Annual Report

SEPTEMBER 2021-AUGUST 2022

PREPARED BY

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Office of
Teaching & Learning

TABLE OF CONTENTS

DU's Five Strategic Imperatives

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

1 **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.

2 **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.

3 **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.

4 **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.

5 **Ensure academic excellence with a signature portfolio of academic programs and a relentless pursuit of quality.**
The OTL is a critical partner for excellence in the online, hybrid, and hyflex classroom.

Dear DU community,

The 21-22 academic year brought new staff, programs, and focus to the Office of Teaching and Learning. In many ways, the pandemic feels as through it is in the rearview mirror, however, reverberations of change remain.

The OTL serves faculty of all ranks and series, with over 2000 individual faculty interactions though events and consultations representing 465 unique faculty (pp 4-5). We continued to offer signature programs that support faculty in course design, create opportunities for faculty and student partnerships, cultivate expertise in the use of educational technology, promote growth in inclusive teaching practices, and celebrate teaching excellence.

In the last academic year, programming has expanded in mission critical areas including accessibility. With the support of the Provost, the OTL has redoubled efforts to support faculty in the new classroom challenges that have emerged, particularly related to accommodations and accessibility. Our new Director of Inclusive Teaching, in partnership with a temporary position, the Accessibility Technologist for Teaching and Learning have been focusing on promoting a culture of Universal Design for Learning and changes to classroom materials and practice that ensure accessibility for all students.

While staying true to our mission, the OTL is increasingly meeting departments and programs where they are with custom programming (p. 30). Meanwhile, we are moving the needle at the institutional level, most clearly with regard to our Teaching Excellence efforts through the Teaching Excellence Task Force (p. 24) and the department-level change initiative program, Departmental Action Teams, an R1 our Way funded initiative (pp 25-26). Moreover, OTL leadership has collaborated across units and departments as we undertook the DU Portfolio replacement project, with new technology being announced in 2023.

We have been fortunate to welcome new staff in 21-22. In addition to a new Director of Inclusive Teaching, we filled the Directors of Academic Assessment and Scholarship of Teaching and Learning and Faculty Learning Communities positions. Exciting programs for 22-23 have been in preparation by these new leaders. In the coming academic year, we look forward to continued partnerships, increased opportunity for deep learning through cohorted opportunities, and more visibility for faculty accomplishments through microcredentialing.

It is with immense pride that I share our accomplishments and highlight the invaluable partnerships with faculty in this annual report.

Leslie Cramblet Alvarez, PhD.
Director, Office of Teaching and Learning

Events
26.2%
Total: 525

2,005 Interactions

Consultations
73.8%
Total: 1480
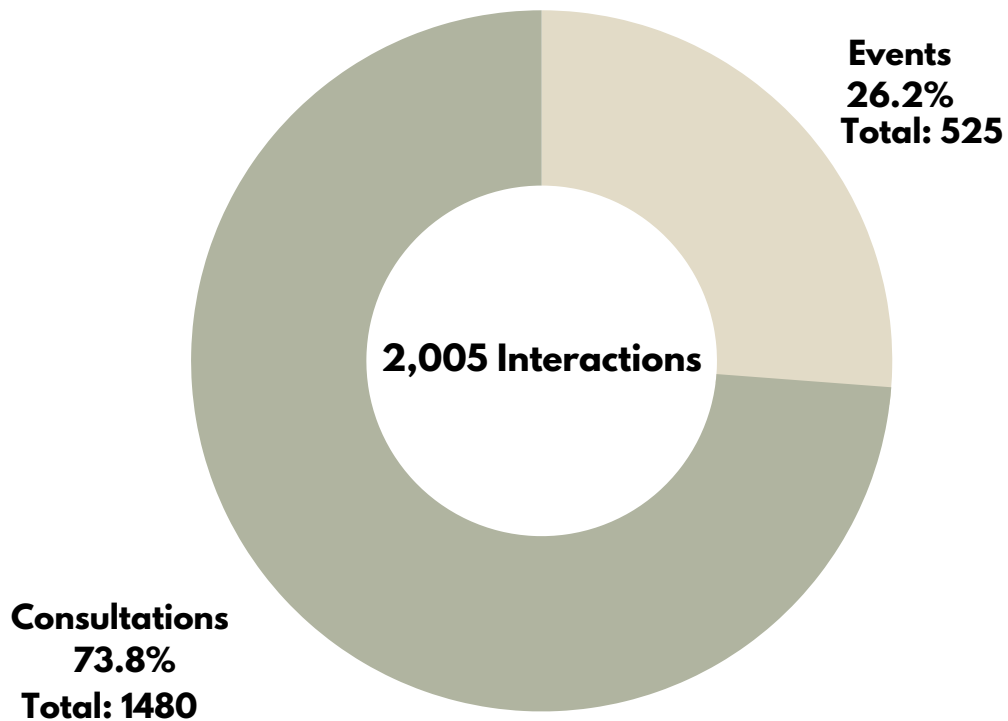
657 **Unique Participants**

78 **Events Hosted**

474 **Faculty Served**

488 **1:1 consultations**

313 **Event attendees**

183 **Staff & Student Participants**

*Does not include participation in Faculty Institute for Inclusive Teaching (FIIT).
"Interactions" includes all attendance and consultations.

