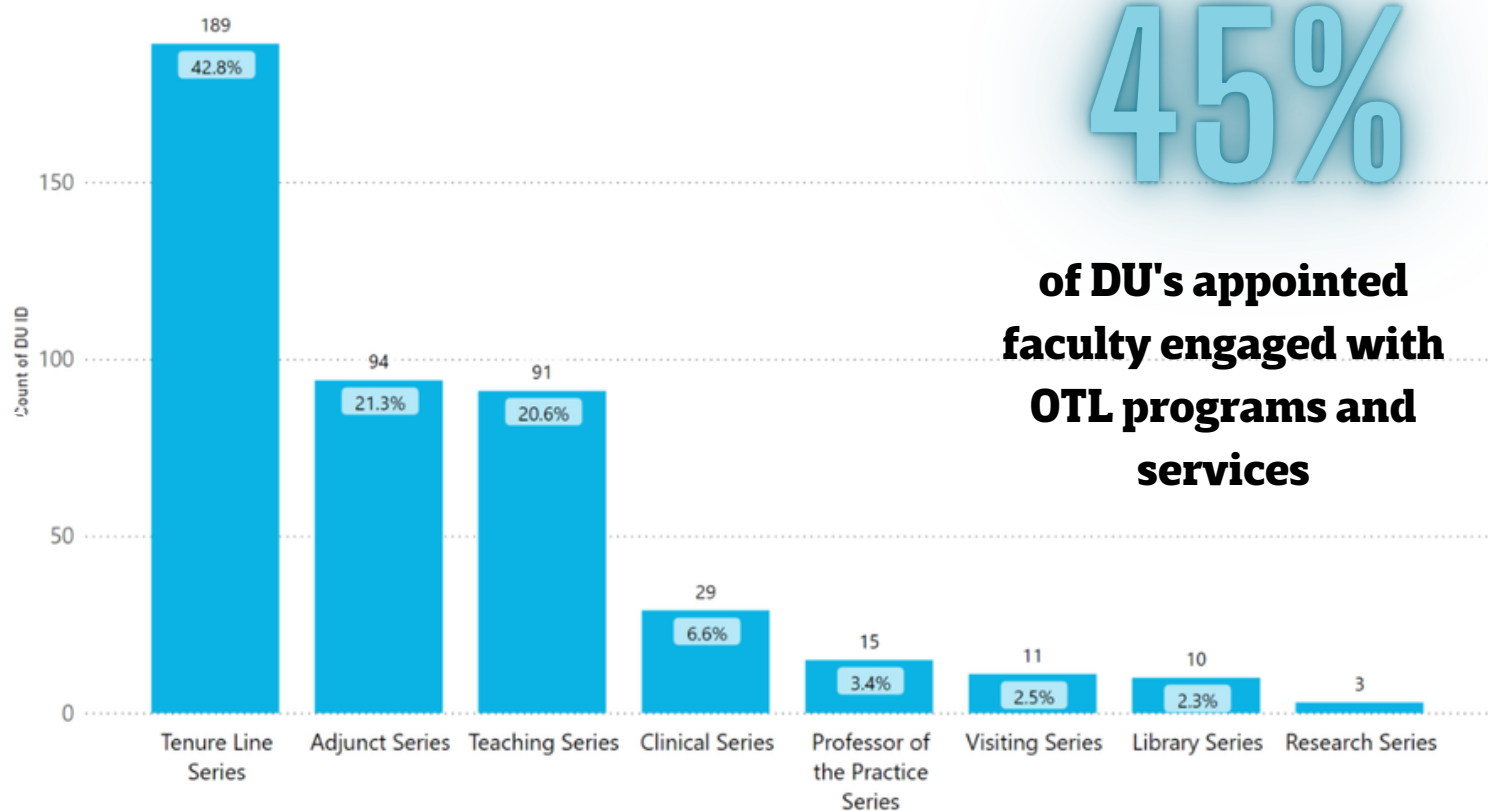
Does not include participation in Faculty Institute for Inclusive Teaching (FIIT), which all faculty complete.

"Interactions" includes all attendance and consultations.

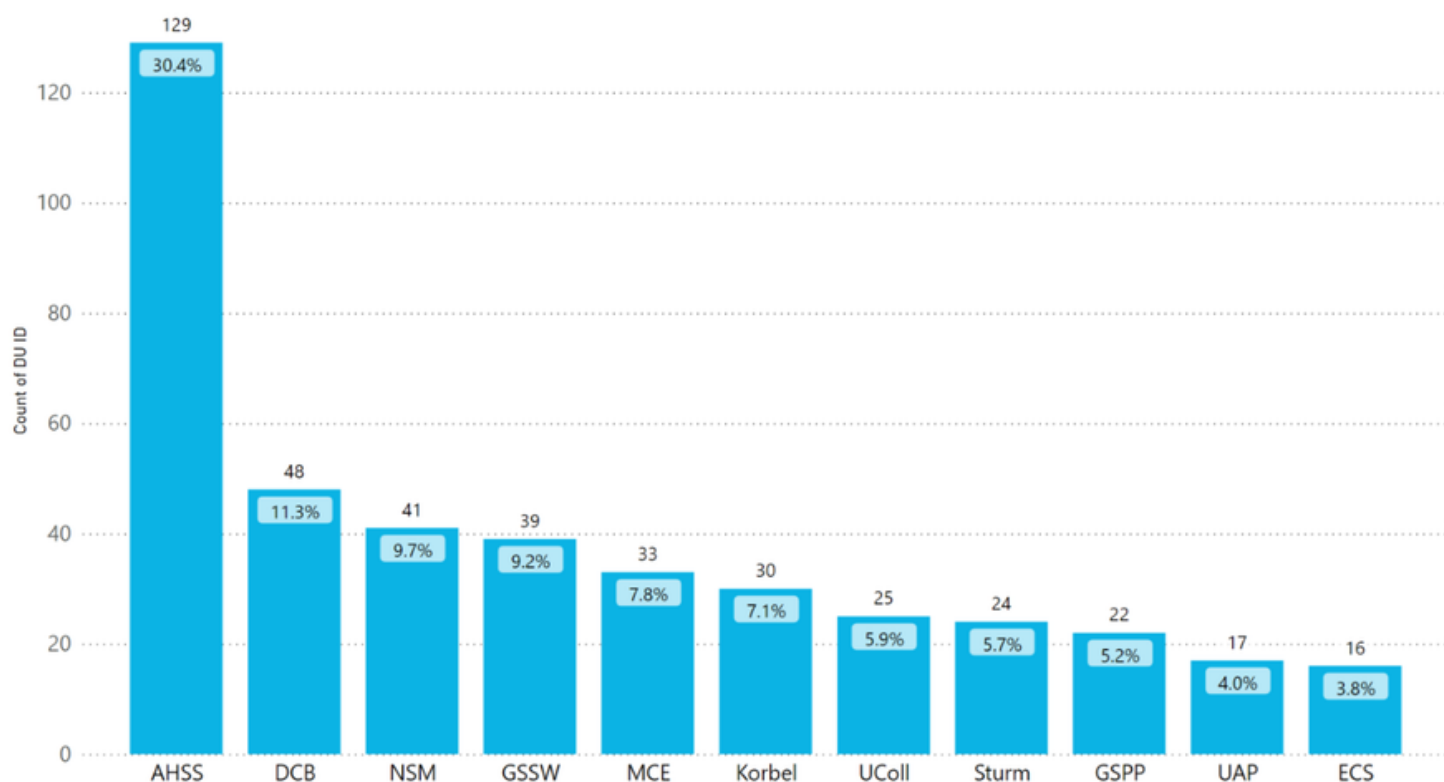
Asynchronous consultations are detailed interactions with OTL staff to solve problems or consult on educational technology that occur over email or other asynchronous means.

