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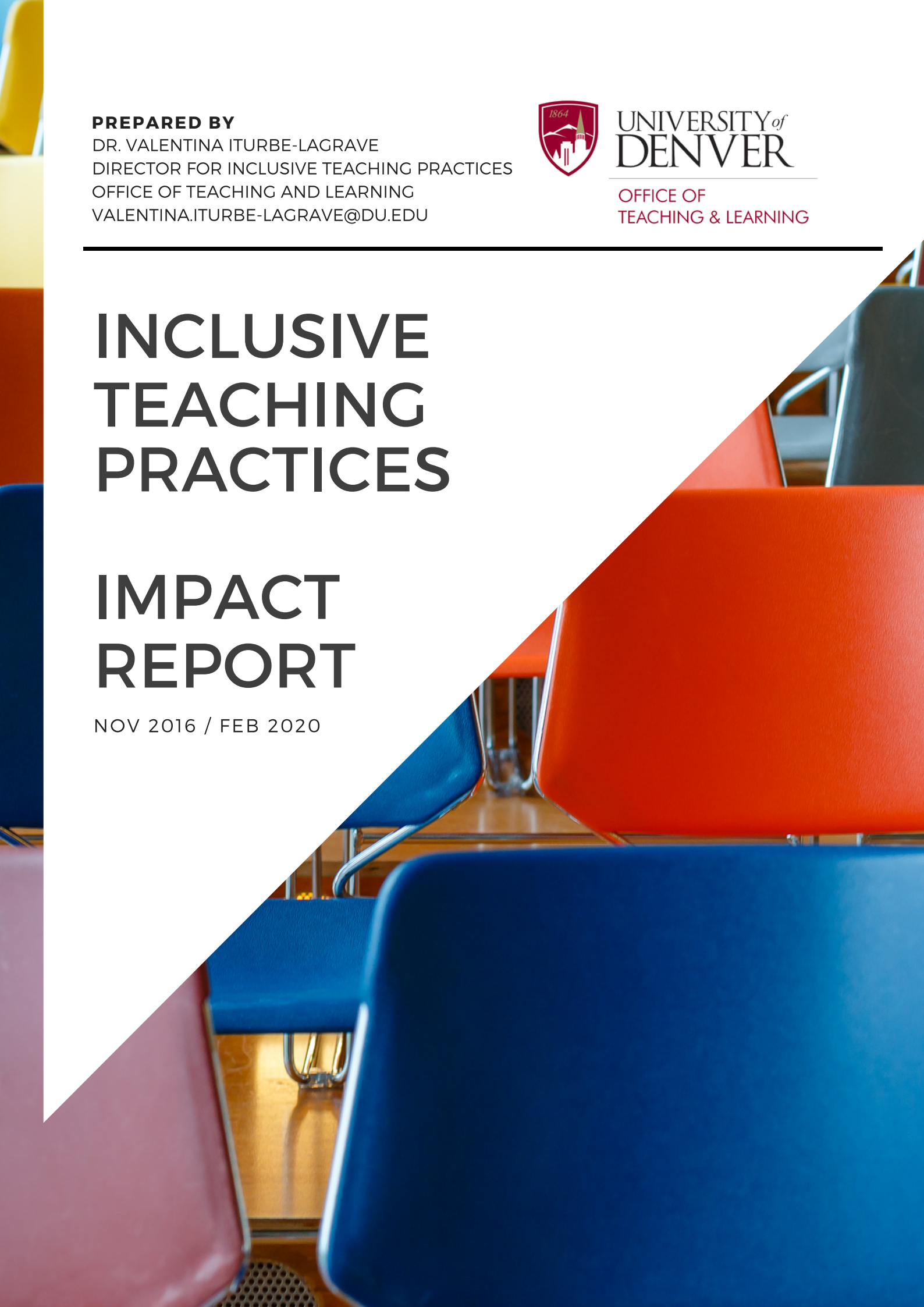
UNIVERSITY *of*
DENVER

OFFICE OF
TEACHING & LEARNING

INCLUSIVE TEACHING PRACTICES

IMPACT REPORT

NOV 2016 / FEB 2020



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ABOUT INCLUSIVE TEACHING PRACTICES PROGRAMMING

The following impact report provides an overview of programming carried out over the past three years by the Director for Inclusive Teaching Practices in the Office of Teaching and Learning. This inaugural full-time staff position was created in 2016 and reports to the Director of the Office of Teaching and Learning (OTL).