2021-2022 Faculty Interactions by Series
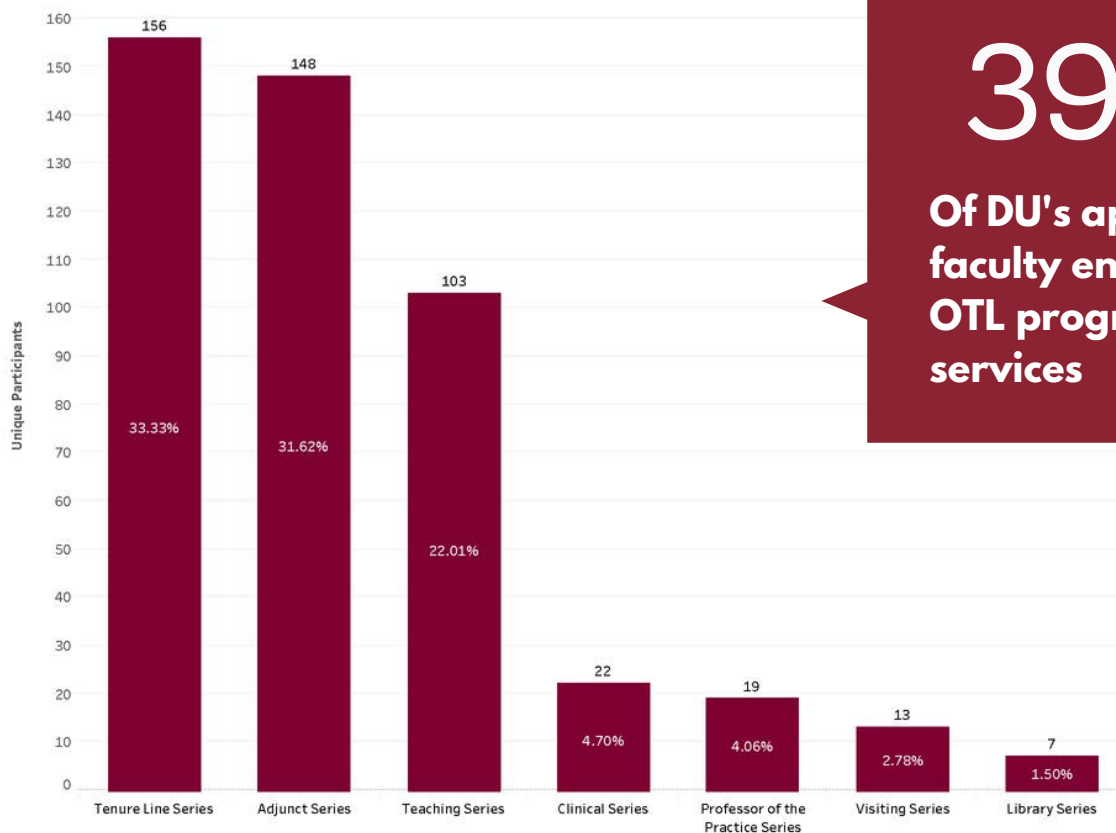
39.7%

Of DU's appointed faculty engaged with OTL programs and services

Tenure Line Series: 156 — 33.33%
Adjunct Series: 148 — 31.62%
Teaching Series: 103 — 22.01%
Clinical Series: 22 — 4.70%
Professor of the Practice Series: 19 — 4.06%
Visiting Series: 13 — 2.78%
Library Series: 7 — 1.50%