FACULTY PARTICIPANTS

2020-2021 Faculty Interactions by Series

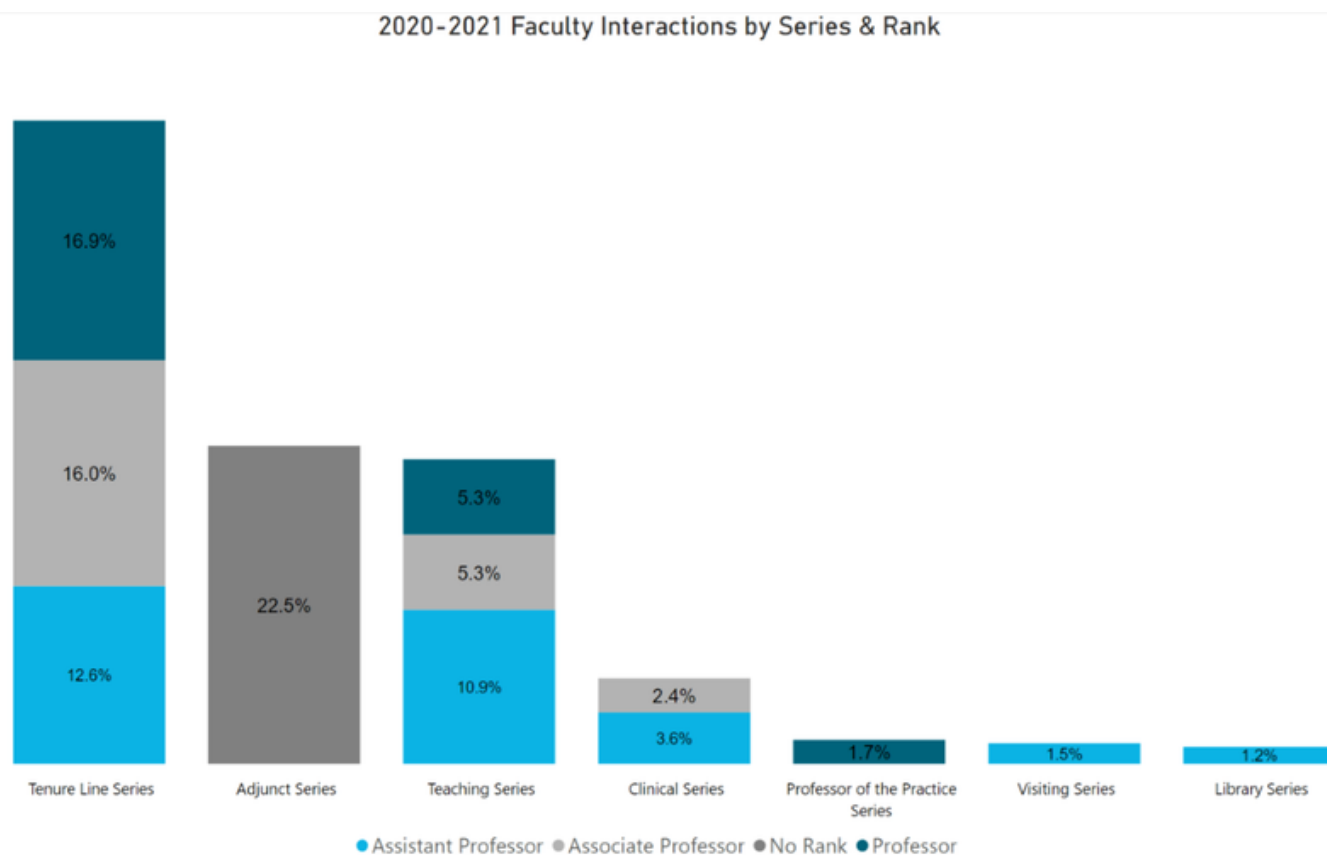
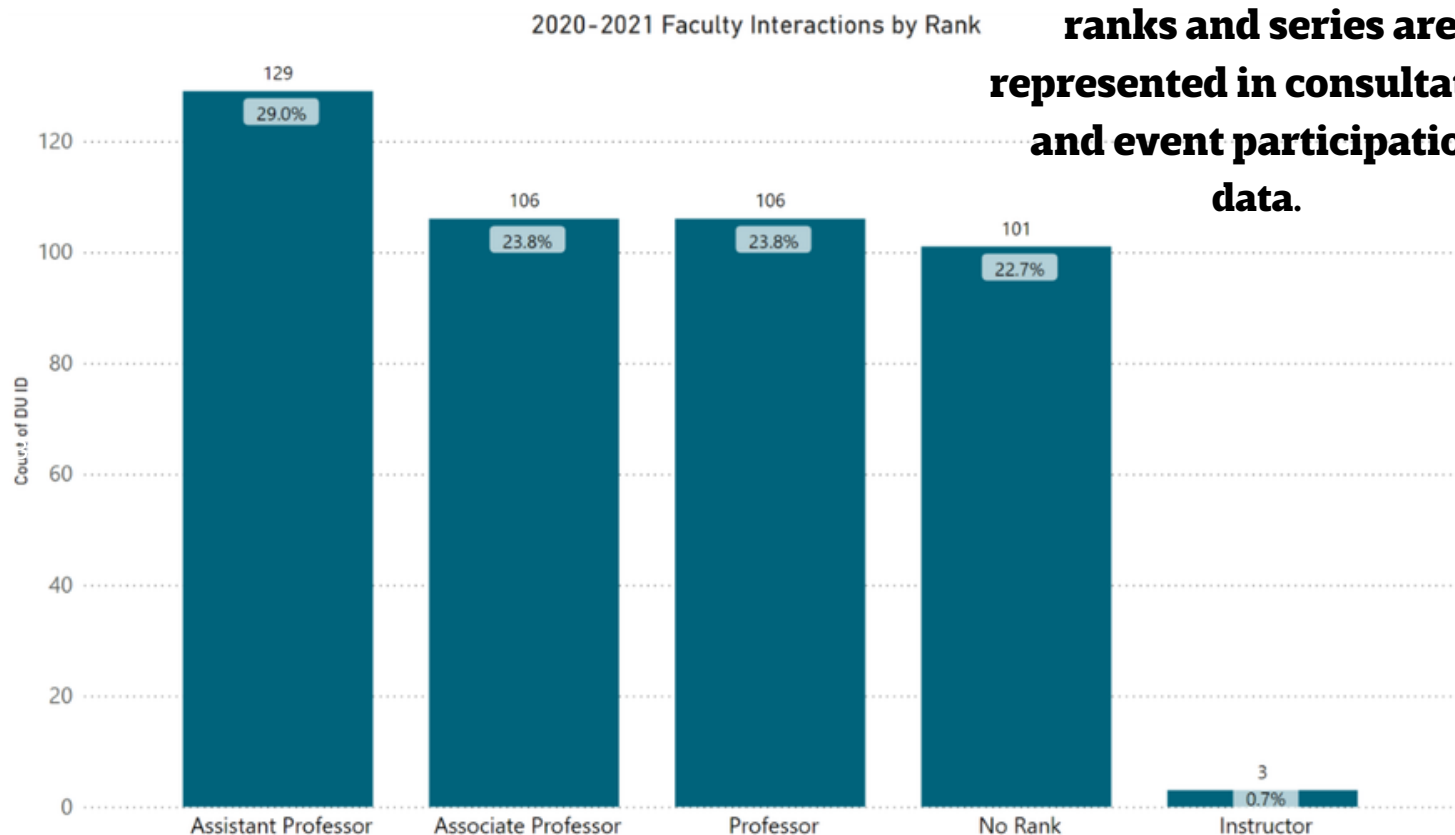


2020-2021 Faculty Interactions by Unit



FACULTY PARTICIPANTS

Faculty of all ranks and series are represented in consultation and event participation data.



YEAR IN REVIEW

September/October

Fall section of Teaching Online Short Course offered

Teaching Online Short Course-Advanced Practice launched

Instructional Designers paired with partner units

Self-paced, asynchronous Hyflex Course Design Institute launched

Write a winning book proposal with Dr. Badia Ahad VPFA session

Jan/Feb 2021

Partners in Pedagogy Program launched

Instructional Design (ID) Team hired

Fall Survey administered

White Fragility and Our Teaching FLC in session

Canvas Coaching Series launched

Faculty Fellows and Partners identified

Peer Teaching Mentor Program launched

Higher Learning Commission visit

IT-Business Analyst joins OTL team

Course Reviews with IDs launched

November/December

Faculty Developer of Integrative Learning and HIPs starts

Reflecting on What is Essential in Our Teaching

Using Research-based Perspectives on How Learning Works to Inform Our Teaching

Creating your Knapsack for Teaching after a National Crisis

Teaching and Professional Faculty FLC begins

YEAR IN REVIEW

Jan/Feb 2021
Continued

Instructional Designer of Inclusive Teaching
hired

Canvas Design Tools Series launched

Perusall Workshop

Student/Faculty Partnerships Program starts
remotely

Spring Showcase

Spring Provost's Panel on Teaching Excellence

June/July

Hybrid Course Design Institute

Don't Lose it, Use it: Bringing What you Created for
the Online Classroom Back into your Face-to-Face
Fall

Designing High Impact Assignments Workshop

Neurodiversity Institute

Teaching with Canvas Short Course Pilot

Peer Teaching Mentoring programming continues

Winter Teaching Online Short Course offered

STEM and HIPs Workshop

Assessment Coaching Sessions

March/April/May

Teaching Online Short Course delivered

Teaching Online Advanced Practice delivered

New Faculty Orientation-with Office of VPFA

OTL Summer Planning Retreat

Teaching with Zoom

FIIT revisions underway

Teaching Online Advanced Practice

August

SIGNATURE PROGRAMS

Student/Faculty Partnerships



In the Student-Faculty Partnership program, established at DU in 2017, students and faculty members learn and work together as partners in addressing the question of how we can create more engaging, inclusive, learning-rich environments for every student. Based on over 20 years of research, this Student-Faculty Partnership program is premised on the idea that students and faculty members can learn much from each other regarding the experience of teaching and learning, and that it is through dialogue and sharing of different perspectives that this learning from each other can occur.