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; the Office of Equal Opportunity and Title IX; the Interdisciplinary Research Institute for the Study of (In)Equality, and the Faculty Senate.

The impact metrics disclosed herein showcase the reach of Inclusive Teaching Practices programming between November 2016 and February 2020 based on data from the OTL events registration and Canvas Learning Management systems, and as such, 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
- OTL & ODEI Teaching and Learning Series Advancing Equity in the College Classroom
- Workshop Series and Short-Courses
- Faculty Institute for Inclusive Teaching (forthcoming)
- 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 research necessary to share DU's achievements around IE with 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))



EXECUTIVE SUMMARY

PARTICIPATION

Metrics on faculty participation in Inclusive Teaching Practices programming encompass a total of eleven academic quarters between November 2016 and February 2020. This snapshot does not capture nor reflect large-scale, college and department-specific workshops, consultations, interventions, and special sessions due to the absence of a centralized and nimble data gathering system. Canvas LMS online enrollment data does not capture learning modules embedded in instructional curriculum outside the Office of Teaching and Learning (OTL) nor open-course logins due to the learning management system's constraints. Faculty participation in the OTL Events Registration System and Canvas LMS Enrollment is as follows:

- OTL Events System: 931 faculty
- Canvas LMS: 370 faculty
- Consultations: 50 faculty



1,351

**First-Time & Returning
Faculty Touch-Points**

Of the cumulative number of faculty participants (n=1351), 80% participated in on-campus, face-to-face programming, and 20% participated in the Canvas LMS online setting. Online participation consists of 90% tenure-track and teaching-track faculty members, while the remaining 10% are adjunct faculty members in University College.

PROGRAMMING

The Director for Inclusive Teaching Practices has designed, implemented, and assessed a robust portfolio of Faculty Development Programming in the OTL to advance DU's strategic commitment to Inclusive Excellence and Inclusive Pedagogy, and includes but is not limited to:

- Workshops: 40
- Summits, Forums, Special Sessions: 14
- Faculty Learning Communities: 6
- Canvas LMS Online Portals: 2



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**Faculty Development
Programs Offered
Nov. 2016 - Feb. 2020**

The Director for Inclusive Teaching Practices has served on a total of five hiring committees, and participates in the Community + Values Initiative as a steering committee member, and Co-Lead for the Evolve Pathway.

GRANTS

In collaboration with colleagues across DU, the Director for Inclusive Teaching actively engages in research necessary to advance DU's achievements around IE:

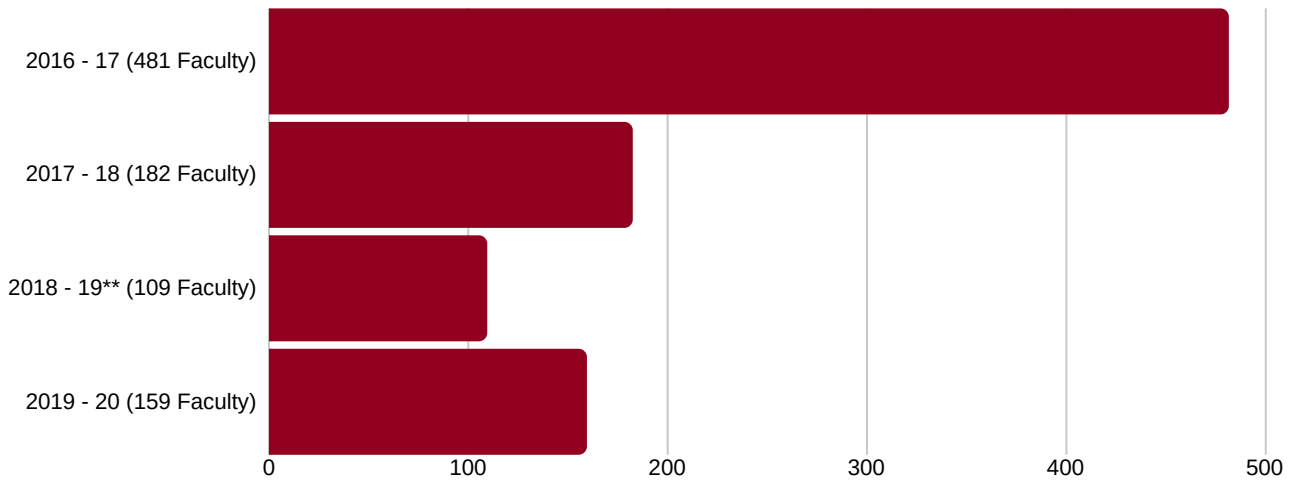
- NSF \$ 310,215
- IRISE: \$ 105,000 and \$ 5,000