2021-2022 Faculty Interactions by Unit

AHSS: 116 — 25.00%
DCB: 71 — 15.30%
NSM: 46 — 9.91%
UCOL: 38 — 8.19%
MCE: 38 — 8.19%
GSSW: 36 — 7.76%
UAP: 27 — 5.82%
Sturm: 25 — 5.39%
Korbel: 25 — 5.39%
ECS: 19 — 4.09%
GSPP: 18 — 3.88%
ULib: 5 — 1.08%
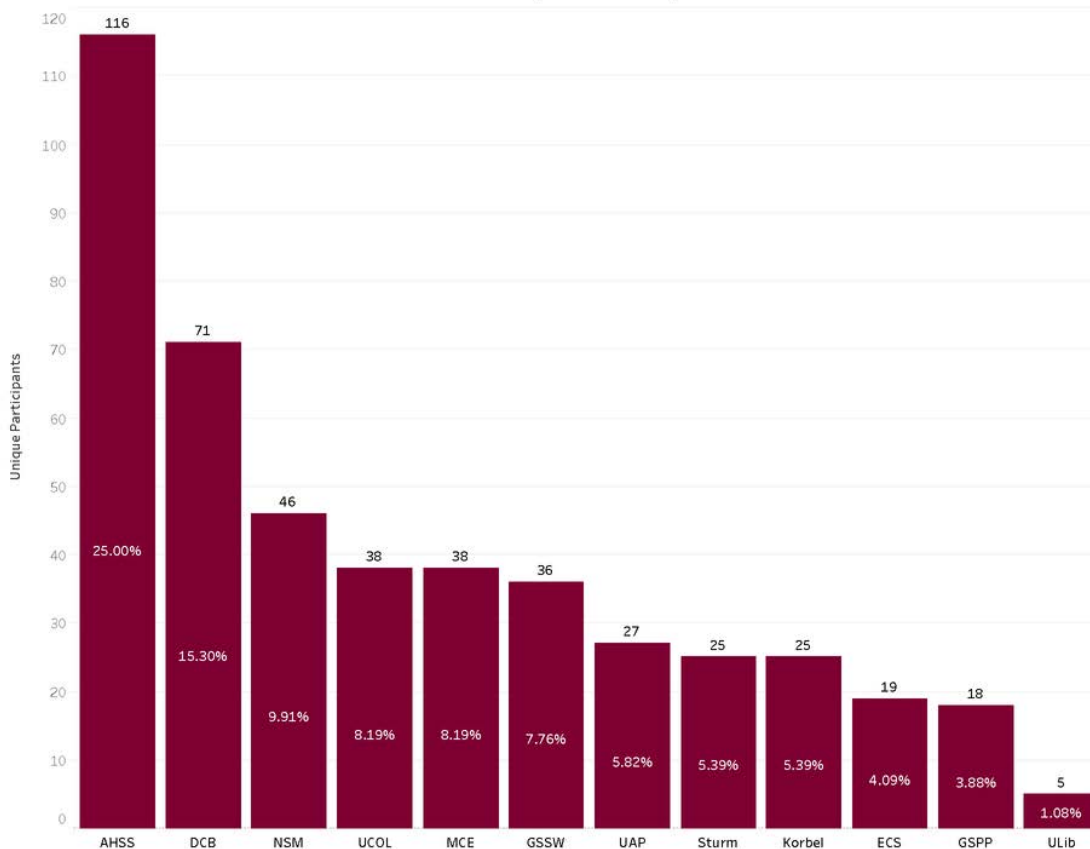
Graphs generated by OTL IT Business Analyst
% faculty served based on IPEDS numbers for full-time appointed faculty

2021-2022 Faculty Interactions by Rank

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

Unique Participants

Professor	113 — 35.76%
Assistant Professor	103 — 32.59%
Associate Professor	91 — 28.80%
No Rank	8 — 2.53%
Instructor	1