6

Faculty/Student pairs
spring 2021

47

Faculty participants
since 2017

35

Student participants
since 2017

“

*This was an AMAZING experience! My partner was thoughtful and thorough when it came to feedback and having a less-biased student perspective {because I was not giving her a grade} was incredibly helpful. Our weekly meetings in a very uncertain time and her interactions with the students created an environment for open and constructive communication. **I was able to make small tweaks to enhance the student experience and I believe the students felt like they also had a safe space to voice their thoughts about the structure and content of the class.** In the end I surpassed student expectations and [this was reflected in my SET scores]. I would HIGHLY recommend this program to anyone who wants to get a pulse on the student experience in their classroom.*
– Faculty Partner

*My approach to learning definitely changed as a result of being in this program because I understood better where professors were coming from and what certain challenges they faced. **It allowed me to have more patience with the professors – especially during the pandemic and being in the online environment. I also learned how to make the teaching environment more inclusive for everyone** which allowed me to speak up to my own professors. I think the program made me realize that we can talk to our professors about the teaching style and assignments in a more open way than I thought, and I learned how to have those conversations more easily.*
– Student Partner

”

“

*Because of the behind-the-scenes look that I got at teaching, **I have become far more understanding of what professors put into their work.** Especially through the pandemic and the perpetually updating modalities, professors have been under a lot of scrutiny, and this program taught me to approach higher education with grace.*
– Student Partner

”

SIGNATURE PROGRAMS


Course Design Institute

In August 2020, we ran the second of two Summer Hyflex Course Design Institutes (CDIs), the first of which ran that July. The purpose of the two-week, mostly-asynchronous Hyflex Course Design Institute was to support faculty members in designing hyflex learning experiences that result in significant learning. While the primary focus of the institute was on hybrid-flexible courses, the institute was also intended to be supportive to faculty members who were planning any course that included both face-to-face and online elements (including hybrid courses), or who were planning “pivot ready”, fully face-to-face courses in the coming academic year.

Building upon the success of the summer 2020 Hyflex Course Design Institutes (CDIs), we offered a self-study version of the Hyflex CDI in December 2020. The Hyflex Course Design Self-Study was similar to the summer CDI, in that it consisted of mostly asynchronous activities with several synchronous meeting opportunities for those who wanted to discuss their design ideas and challenges with colleagues, with the difference being that, for the self-study version, faculty members could complete the asynchronous activities at their own pace (and were supported in developing a completion plan based on their own learning needs and schedule).

13 

Self-study course completers

196 

CDI participants since 2017

“

*From here on out, I think I will create or update an alignment table each time I teach a class. I had heard of alignment tables before, but I wasn't sure how to go about making one. I really appreciated that the institute walked me through each step, providing tons of resources and examples along the way. **It is now clear to me that this is the best way to design a course.***

”

“

***One of the most reassuring things that I learned during the institute is that every other instructor teaching hybrid/hyflex courses also has anxiety about it.** Knowing that, I feel more comfortable with the idea that sometimes things might go wrong or not work at all. And if that happens, it doesn't mean that I'm a bad teacher, but rather that this type of teaching is a new challenge.*

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SIGNATURE PROGRAMS

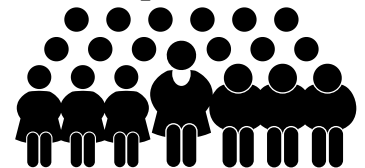
Canvas Curriculum & Support for Teaching Online

Canvas Coaching

The Office of Teaching and Learning launched a new Canvas training series for faculty and staff titled Canvas Coaching during Fall Quarter 2020. The Canvas Coaching Series is designed to provide faculty and staff with easy to follow tutorials that answer common questions and offer support on Canvas, the University of Denver's primary Learning Management System. The series includes weekly 30-minute Canvas Coaching sessions on specific high-interest topics. Each session may include a demonstration, informal discussion, and/or Q&A time. In addition, participants are provided with the opportunity to sign-up for additional consultation support with an OTL staff member.

"These sessions have saved my life this quarter. I felt like I was drowning, but thanks to these sessions, I feel like my head is finally above water."

76 Faculty attended



Teaching Online Short Course

The Teaching Online Short Course prepares DU faculty to teach online. By participating in the Teaching Online short course, faculty members experience online learning from the student perspective, and learn best practices for developing and facilitating online courses. This three-week short course takes participants through creating community and instructor presence in an online course, providing feedback, and facilitating discussion boards. In the process, the short course itself acts as an example of how participants can design and organize their courses, and models best practices for facilitating online courses. It also provides the participants the opportunity to explore new technologies that will make their courses more innovative. Thus, this course aligns with the OTL mission of fostering innovation and strengthening practices in teaching.

32 

Faculty completed

All participants engaged in at least one consultation with an Instructional Designer

44% engaged in more than one consultation

"I enjoyed interacting with the other participants and felt I learned from others as well as from the material."

SIGNATURE PROGRAMS

Canvas Curriculum & Support for Teaching Online

Teaching Online: Advanced Practice

In response to faculty requests for a “2.0 version” of our Teaching Online Short Course, our faculty developers and instructional design team have developed a teaching online advanced practice opportunity. This is a month-long online, self-paced course which launched in December 2020.

33 

**Faculty completed
across 3 sessions**

"I liked reading what other instructors were thinking and learning; I liked the introduction of programs I previously had no idea existed; and I liked the fact that we, as students, were required to 'connect with' an instructional designer. Overall, the course was very useful. Thank you."

125
**downloads to DU
Canvas containers**

OTL Canvas Template

A collaboration among the Faculty Developer of Online Learning and Instructional Designers, the Canvas Template project included the design, creation and implementation of the OTL Canvas Template available for all courses at DU. This project included multiple phases of review and feedback from internal and external stakeholders. We are now working on additional Canvas templates available for all courses based on modality.

Canvas Basics Webinar

This webinar was offered to assist faculty in launching their courses for fall 2020 quarter. Topics included: using the Canvas interface, importing a template and/or previous course content, adding assignments, using the gradebook, and other important things to keep in mind before publishing a course.

15 

Faculty completed

Development of Teaching with Canvas Short Course--Launching Fall 2021

The Teaching with Canvas (TWC) Short Course is a new addition to OTL signature programming. The course concept stemmed from the OTL Fall 2020 Faculty Needs Survey where faculty rated Advanced Canvas skills among the highest need for support and skills training. The course went through a thorough planning, design and feedback process to prepare to launch the pilot session in August 2021. The course was evaluated and experienced by an OTL stakeholder committee made up of OTL staff, educational technology staff across campus, faculty from varied disciplines, and partners in Disability Services Programs.

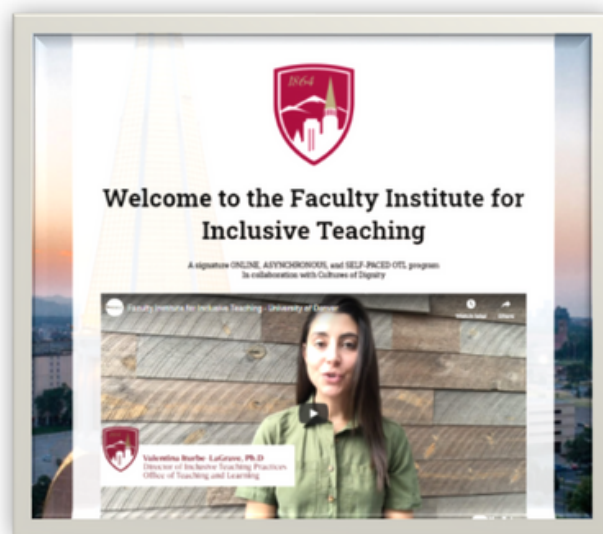
INCLUSIVE TEACHING

The OTL is committed to creating a culture of inclusive teaching across campus, aligned with the larger DU approach that diversity, equity, and inclusion are embedded in our work, rather than an add-on.

The Inclusive Teaching Practices Website This open-access site is rooted in an understanding that inclusive teaching practices require us to engage the wealth of intersecting social identities and positionalities that faculty and students bring to the classroom. Whether face-to-face or online, inclusion must not be an afterthought. Growing out of the Community+Values initiative, this project aims to solve complex problems, engage multiple perspectives, foster greater belonging, show compassion beyond boundaries and shape the future of our world.

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, the OTL supported FIIT as it 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.