\$420,215

IMPACT METRICS

INCLUSIVE TEACHING PRACTICES

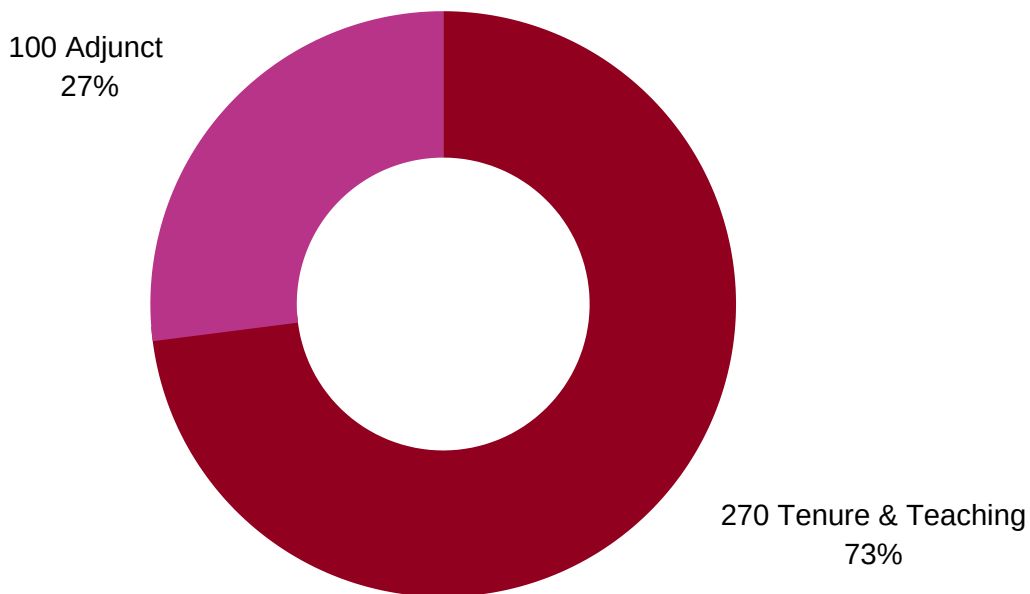
EVENTS REGISTRATION BY YEAR (2016 - 2020): 931 FACULTY*



*Includes return participants who may have chosen to attend more than one programming opportunity.

**The Director for Inclusive Teaching Practices on FMLA July 2018 - March 2019. Data shown is not comprehensive of impact as it only represents OTL Events-System Registration data.

ENROLLMENT IN CANVAS LMS ONLINE PROGRAMMING BY FACULTY TYPE: 370 FACULTY



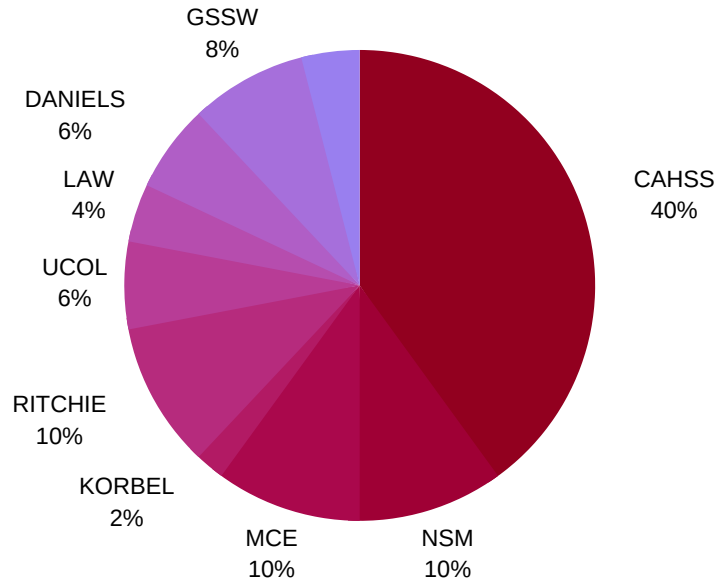
"It helped me make connections with faculty across campus that I might not otherwise engage with through my faculty role. It created space to ask vulnerable and challenging questions, and to learn from others' experiences. It felt like a place without judgment for what we did not already know before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