2021-2022 Faculty Interactions by Series & Rank
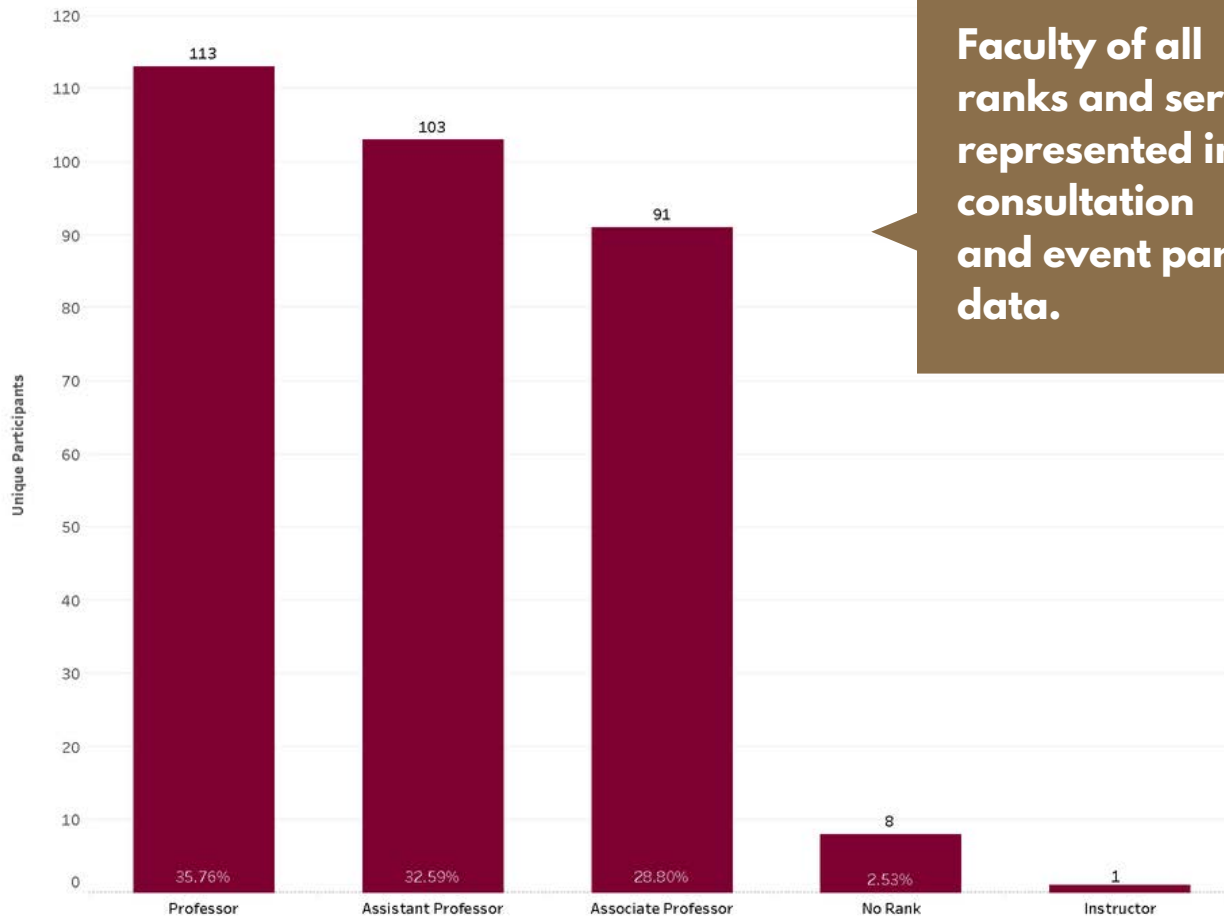

Tenure Line Series: 13.39%, 11.66%, 8.42%
Adjunct Series: 31.97%
Teaching Series: 7.99%, 4.54%, 9.29%
Clinical Series: 0.65%, 2.16%, 1.73%
Professor of the Practice Series: 2.16%, 1.30%, 0.65%
Visiting Series: 2.16%
Library Series: 0.65%, 0.43%, 0.43%
Research Series: 0.22%
GTA Series: 0.22%

Professor   Associate Professor   Assistant Professor   No Rank

YEAR IN REVIEW

- Accessibility Series in session
- Canvas Basics Webinar offered
- Heart of Higher Education Conversations in session
- Fall Survey administered
- Canvas Coaching Series in session

September & October

November & December

- Accommodating Students using Accommodate
- Fall section of Teaching Online Short Course offered
- Teaching Online Short Course-Advanced Practice offered
- Implementing Common DSP Student Accommodations
- Creating Accessible Course Materials demo launched
- Pathways to Promotion for Teaching & Professional Faculty launched
- OTL Drop in Hours offered

- Director of Inclusive Teaching Practices hired
- Director of Scholarship of Teaching and Learning & Faculty Learning Communities hired
- Faculty Learning Community (FLC): Teaching and Professional Faculty Tools for Success launched
- DU Portfolio Focus Group launched
- Universal Design for Learning (UDL) Series launched
- UDOIT Train the Trainer w/ Cidi Labs Workshop
- Student Faculty Partnerships begins

January & February 2022

YEAR IN REVIEW

March, April & May

- Designing an Accessibility Survey Series launched
- Provost Conference Series
- Braiding Sweetgrass Book Study Series
- Introducing UDOIT Cloud Workshop
- Advancing Teaching Evaluation-A University-wide Effort Workshop

June & July

- Director of Academic Assessment hired
- Teaching Online Short Course delivered
- Teaching Online Advanced Practice delivered
- Inclusive Teaching Practices from the "Syllabus Challenge" Toolkit Workshop
- New Faculty Orientation-with Office of VPFA
- OTL Summer Planning Retreat
- Teaching with Zoom

August

- Instructional Designer hired
- Course Design Institute
- COIL Institute
- Teaching for Inclusion & Equity Badges launched
- Neurodiversity Institute
- Equity Workshop launched
- Fall SoTL Retreat
- Teaching with Canvas Short Course delivered

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.