Inaugural IRISE Postdoctoral Fellow (2020-2021)

Dr. Christine Vega was the Interdisciplinary Research Institute for the Study of (in)Equality (IRISE) postdoctoral fellow at DU, working within the Office of Teaching and Learning (OTL).



Instructional Designer of Inclusive Teaching Practices

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, filled by Tracy Debellevue.

See the 20-21 [Inclusive Teaching Impact Report](#) for more details.

SPRING SHOWCASE

The OTL created the spring showcase to acknowledge extraordinary teaching in extraordinary times. After more than a year of working under pandemic conditions it was our intent to foster a time of celebration, appreciation, and collective reflection. This virtual event was an all-office effort and included student-nominated teaching awards, faculty features, kitchen-table conversations about inclusive teaching, "tours" of faculty's Canvas courses highlighting best practice, a "teaching slam", podcasts, and a "year in review" panel of faculty who rose to the hyflex teaching challenge.

Teaching Awards

Our faculty members do amazing things! The Office of Teaching and Learning sought faculty nominations from students for “Extraordinary Teaching in Extraordinary Times” teaching awards. This award reflects the passion and expertise they bring to their fields and the excellence that distinguishes the University of Denver experience.

Teaching Award Presentation Videos



Dr. Christine Vega
IRISE Post-Doctoral Fellow

Watch the Video



Dr. Kenneth Leung
Reiman School of Finance

Watch the Video



Gisella Bassani
Department of Business
Information and Analytics

Watch the Video



Dr. Brette Garner
Department of Teaching and
Learning Sciences

Watch the Video



Dr. Michele Tyson
Department of Higher Education

Watch the Video



Andrew Michael Mrkvicka
Graduate School of Social Work

Watch the Video

Teaching Awards without Presentation Videos



Michele D. Smith, Ed.D. Candidate
Graduate School of Social Work

In acknowledgement of cultivating a positive and supportive environment in the Practicum Seminar



Tonya Dalhaus
University College

In acknowledgement of building a class community and deeply engaging with students



Dr. Apryl Alexander
Graduate School of Professional
Psychology

In acknowledgement of student engagement and allowing students the time and space to process current events



Dr. Doris Candelarie
Morgridge College of Education

In acknowledgement of the ability to give critical, insightful, and honest feedback in an encouraging way. Also in acknowledgement of receiving feedback from student evaluations and acting upon that feedback. Lastly, transformative leadership that encourages students to battle injustice and oppression.



Dr. Elizabeth Anderson
Research Methods and Statistics

In acknowledgement of your flexibility and accommodations in Correlation & Regression



Dr. Kellie Keeling
Department of Business
Information and Analytics

In acknowledgement of organizational skills, Canvas courses, and going above and beyond to make sure that online courses are accessible and interesting in INFO 2255, INFO 3440, as well as INFO 3020.

Faculty Panel

Adventures in Hyflex Teaching: Our Year in Review

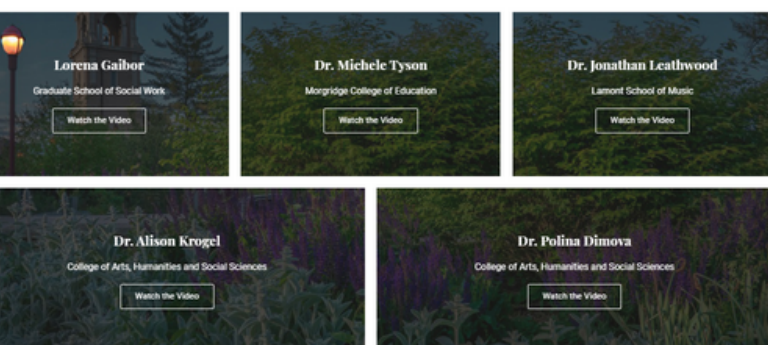
Over this past year, teaching courses in a "hybrid-flexible" format (in which students can choose between online and face-to-face modes of participation) presented us with a whole new host of opportunities and challenges ... and we are still learning! In this panel discussion, faculty members who taught hyflex courses this past year reflected together on their successes, challenges, and lessons learned from teaching in this format. Panelists included:

- Keith Gehring, Teaching Associate Professor, Josef Korbel School of International Studies
- Rachel Horenstein, Teaching Assistant Professor, Ritchie School of Engineering and Computer Science
- Lisa Martinez, Professor, College of Arts, Humanities and Social Sciences
- Cheri Young, Associate Professor, Knoebel School of Hospitality Management, Daniels College of Business

SPRING SHOWCASE

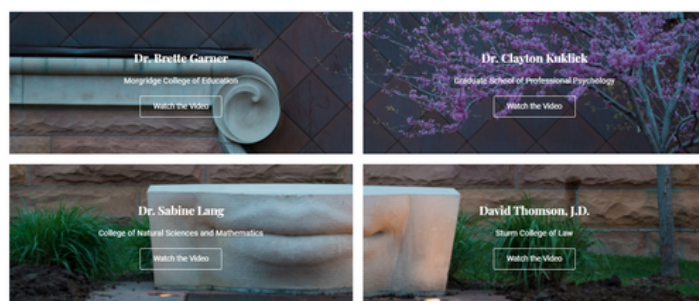
Kitchen Table Talks

Kitchen Table Conversations were candid and informal chats hosted by the Director for Inclusive Teaching during the Spring Showcase 2021, about the struggles and the wins of teaching during an unprecedented time in higher education.



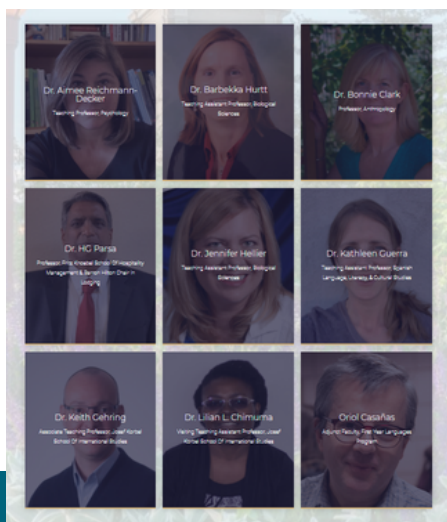
Teaching Slam

The Teaching Slam was hosted as a virtual event to recognize and celebrate the innovative approaches faculty have made to their teaching practices. During this session, we heard from faculty across disciplines who have been identified for their efforts in teaching during this global pandemic. The event was facilitated by the OTL and included pre-recorded videos from each recognized faculty member.



Canvas Tours

The Canvas Course Tours were hosted as a virtual event that recognized and shared innovative Canvas courses. During this session, we heard from faculty across disciplines who have used Canvas in interesting and creative ways.



Faculty Features

Despite the challenges created by moving all classes online, University of Denver faculty found creative ways to teach and connect with students during an unprecedented time – by finding interesting ways to deliver their course content in the new online format. Faculty features highlighted these innovative teaching methods and ideas asynchronously on our Spring Showcase webpage.

INSTRUCTIONAL DESIGN TEAM

Because the use of Canvas is a critical part of every course, regardless of modality, institutional funding was provided for the OTL to hire five instructional designers (IDs) for this academic year. While the OTL has long provided programming to help faculty learn to use these tools, a clear gap at the start of the pandemic was lack of staff who work directly with faculty to build and refine the Canvas portion of their courses. **Starting in October 2020 they were paired with units as “partners” following the library liaison model in order to provide more targeted support to units and their departments.**

489

Faculty 1:1s

88

Canvas
Course Reviews
& Consultations

1395

Asynchronous
Consultations

9

Workshop
Webinars



Christine Hood
Partners: NSM & Law



Vince Tango
Partners: GSSW & CAHSS



Paula Von Kretschmann
Accessibility and Universal Design
for Learning (UDL)



Jeff Schwartz
Partners: Korbel & CAHSS



Amelia Gentile-Mathew
Partner: GSPP & RSECS

“

OTL is a godsend, especially [Instructional Designer]’s help in explaining some of the intricacies of the Canvas tools and it’s interactions with zoom. [They are] very responsive and helpful to all the questions I raise.

[Instructional Designer] is doing an excellent job in building relationships and knowledge of the department that will build our longer term strategies. Thanks for the excellent support.

Love [Instructional Designer] -- [they are] so supportive and genuinely helpful! I am feeling much more calm and prepared for my synchronous Winter course.

”

INSTRUCTIONAL DESIGN TEAM

What do OTL Instructional Designers do?

The story of the ID team is one of growth, as their roles and contributions expanded beyond the purview of one-on-one consultations, the initial intent of the role. Over the course of the 2020-2021 academic year, the reach of the ID team became university-wide, as they initiated partnerships with all DU's major colleges, as well as departments like Disability Services Programs, Information Technology, and University Libraries. During the Spring Showcase, the IDs played significant roles in developing, generating, and remediating content such as podcasts, videos, blogs, faculty features, and more. And by attending and presenting at conferences and other events, members of the ID team extended their impact beyond the physical (and digital) walls of DU.