2018 Inclusive Classroom Communication Faculty Learning Community Participant

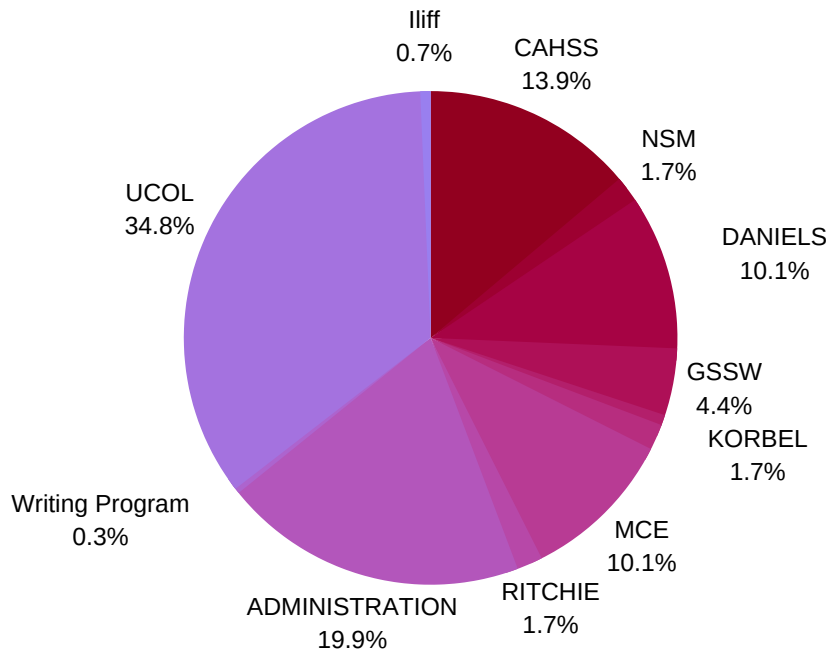
IMPACT METRICS

INCLUSIVE TEACHING PRACTICES

**FACULTY CONSULTATIONS*
BY SCHOOLS & COLLEGES: 50 FACULTY**



**INCLUSIVE TEACHING COURSE FACULTY REGISTRATIONS
BY SCHOOLS & COLLEGES: 296 FACULTY**



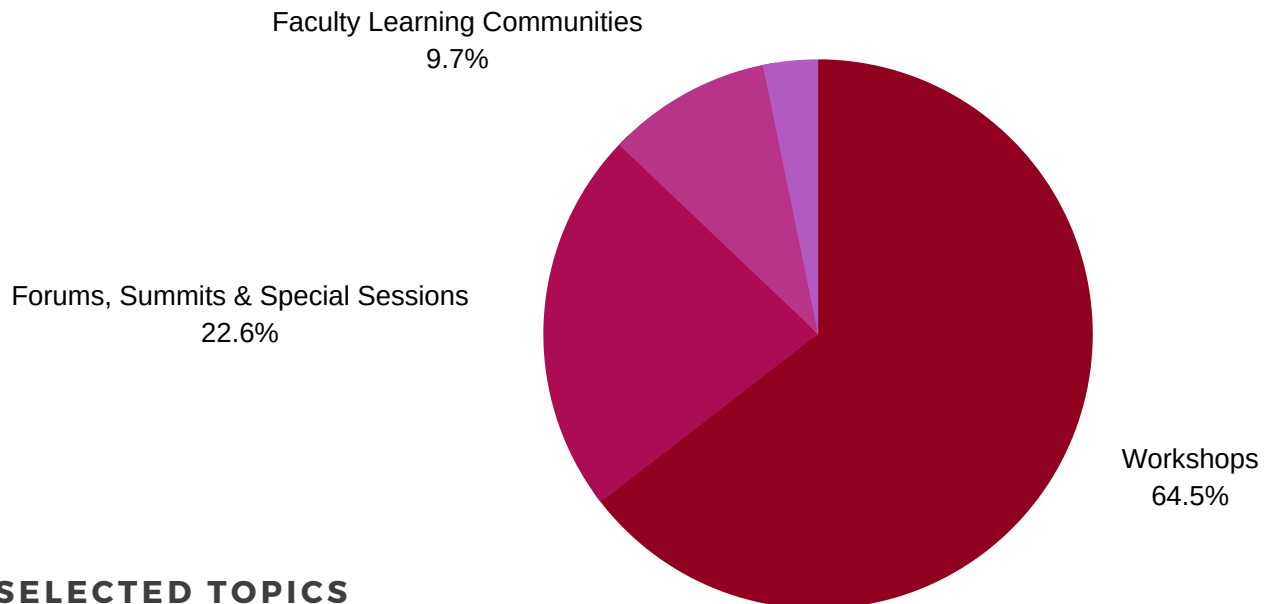
"The importance of whose voices are reflected in the course materials that I utilize, attending closely to my goals when calling in vs. calling out, exercises to create a sense of community within the classroom, the importance of discussing class norms/rules from the very beginning, the need to use my power as the faculty member/instructor in creating safety and inclusion for all students."