> **We had one of the most diverse student groups to-date, including – for the first time - four international students and two students who self-identified as neurodivergent .**

14	62	47
Faculty/Student pairs spring 2022	**Faculty participants since 2017**	**Student participants since 2017**

"

*DU should continue to invest in this program because it's energizing for faculty and continues to build understanding and community between faculty and students. Personally, my partnership not only **helped me better understand my students' needs, but also my own passion for teaching**, which winter quarter had made it difficult for me to access.*
– faculty partner

*I think this is a great opportunity because it helps professors in getting the student's perspective in more detail and making better quality and well-rounded improvements in the teaching and learning process. It also **helps students better understand the professor's perspective** on certain teaching and learning decisions they make – that is, understand the 'why'. – student partner*

"

Course Design Institute

The Course Design Institute (CDI), is a week-long, immersive experience focused on designing courses for significant learning – that is, learning that has the potential to change students' lives in lasting and important ways. The Institute, led by OTL's Director of University Teaching Dr. Virginia Pitts, brings faculty members together to engage in meaningful guided discussions, hands-on workshops, and working sessions to design or redesign a course in which all components (outcomes, assessments, and activities) align to result in significant learning.

Historically a summer program, the 2022 institute - which has been running since 2017 - was for the first time **offered in a hybrid format**, drawing upon lessons-learned from the past few years to make the most of both the online and in-person modalities. Faculty gathered in-person for half-days on Monday, Tuesday, Wednesday, and Friday to actively engage in learning from and with each other; in the afternoons, as well as all day Thursday, faculty members worked on their own as they engaged with asynchronous, online content and applied what they were learning to the design of their own course.

211
CDI participants since 2017

15
Summer institute completers

100%
Strongly agreed that they felt better prepared to design a course that would result in significant learning, they would use what they learned in their work/teaching, the institute was a worthwhile use of their time, and they would recommend it to a colleague

> *This is such an effective learning space and a useful process for developing significant learning goals and the associated activities and assessments that help drive the process of learning. **It is really great to have people from various disciplines to participate with and receive feedback and perspectives from**. Virginia is such a great facilitator and has developed meaningful, and thoughtful educational content and support leading up to and during the institute.*

> *I feel very fortunate to be so well taken care of by DU to sharpen my teaching skills!!! I am deeply grateful.*

Canvas Curriculum & Support for Teaching Online

Teaching Online Short Course

The Teaching Online Short Course provides faculty with foundational knowledge and insight into designing and facilitating online courses. The core objective is to develop alignment between learning outcomes, assessment, student engagement, and community building in an online space. The course takes place asynchronously on Canvas so that participants can experience the structure and flow of an online course as a student. This course is appropriate for faculty new to teaching online or faculty interested in refreshing their online teaching practices. This course is offered several times annually.

"I've begun incorporating some of the things I learned in this course and feel like I have way more tools in my toolbox"

3 Courses

12 Completed

30 Enrolled

Teaching with Canvas Short Course

2 Courses

10 Completed

The Teaching with Canvas Short Course introduces advanced tools and features in Canvas while providing strategies for integrating them into your teaching. The course focuses on Canvas design elements, accessibility, collaborative learning, assessment options, and navigating assignment feedback. The course will take place asynchronously on Canvas. The course requires a basic level of Canvas knowledge, however, there is no prerequisite for the course. This course was developed in 20-21 and offered for the first time in 21-22.

Teaching Online: Advanced Practice

"I loved this course and would highly recommend it to others! I found it so practical..."

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. Now in its second year, The Teaching Online - Advanced Practice Short Course is designed to help faculty fine-tune their teaching strategies, student engagement, and Canvas skills. The course includes robust assessment strategies and active learning techniques such as multimedia, measuring individual and group learning outcomes, technology integration, games and apps that promote social and cognitive engagement, and advanced Canvas applications, visuals, and templates.

3 Courses

21 Completed

Canvas Support Services

Canvas Coaching

Canvas Coaching is in its second academic year to support faculty with the new requirements of using Canvas support for all courses, regardless of modality. These sessions are designed to provide faculty with small group consultation and support with Canvas.

37
Attendees

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. An additional, scaled down **basic** template was created and imported into **56 courses.**

237
Downloads to DU
Canvas containers
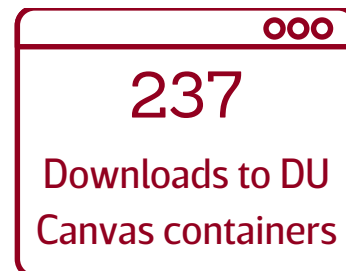
Drop-in hours

OTL Instructional Designers and Faculty Developers are available online and in-person for drop-in support as faculty prepare for the upcoming term.