Canvas Course Reviews

With the hire of our team of Instructional Designers (IDs), we added a new component to our Teaching Online Short Course. Upon completing the course, faculty are invited to share their Canvas course with an ID who reviews the course following an OTL-created rubric. The faculty member and ID meet to discuss areas of strength and opportunities for improvement.

Consultations

The ID team has allowed us to vastly increase our capacity to work individually with faculty. Each ID has partnership schools and colleges that they work with directly, allowing them to become familiar with the specific needs of the faculty and administrators in those departments. They consult on all different types of teaching topics, such as course design and development, educational technology, best practices, assessments and grading, accessibility, and Universal Design for Learning.

Creation of Educational Artifacts

The IDs have assisted in the creation of blogs, knowledge base articles, podcasts, handouts, templates, and more. These artifacts have helped faculty learn new teaching strategies and tools and providing these artifacts in multiple modalities allows the faculty to learn in the way that works best for them.

Supporting Educational Technology

The IDs regularly explore new technologies, create documents and articles to answer frequently asked questions, and meet individually with faculty to share best practices related to technology. Because of their expertise, the OTL has been able to support faculty more fully with applications such as Perusall, an annotation tool, and Cidi Labs Design Tools, a suite of tools that integrates with Canvas for better design and course organization. The IDs, in partnership with our Business Analyst and Faculty Developer of Online Learning, are also reviewing various technologies to help faculty assess which tools will work best for their needs and align with DU policies.

Supporting Universal Design and Accessibility

Based on needs across campus, we have been able to designate one of our IDs as the Instructional Designer of Accessibility and Universal Design for Learning. This has allowed us to expand our support of faculty as they seek to ensure that their course content is accessible and follows best practices for accommodating all students and their learning needs.

INSTRUCTIONAL DESIGN TEAM

ID Partnerships: A story of success

Understanding the Customization
Course in Design Tools



Graduate School of Professional Psychology--Master's in Sports Coaching (MASC)

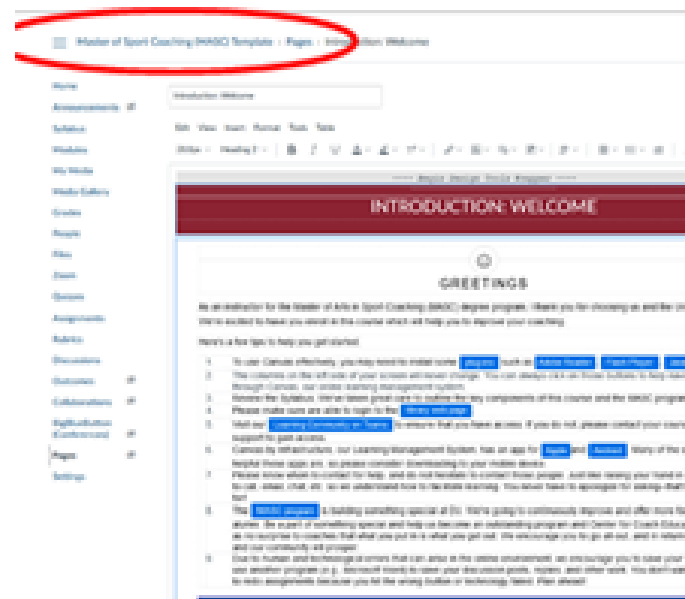
Problem

As the use of Canvas becomes an increasingly integral component of course delivery at DU, units need the ability to standardize portions of Canvas content to align with teaching and learning best practices and preserve departmental standards of excellence, without prescribing how or what faculty teach in their courses.

Solution

A 'Canvas Customizations Course', an advanced supplementary set of templating tools available in Canvas.

A handful of individual instructors and administrators would spend inordinate amounts of time each quarter setting up Canvas course shells for all instructors in the program to ensure the standard of excellence was met across the program. In partnership with their OTL instructional design liaison, MASC was able to develop a **unit-specific, suite of designs that can be sustainably designed, updated, and made available by key leaders in the program, and deployed by individual instructors when appropriate to their specific course.** The new system is sustainable and adaptable which will allow it to be usable for just-in-time teaching tool creation and implementation for years to come.



A Canvas Customization Course is a repository of Canvas course-building templates that can be tailored to a unit's specific needs. More nimble than a blueprint course or a general Canvas template, a Customizations Course allows individual blocks of text and design, whole pages of content, syllabus segments, themes and layouts, and more to be populated and made available to individual instructors. The primary design and teaching experts within a unit maintain this repository, and can make updates in a single, easy-to-use location. When changes are made, the resources created within a Customizations Course automatically synch and are immediately available in their updated form to all instructors within the unit, equipping them with the most up-to-date version of critical program content and the ability to deploy new, responsive resources in live-time as they are developed.

ASSESSMENT AT DU

The Director of Academic Assessment and centralized assessment efforts are housed in the OTL. While leading new initiatives in 2020, the OTL continued to sustain ongoing program assessment efforts to support Higher Learning Commission (HLC) reaffirmation of accreditation. We acknowledged the heavy academic, cognitive, and emotional workload faculty have lifted, and continue to lift, during the pandemic. Subsequently, we streamlined reports and asked professors to submit responses to a brief online survey about their program assessment practices. This helped DU remain attuned to the realities of COVID-19, while retaining our commitment to transformative education and robust student learning.

Annual Program Assessment

In 2020 96% of departments/units submitted an assessment report which was rated on three dimensions using a rubric: 1) dialogue about assessment, 2) continuous improvement, and 3) quality of data collected. **2020 Academic Assessment data were reported in the 2020 annual report. 2020-2021 data will be reported in the 2021-22 annual report.**

Contributions to Higher Learning Commission Self-study and Visit

Every ten years, the University of Denver undergoes reaffirmation of Higher Learning Commission (HLC) accreditation. The most recent visit occurred in Fall of 2020. As part of the HLC accreditation process, DU must articulate how teaching, learning, and assessment contribute to educational excellence. The OTL contributed to the preparation of the self-study narrative, development of training materials, and preparation of the DU community for the visit.

Director of Academic Assessment's HLC-related Activities

- Service on a campus-wide DU accreditation committee
- Writing HLC assurance arguments regarding the status program assessment
- Preparing the DU community for the HLC visit through educational blogs, videos and the curation/development of resources for a Canvas course aimed at preparing faculty, staff, and administration for the site visit.
- Delivering an educational session for Faculty Senate to prepare professors for engaging with HLC

Anti-Racist Curricular Redesign with International Disaster Program, Graduate School of Professional Psychology

The OTL Director of Academic Assessment and Director of Inclusive Teaching Practices collaborated to provide consultation on an Office of Diversity, Equity, and Inclusion internal grant. The grant was funded and the directors continued to work with this department as they embarked on a curriculum redesign to include anti-racist pedagogy.

Internal Assessment and OTL IRB

The OTL Director of Academic Assessment plays a critical role in educating OTL staff on program assessment and leading internal assessment efforts. In addition, the IRB that covers our internal assessment work was revised during this time.

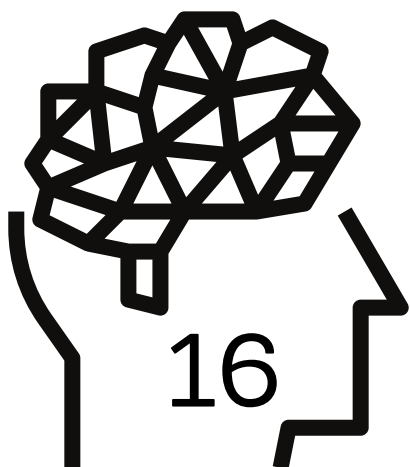
NEURODIVERSITY INSTITUTE

At the University of Denver, 1 out of every 5 undergraduate students has a documented disability and accommodations for learning. The Vice Provost for Faculty Affairs, Learning Effectiveness Program, and the Office of Teaching and Learning partnered to promote increased awareness of Universal Design for Learning (UDL) and accessibility to support our students.

Thanks to a generous grant from a DU family aimed at opening faculty hearts and minds to issues facing our neurodiverse learners, we offered a two-day Neurodiversity Institute at the DU Community Commons.

The purpose of this event was to bring awareness to accessibility and the importance of UDL, and also to empower faculty in utilizing technology to create an inclusive environment for all students.

Faculty spent two days learning with and from one another, and committed to a concrete action and sharing about what they learned. During the 21-22 academic year, these faculty will continue their commitment to learning more and sharing their knowledge and will receive a \$1000 stipend for their participation.