2018 Inclusive Classroom Communication Faculty Learning Community Participant

IMPACT METRICS

INCLUSIVE TEACHING PRACTICES

FACULTY DEVELOPMENT PROGRAMMING



SELECTED TOPICS

- Cognitive Impact of Microaggression
- Recognizing, Assessing and Addressing Implicit Bias in the College Classroom
- Getting Students to Read: Designing Pre-Reading Exercises
- Teaching and Learning in the College Classroom: Best Practices
- Universal Design for Learning
- Inclusive Teaching Practices Primer
- Bias, Microaggression and Interracial Mentoring Considerations
- Positionality Workshop: Microaggressions and Implicit Bias
- GTI Training: Teacher Identities
- Establishing Departmental Graduate Mentoring Agreements: Critical Considerations for Cross-Racial Graduate Mentor-Protégé Relationships
- Creating Inclusive Learning Environments
- Developing and Owning an Inclusive Learning Environment
- Recognizing, Assessing and Addressing Bias in STEM Classrooms
- Inclusive Teaching Practices for Equitable Classroom Management
- Seizing the Teachable Moment: Classroom Discussions with Potential (Not Peril)
- Inclusive Group Work
- Critical Pedagogy
- Inclusive Classroom Communication
- Critical Gender Identity and Sexual Orientation Classroom Considerations

"I learned what it means to be a critical pedagogue. Learned how to engage students critically, challenge their positions without attacking the person, be challenged, and expose different views, in order to create a rich and meaningful learning experience."

2018 Critical Pedagogies Faculty Learning Community Participant

GRANTS

INCLUSIVE TEACHING PRACTICES

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)

"In the wake of the 2016 election, dialoguing respectfully and successfully across difference will be of the utmost importance to make all students feel like they matter and their voices are respected in the classroom. I want to encourage myself as an administrator and the faculty I work with to consider how we engage and empower the student, and how we might disempower them in their beliefs and viewpoints."

2017 Inclusive Excellence and Our Teaching Participant

GRANTS INCLUSIVE TEACHING PRACTICES

INTERDISCIPLINARY RESEARCH INSTITUTE FOR THE STUDY OF (IN)EQUALITY (IRISE)

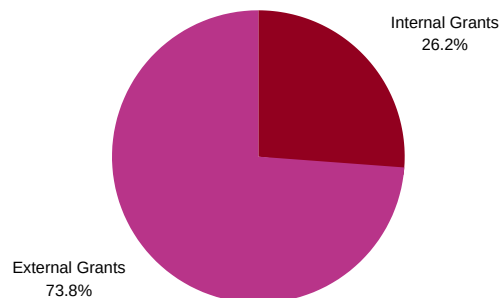
Equity and Inclusion in the Teaching Practices of Higher Education: Interdisciplinary and Strategic Research and Praxis DU IRISE Post-Doctoral Fellow (\$105,000)

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.

"Setting up an environment where students can feel that inclusive excellence is in practice takes more than just telling them what you are doing. It must be a daily model for them to trust that what I am saying matches my expectations of them as well as myself."

2017 NSM Inclusive Teaching Practices Workshop Participant



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.