43
Attendees

Training for Canvas Administrators

Though staff training is not part of the official OTL portfolio, we provide support to DU employees with Canvas administrative credentials who have expanded access for their areas or departments. For quality assurance, all new Canvas administrators are required to attend this training, delivered 1:1 via Zoom.

17
Admins
Completed

Adoption of UDOIT Accessibility Checker

This tool was an add-on for CIDI Labs design tools and allows users to determine which portions of their Canvas course may be inaccessible by students with documented disabilities. This allows us to offer specialized consultations around Canvas accessibility.

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.

Dr. Becca Ciancanelli
Director of Inclusive Teaching

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. This site continues to garner online traffic and is used as a resource for many inclusive teaching sessions and consultations. Content and organization of this page continues to be updated and refined.

The Faculty Institute for Inclusive Teaching (FIIT)

1407
Accessed the Course

The Faculty Institute for Inclusive Teaching (FIIT) is an interactive, self-paced, asynchronous online program. Originally launched in 2020, this program was revised and re-launched in fall 2021. Per the request of Chancellor Haefner, it is assigned to all incoming faculty, including adjuncts. In 20-21 the OTL collaborated with IT and HRIC to prepare this course for launch. In spring 2022, this course was revised further and prepared for launch in our human resources LMS, Cornerstone, known colloquially at "Pioneer@work".

FIIT Cohorts

In the summer of 2022, Bobbie Kite (Associate Dean for Academic Operations and Affairs), requested that the director of inclusive teaching host FIIT cohorts for University College Academic Directors. We organized two groups in order to manage attendance issues over the summer, and she invited various instructional designers to fill in the second cohort. Each group met six times to discuss FIIT modules and inclusive teaching practices. Additional FIIT cohorts are planned for fall 2022.

12
Participants

Equity Workshops

6
Workshops

54
Participants

These highly interactive workshops, led by Becca Ciancanelli (Director of Inclusive Teaching Practices, (OTL) and Kristin Deal (Director, DEI) allowed for participants to talk openly about classroom challenges and achievements while working to support students with various identities and lived experiences. Discussions involved the development of inclusive practices and policies in the classroom through storytelling and gathering collective knowledge.

Teaching for Inclusion and Equity

Just launched, Summer 2022

The Office of Teaching and Learning's Teaching for Inclusion and Equity (TIE) Micro-credential Program was approved in July 2022. This program has two electronic badges: Foundational and Intermediate. The program provides faculty with research-based strategies to design and a culture of equity and inclusion in their classroom. In the Foundational badge reflective assignments, they will articulate their philosophy regarding diversity, equity and inclusion in higher education.

TIE FOUNDATIONAL BADGE OVERVIEW

ONLINE COURSE "FIIT"

The Faculty Institute of Inclusive Teaching (FIIT) is a self-paced, asynchronous, online program for faculty members.

Participants must complete all five FIIT modules (approx 5 hours).

ENGAGED COHORT

Participants must attend cohorting programming, such as:
- FIIT Cohort
- Neurodiversity Institute
- OTL Equity Workshops and/or UDL Your Course (6 total)

DEI CONSULTATION

Participants must complete one consultation with a campus DEI expert to discuss an equity issue in the classroom.

There is flexibility in which expert that you pick!

REFLECTIVE ASSIGNMENTS

Participants must complete three reflective assignments to demonstrate commitment to inclusive teaching practices.

An artifact will be generated from these assignments.

"I found the TIE Foundational Badge program to be extremely helpful in improving my teaching practice and also my interactions as a faculty member at DU in general. The engaged cohort experience was what made this worthwhile and I appreciate the opportunity to meet and learn from my colleagues. The course work was reasonable and I look forward to taking on the second TIE badge sometime in the future."

In the Intermediate badge project assignments, they will implement a classroom-based research project that addresses a social justice issue in higher education and present the results to a chosen audience. Both badge programs will support faculty in creating a network of accountability partners to support their departmental and classroom equity initiatives through consultations with OTL Directors and other DEI experts on campus.

Since the outset of the pandemic, DU faculty have increasingly adopted educational technology to boost student success. With increasing confidence in technology, and many tools to choose from, the OTL receives requests for support or consultation on technologies not formally adopted by DU. The Educational Technology Review project was our answer to supporting instructors by providing tools to make informed decisions for faculty as they discern the best educational technology tools for implementation in the classroom, while also mitigating data privacy risks for you and your students.

- Discord
- Slack

- Flip Grid
- Lucid Chart
- Mentimeter
- Padlet
- Peardeck
- PollEverywhere
- Turning Point
- Quizlet

- Brainscape
- Kahoot!
- Nearpod

- Canvas
- CIDI Labs Design Tools
- Kaltura
- Kurzwell 3000
- Perusall
- Respondus
- Top Hat
- Zoom

Goals

Safety
Equipping faculty to better understand the process for evaluating the security of educational technologies.