Faculty participants

TEACHING EXCELLENCE TASK FORCE & SPRING PROVOST'S PANEL

The Office of Teaching and Learning is a critical partner for campus-wide change initiatives related to teaching and learning. In May 2020, a Faculty Senate motion initiated the formation of the Teaching Excellence Task Force with the intention of making iterative changes over multiple years aimed at creating a robust, rigorous, and evidence-based approach to assessing teaching performance. During the 20-21 academic year, the OTL was represented on the task force and assisted in the planning and delivery of a Provost's spring panel hosting national experts on redesigning teaching evaluation.



Committee Charge

1. Survey local and national models
2. Identify additional metrics for demonstrating teaching success
3. Review/revise existing metrics like student evaluations of teaching
4. Document findings and create recommendations
5. Develop iterative changes and Senate motions

TEACHING EXCELLENCE TIMELINE



Membership

- Mohammed Albow, Computer Science
- Leslie Alvarez, OTL
- Jeff Bowen, Daniels
- Jillian Blueford, MCE
- Michelle Kruse-Crocker, University College
- Claude d'Estree, Korbel
- Jared Del Rosso, Sociology and Criminology
- Barbekka Hurtt, Biological Sciences
- Christina Paguyo, OTL
- Sarah Pessin, Senate President (co-chair, 20-21)
- Kate Willink, VPFA (co-chair, 20-21)

Featured panelists were national experts

Andrea Follmer Greenhoot
(University of Kansas),
Gabriela Weaver
(UMass, Amherst),
& **Noah Finklestein**
(CU Boulder)



Provost's Luncheon Panel

Advancing Teaching Excellence: A conversation about recognizing, evaluating and rewarding teaching across rank and series



Date/Time

May 18th, 12 p.m. - 2:00 p.m.

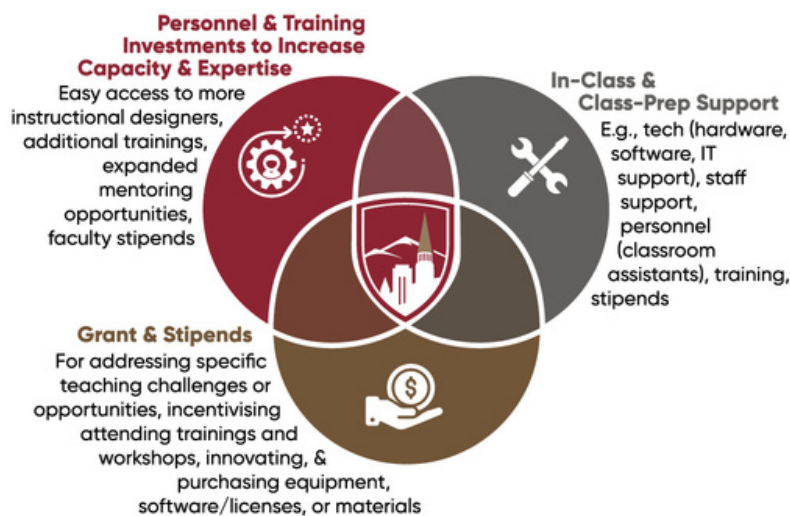
1-hour panel with Provost followed by conversation hour

Please join us for a discussion on the what, why and how of transforming teaching evaluations to advance our institution's educational mission. We will be hosting a discussion with three change leaders who have promoted and studied the advancement of more scholarly approaches to teaching evaluation on their campuses and nationally. The discussion will range from high-level framing to the nuts and bolts of supporting all campus sustainable and scalable change.

Featured panelists represent participating institutions in TEval, a model of teaching evaluation success adopted by the Teaching Excellence Task Force.

INSTITUTIONAL INVESTMENT IN TEACHING AND LEARNING SUPPORT

The OTL director served on the Fall Logistics Task Force on the Teaching and Learning Supports Subcommittee alongside the Assistant Vice Chancellor for Information Technology, Campus Partnerships. This subcommittee was tasked with articulating recommendations for an institutional investment in teaching and learning for the 20-21 academic year. Taking input from the campus in the form of a survey, and consultation with the Teaching and Learning Support Strategic Leadership Team, a number of recommendations were made and ultimately funded. **The OTL was a beneficiary of this investment which allowed us (in collaboration with IT) to better meet gaps in programming and services.**



Peer Teaching Mentors and Consultants

During the rapid shift to emergency remote teaching, a grassroots faculty peer network was assembled to provide faculty-to-faculty support. Volunteer members of this group held virtual coffee hour conversations and fielded 1:1 consultations through our appointment system. It was important to the Fall Task Force to formalize and recognize this invisible labor by creating the Peer Teaching Mentors program. **By December of 2020, a Peer Teaching Mentor Leader and 21 Peer Teaching Mentors representing all units on campus were hired.** This group developed programming and offered office hours and other opportunities for faculty-to-faculty connections and support.

Faculty Stipends

The institutional investment provided for funding to incentivize participation in our signature programs, Teaching Online Short Course and the Hyflex Course Design Institute, with stipends following completion of the course and submission of select deliverables.

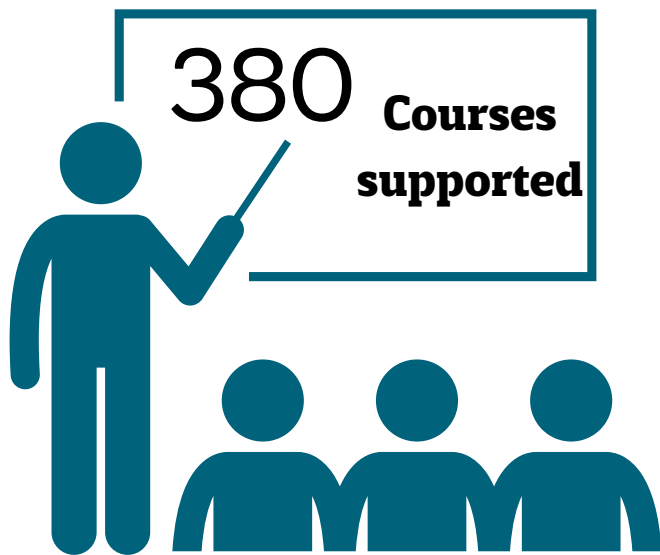
Instructional Design Team

This funding also made the OTL instructional design team possible.

INSTITUTIONAL INVESTMENT

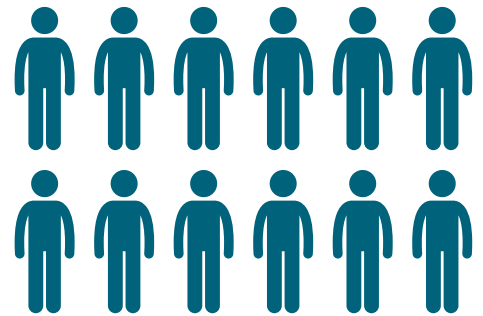
CLASSROOM ASSISTANTS

Training for Classroom Assistants (CAs) was proposed as a way to reduce the cognitive load demands of the 2020-2021 teaching modalities, particularly in Hyflex classrooms. CAs assist with in-person classes that also have remote learners, generally in Hyflex courses or large online sections. This program was designed with the intention that CAs attend class meetings, monitor online class activities, bring questions/contributions to the instructor's attention, and be available as an extra resource in the event of technology or other issues. It was ultimately decided that the CA Program would be housed at the unit level with each unit being allocated funding to hire, supervise, and assign graduate or undergraduate students to Hyflex and/or other high-need courses. While assignments and supervision remained at the unit level, the OTL in collaboration with IT Campus Partnerships, provided required training for Classroom Assistants. An asynchronous course was developed and in-person trainings were scheduled with IT representatives. **This program was funded by COVID investment monies and was sunset at the end of spring 2021.**

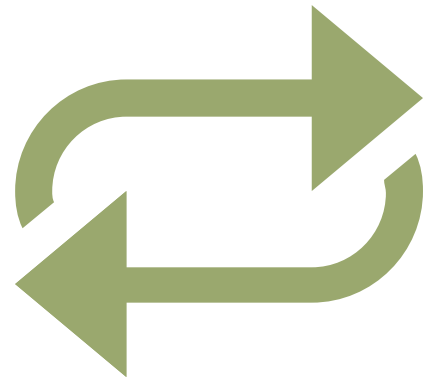


"The CA allowed me to focus on teaching and engaging with the students in the classroom, rather than feeling like my energies and attention were split between the in-person students and the online ones..."

137
CAs trained



73
% of faculty
respondents
would use a CA
again



66
% of faculty
respondents found
CAs "extremely
helpful"



OUTREACH

Social Media

Our Faculty Developer of Integrative Learning and High Impact Practices began to oversee our social media accounts in February 2020. The OTL currently uses LinkedIn and Twitter. From that time through August 2021, there were **100 LinkedIn page views and 13,000 Twitter impressions (views)**. Growing our social media presence will increase internal awareness of programming and resources while expanding our reach beyond DU.

Newsletter

Our Senior Faculty Developer creates the newsletters, which evolved from quarterly to weekly in spring 2020 in response to the pandemic. The newsletters incorporate OTL and DU-wide announcements and events while also guiding faculty to our support and asynchronous resources.

Engagement with Stakeholders in Advance of DU Portfolio Decommissioning

In anticipation of a multi-year effort to decommission and replace DU portfolio, our Faculty Developer of Integrative Learning and High Impact Practices began meeting with faculty stakeholders to initiate discussions about this impending change and solutions for their courses.

Specialized Programming

On occasion, OTL staff work with departments and units directly on programming needs unique to their area and context.

Examples include:

Keynote address: *Developing as a Multi-Modal Instructor: Putting Learning at the Center* *Sturm College of Law*

This was the bookend event for the law school's Modern Learning Committee's faculty-wide reading group around the book *Small Teaching Online* by James Lang & Flower Darby.

Faculty community of practice: *Community Engaged Teaching in COVID Times* *CCESL, Writing Center, and Grand Challenges*

This learning community was designed for practitioners of community-engaged teaching to support each other in learning together how to move forward given the challenges we have faced this past year.

Workshop: *Designing our big dreams* *General Education Reconciliation Committee*

This session facilitated thought work for this committee in coming up with their Big Dream for the General Education curriculum and seeding possible Significant Learning Outcomes.

Workshop Series

4D First-year Seminar Faculty

4D FSEM faculty cohort workshop series. Sessions included: *Introduction to the 4D model, 4D Pedagogy in practice, Disciplinary Alignment and Personalization, e-Portfolio Workshop and Best Practices.*

COLLABORATIONS

Heart of Higher Education Conference 2021: *Rooted and Reaching*

The Director of University Teaching played a critical role in the planning and execution of this 3-day virtual conference. An OTL Instructional Designer was heavily involved in the online facilitation during the conference. The purpose of this event was to support participants in tending to their "whole selves", thinking about how they are rooted and what they are reaching for and how they might best contribute to creating the world we want to create in the midst of multiple pandemics.

DU Team for AAC&U's 2021 Institute on Integrative Learning & Signature Work

The Faculty Developer for Integrative Learning and High Impact Practices is collaborating with the Center for Community Engagement to advance Scholarship and Learning (CCESL), the Vice Provost for Academic Affairs, and other DU representatives that comprise the AAC&U Institute on Integrative Learning & Signature work team. This team will enact the goals set at the institute in July 2021 including action plans for embedding and scaling signature work through partnerships with Grand Challenges faculty.

Office of Internationalization

The director of the Office of Teaching and Learning participated in a six-week collaborative online international learning (COIL) institute. As a result, one of our Instructional Designers worked closely with the Office of Internationalization to design and develop an asynchronous online orientation Canvas course for onboarding faculty to do COIL work in their classroom. This collaboration allows faculty to co-teach intercultural courses with students. Our Instructional Designer also designed and developed a course design institute for COIL faculty and now has a partnership with the Office of Internationalization to ensure continued support.

Disability Services Program

Our Instructional Designer of Accessibility and Universal Design for Learning worked closely with the Disability Services Program (DSP) to present our support options to individual colleges, schools, and departments. Our ID also partnered with DSP to provide campus-wide workshops about how to address accessibility needs within courses. The OTL worked closely with DSP to share communications related to software updates and accessibility tips.

University Libraries

OTL Instructional Designers have partnered with University Libraries to initiate an Open Educational Resources (OER) campaign for 2022 to encourage faculty to learn more about the OER opportunities available to them. We've also worked with them to share their resources through a podcast, a blog, and knowledge base articles as DU transitioned away from CourseMedia and toward ARTstor and various streaming services as a means to share course images and videos.

Online Program Services

The OTL meets regularly with this team. During 20-21 we collaborated with the Online Program Services department (OPS) to brainstorm how to leverage our OTL courses and resources to support their programs. The OTL Senior Faculty Developer also served on the hiring committee for the OPS Instructional Designer.

FACULTY FELLOWS & PARTNERS

In 2020 the OTL expanded faculty involvement through salary savings and the institutional investment in teaching supports. These faculty served through the 2020-21 academic year.

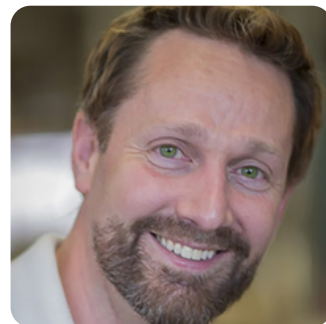


Dr. Paul Michalec
OTL Faculty Fellow

Paul spearheads initiatives intended to foster a culture of community-building and greater collegial engagement on our campus. He facilitates the Heart of Higher Education learning community.

Dr. Michael Caston
Faculty Fellow of SoTL

Michael was selected to lead a Faculty Learning Community (FLC) focusing on the Scholarship of Teaching and Learning.



Dr. Laura Sponsler
Faculty Scholar of Teaching & Professional Faculty

Laura examines the role of colleges and universities in creating more democratic practices for all constituents and institutionalizing the civic mission of higher education

Dr. Lina Reznicek-Parrado
Peer Teaching Mentor Leader

Lina was selected to identify Peer Teaching Mentors and serve as the campus leader for this work.



Dr. Keith Gehring
Faculty Fellow of Partners in Pedagogy Program

Keith was selected to shepherd the pilot of the Partners in Pedagogy program in collaboration with the director of inclusive teaching.

Dr. Brian Gonzales
Faculty Fellow of Equitable Professorial Experiences

Brian was selected to lead a Faculty Learning Community on Anti-racist Teaching and Reciprocal Empathy.



COMMITTEES

Faculty Advisory Board

The Faculty Advisory Board for the Office of Teaching and Learning maintains an important role in setting the direction of OTL initiatives and activities by providing regular feedback and advice and acting as a two-way communication conduit for teaching and learning related issues.

Members:

Roberto Corrada, Mulligan Burleson Chair in Modern Learning and Professor, Sturm College of Law

Bridget Farrell, Associate Professor, Coordinator of Library Instruction and Reference Services, University Libraries

Kim Gorgens, Professor, Graduate School of Professional Psychology

Michele Kruse-Crocker, Director of Research, Writing, and Academic Projects, Academic Director of the Bachelor of Arts Completion Program, and Assistant Teaching Professor, University College

Mohammad Matin, Professor, School of Engineering & Computer Science

Jeanette McQueen, Clinical Assistant Professor, Graduate School of Social Work

Paul Michalec, Clinical Professor, Morgridge College of Education

Nancy Sasaki, Teaching Professor, Natural Sciences & Mathematics

Paula Adamo, Teaching Professor, Arts and Humanities

Courseware Faculty Advisory Board

The Courseware Faculty Advisory Board (CFAB) provides faculty input on policy and issues related to the university's learning management system (LMS) and other instructional technologies.

Members:

April Chapman-Ludwig, Teaching Assistant Professor, Writing Program

Barbekka Hurtt, Teaching Assistant Professor, Biological Sciences

Allison Friederichs, Associate Dean and Teaching Associate Professor, University College

Michael Keables, Chair of Geography and Associate Professor, Geography

Rohini Ananthakrishnan, Assistant Vice Chancellor, DU IT

Teaching and Learning Support Strategic Leadership Team

The Teaching and Learning Support Strategic Leadership Team was formed on March 16, 2020, three days following the U.S. declaration of the COVID-19 pandemic, to respond to developing concerns about transitioning to emergency remote teaching. This team was formalized following a year-long collaboration between IT and OTL with the goal of providing a centralized front for teaching, learning, and technology. Comprised of the Vice Provost for Faculty Affairs, the Assistant Vice Chancellor, Campus Partnerships, the Assistant Vice Chancellor, Enterprise Application Services, and the Director of the Office of Teaching and Learning, this team meets regularly to consider structural solutions for campus-wide issues at the confluence of technology and teaching support. We are guided by the shared value that while we may be in different units of campus, all faculty will benefit from our careful collaboration.