Pedagogy
Guiding faculty to learn how to choose the right tool.

Consistency
Orienting faculty towards top ranked products as determined by IT Technology Review & the OTL.

The result of this project is a catalogue of OTL-reviewed technologies aimed to evaluate an array of available teaching tools for their safety, uniqueness of functionality, accessibility, and whether they are highly effective in achieving innovative pedagogical goals. This catalogue includes a list of technologies within each phase of our stoplight rating system. Each rating stems from a robust review of data-privacy concerns and pedagogical understandings.

*Schlosser, L., Hood, C. E., Hogan, E., Baca, B., Gentile-Mathew, A. (2022). Choosing the right educational technology tool for your teaching: A data-privacy review and pedagogical perspective into teaching with technology. Journal of Educational Technology Systems, 51(2), 236-251. https://doi.org/10.1177/00472395221137298
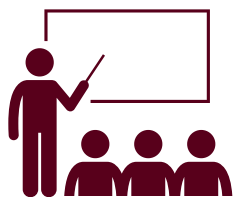
Teaching @ DU

The Teaching @ DU Short Course is designed to introduce new faculty to DU resources, as well as provide an overview of the latest best practices in higher education pedagogy and educational technology. It provides new faculty self-paced materials through Canvas.

DU embraces the Teacher-Scholar Model, therefore the purpose of the Teaching@DU course is designed as an orientation and starting place for faculty to answer such questions as:

- What is the culture of DU? What is it like to be a faculty member at DU? What resources are available to DU faculty members?
- How do I create a challenging and welcoming space for all students? How do I handle classroom management issues that arise?
- How do I best structure my class to achieve meaningful, impactful learning?
- What different strategies can I use to engage students in the classroom?
- How do I use tests and assignments to motivate my students and provide them with feedback on their learning? How do I manage grading? What do I do if I suspect academic dishonesty?

53
New faculty engaged with the course

Spring Celebration

In 2021, the OTL created a spring showcase to acknowledge extraordinary teaching in extraordinary times. A year later, we held a spring celebration to recognize teaching accomplishments, points of pride, or challenges overcome in the classroom in 21-22. Twenty-eight faculty were nominated for recognition and celebrated at a reception.

28
Faculty were nominated for recognition and celebrated

Faculty Honored at Spring Celebration:

Sarah Bexell, Clinical Associate Professor, GSSW

Sara Chatfield, Assistant Professor, Political Science

Santhosh Chandrashekar, Assistant Professor, Communication Studies

Maria Del Carmen Salazar, Clinical Associate Director, Morgridge

Robert Dores, Professor, Political Science

Aaron Duncan, Teaching Assistant Professor, Daniels

Kathryn Fox, Assistant Professor, Psychology

Keith Gehring, Associate Teaching Professor, Korbel

Jennifer Ghormley, Affiliate Professor, Art & Art History

Colleen Gibley-Reed, Adjunct Faculty, GSSW

Brian Gonzales, Concentration Coordinator, GSSW

Neil Gowensmith, Associate Professor, GSPP

Gillian Gower, Visiting Teaching Assistant Professor, Lamont

Carol Helstosky, Associate Professor, History

Kiersten Hillkirk, Adjunt Professor, Center for World Languages and Cultures

Jason Jefferies, Assistant Professor, Religious Studies

Bobbie Kite, Associate Dean for Academic Operations and Affairs, UCOL

Odette Kugler, Instructor, Center for World Languages and Cultures

Clayton Kuklick, Clinical Associate Professor, GSPP

Seth Masket, Professor, Political Science

Paul Michalec, Clinical Professor, Morgridge

Julianne Mitchell, Clinical Associate Professor, GSSW

Julie Morris, Associate Teaching Professor, Biological Sciences

Kara Neu, Visiting Assistant Professor, Korbel

Lina Reznicek-Parrado, Teaching Assistant Professor, Spanish Language, Literary, and Cultural Studies