OUR STAFF



Dr. Virginia Pitts
Director of University Teaching



Dr. Leslie Cramblet Alvarez
Director



Dr. Valentina Iturbe-LaGrave*
Director of Inclusive Teaching



Terri Johnson
Senior Faculty Developer



UNIVERSITY of
DENVER

OFFICE OF
TEACHING & LEARNING



Dr. Christina Paguyo*
Director of Academic Assessment



Megan Haskins**
Faculty Developer of Integrative Learning & HIPS



Lexi Schlosser
Faculty Developer of Online Learning



Alex Martinez
Academic Technology Specialist-IT



Bobby Baca
Business Analyst-IT

*through August 2021

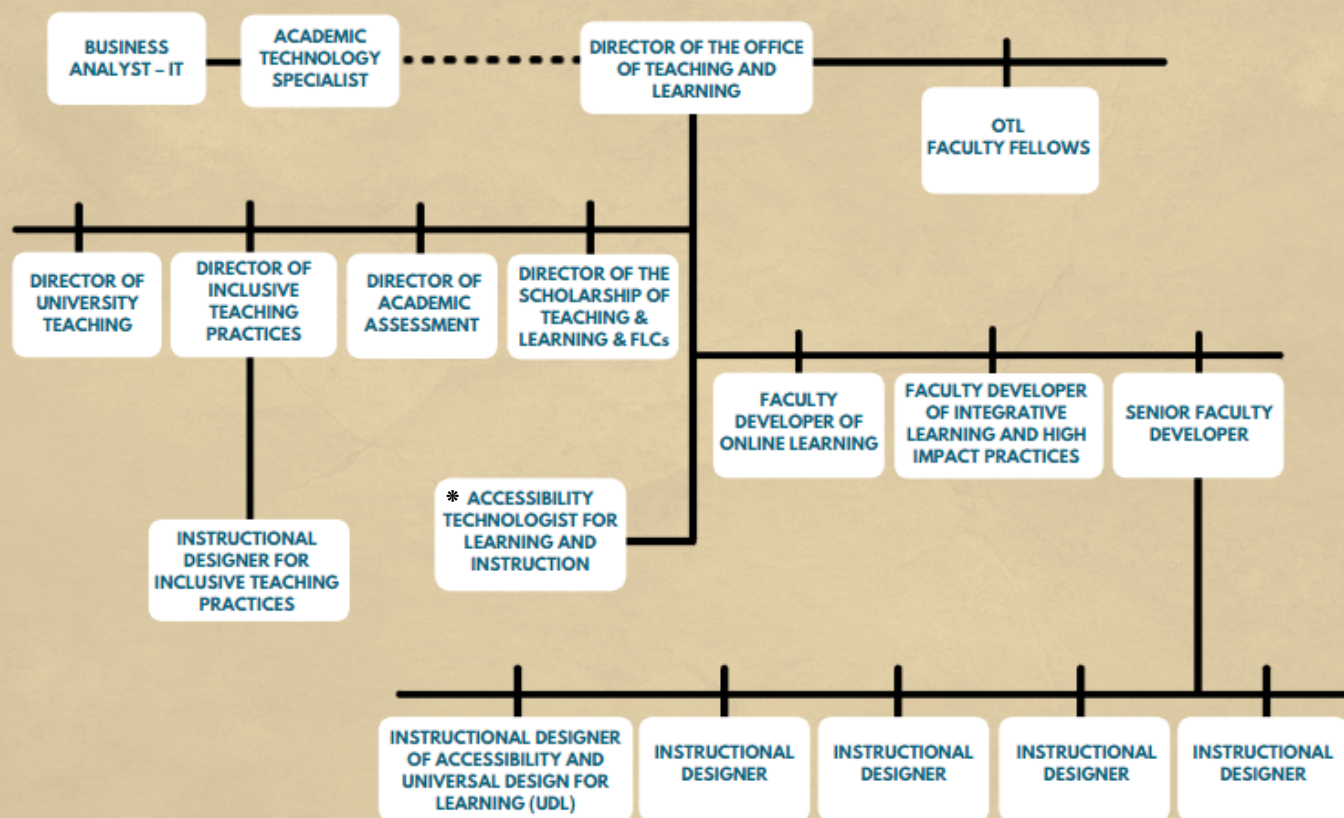
**started January 2021

OUR STAFF



UNIVERSITY of
DENVER

Office of Teaching & Learning Organizational Chart



*Temporary position approved in summer 2021

STAFF SCHOLARSHIP & SERVICE

Publications

Cicchino, A., **Haskins, M.**, Gresham, M., Kelly, K., Slade, C., & Zurhellen, S. (2021, July). Digital ethics in ePortfolios: Developing principles, strategies and scenarios. *International Journal of ePortfolio*, 10(1).

Iturbe-LaGrave, V., Sponsler, L. E., **Paguyo, C. H.**, & **Cramblet Alvarez, L. D.** (2021). The pedagogical imperative of changing the culture of teaching. *Journal of the Professoriate*.

Publications featuring OTL Staff

Featuring the work of Valentina Iturbe-LaGrave

Stone, J. (August 13, 2020). Moving the Needle Through Inclusive Teaching. *DU News: Staff profile*. <https://www.du.edu/news/moving-needle-through-inclusive-teaching>

Conference Presentations

Cicchino, A., Gresham, M., **Haskins, M.**, Slade, C., Hoepfner, K., Zurhellen, S., Kelly, K. (2021, July). Hackathon: Digital ethics principles. Create-a-thon at Virtual AAEEBL Annual Conference.

Cramblet Alvarez, L. D. (May, 2021). Supporting faculty during COVID and beyond: A conversation for CTL and academic leaders. Roundtable discussion at *What comes next: Embracing the future of teaching and learning*, the first annual conference of the Colorado Collaboration for Higher Education Teaching and Learning professionals.

Cramblet Alvarez, L.D. (August, 2021). Women in psychology and the curriculum: Looking back to move forward. Diane Halpern Lecture, American Psychological Association, virtual.

Haskins, M. (2021, May). Creating ethical digital assignments. Roundtable at Colorado Collaborative Conference.

Haskins, M., Crowley-Watson, M., Gresham, M., & Stuart, H. (2021, January). Putting AAEEBL's digital ethics principles into practice. Panel presentation at AAC&U Forum on Digital Learning and ePortfolios.

Haskins, M., Zurhellen, S., Mize, M., Kelly, K. (2021, July). AAEEBL digital ethics principles for ePortfolios: Developing a vision for the future. Roundtable at Virtual AAEEBL Annual Conference.

Schlosser, L., & Hood, C. (2021). Practical Application: Course Design and Backwards Planning with Trauma-Informed Pedagogy. Colorado Collective Consortium Table Talk.

Schlosser, L., & Hood, C. (2021). Practical Application: Course Design and Backwards Planning with Trauma-Informed Pedagogy. Social Emotional Learning Summit: Education in an Era of Trauma

STAFF SCHOLARSHIP & SERVICE

Podcast Interviews

Iturbe-LaGrave, V. (October 5, 2020). Trauma Informed Pegagogy: The role of assessement in deep insights and learning. Pedagogo Podcast. <https://pedagogo.buzzsprout.com/1017376/5642248-trauma-informed-pedagogy-the-role-of-assessment-in-deep-insights-and-learning>

Paguyo, C.H. (October 9, 2020). Inclusive assessment: Find out what you might be missing. Pedagogo Podcast. Retrieved from <https://examsoft.com/resources/pedagogo-s2-e4-inclusive-assessment-find-out-what-you-might-be-missing>.

Committee Service

- 4D FSEM Committee (Haskins)
- Deliberate Decision Making Tenure and Promotion Committee (Tango)
- Digital Accessibility Committee (Von Kretchmann & Martinez)
- DU Portfolio Decommission Project (Baca, Cramblet Alvarez, Haskins)
- Educational Technology Collective (Martinez, chair)
- Evolve Pathway Co-Lead Community + Values Initiative (Iturbe-LaGrave)
- Fall Logistics Task Force/Pivot Committee (Cramblet Alvarez)
- Faculty Onboarding Committee (Johnson, Cramblet Alvarez)
- Heart of Higher Education Conference Planning Committee (Pitts, Tango)
- Instructional Technology Advisory Committee (Baca, Johnson)
- LMS Policy Committee (Baca, Cramblet Alvarez, Johnson, Schlosser)
- MyDU Portal Replacement Project Committee (Baca, Schlosser)
- ODEI Accessibility Committee (Von Kretchmann)
- OTL Return to Campus Committee (Baca, Cramblet Alvarez, Gentile-Mathews, Haskins, Johnson)
- Teaching Excellence Task Force (Paguyo & Cramblet Alvarez)

Searches

- Director of Faculty Development and Career Advancement (Cramblet Alvarez)
- Faculty Developer of Integrative Learning and High Impact Practices (Cramblet Alvarez, Johnson)
- Instructional Designer--Online Program Services (Johnson)
- Instructional Designer of Inclusive Teaching (Cramblet Alvarez, Iturbe-LaGrave, Paguyo, Schlosser)
- OTL Instructional Designer (Cramblet Alvarez, Johnson, Schlosser)



Acknowledgements

This document was prepared by the OTL director and utilizes narratives, tables, figures, and data supplied by OTL staff and graduate students. Thank you for the work represented in these pages and the documentation that informed this report!