**Laura Sponsler,** Clinical Associate Professor, Morgridge

Elizabeth Suter, Professor, Communication Studies

Steve Wiest, Professor, Lamont

The Vice Provost for Faculty Affairs, Learning Effectiveness Program, and the Office of Teaching and Learning partnered for a second time 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. Self-rated knowledge of neurodiversity, UDL, and accessibility increased across the institute.
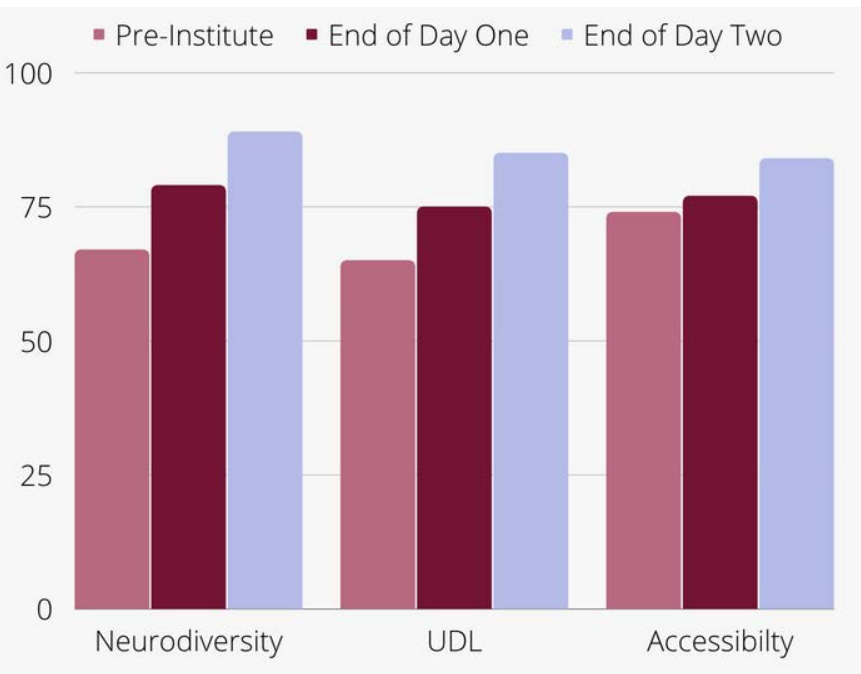
22 **Faculty Participants**

Faculty participants continue to engage in this work beyond the institute though deliverables. For 2022-23 these are:

- **Reflective growth**
- **Engage your department**
- **Strategic plan for change**

Concrete Actions and Making It Public

As of December 2021, 13 faculty who participated in the inaugural Neurodiversity institute reported back on the "concrete action" they took as a result of the institute and the ways in which they "went public" by sharing what they learned.

16 Faculty Participants

2 Proposed & Designed a Faculty Learning Community

2 Faculty members working towards the Inclusive Teaching Intermediate Badge

3 Attended additional training

22 Faculty members working towards the Inclusive Teaching Foundational Badge

2 Attending "Relating & Engaging with Students from Day 1 to Final Grade"

Departments Represented

- Biology
- Media, Film & Journalism Studies,
- Mechanical Engineering
- Electrical Engineering
- Languages, Literatures and Cultures
- Geography
- Psychology
- Josef Korbel School of International Studies
- Daniels School of Business
- University College
- Morgridge College of Education
- Publishing Institute/CAHSS
- University Writing Program
- Computer Science

Radiating change...

- New Neurodiversity and UDL Learning community in DU Libraries
- Office of Teaching and Learning staff gave UDL session in a department meeting
- Faculty participants shared about their experiences in department meetings, retreats, and local colloquia
- Building capacity for institutional investments, e.g. Accessibility Technologist for Teaching and Learning position created

Others

| Participated in Course Review for UDL | Made changes to faculty courses | Created videos to share with other faculty |

In August, fourteen faculty members participated in the inaugural COIL institute, co-sponsored by the Office of Internationalization and the Office of Teaching and Learning. Pairing local and international faculty, Collaborative Online International Learning (COIL) leverages online technologies to deliver global learning and intercultural experiences in the classroom (SUNY COIL Center). While not a replacement for international mobility, COIL has the capacity to provide all students with access to such intercultural learning and relationship opportunities, making this pedagogical approach more equitable and inclusive.

During the institute, faculty partnered to create a hypothetical COIL course, grappling with the co-creation of global and intercultural learning outcomes, along with learning activities to facilitate the attainment of those outcomes. The institute was developed following a DU team's (Casey Dinger, Leslie Cramblet Alvarez, Levi Lindsey) participation in the Florida International University's COIL Virtual Exchange Leadership Institute in 2021.

Institute Attendees:

Angelo Castagnino, Languages, Literatures & Cultures

Donna Beth Ellard, English

Matt Hill, Writing Program

Lydia Gil Keff, Languages, Spanish Language, Literary & Cultural Studies

Wojciech Kossek, Computer Science

Maik Nwosu, English

H.G. Parsa, Hospitality Management

Erika Polson, Media, Film, and Journalism Studies

Ping Qiu, Languages & Literatures

Don Smith, Law

Hilary Smith, History

Elizabeth Sperber, Political Science

Jing Sun, Political Science

Mei Yin, Mathematics.

14 **Faculty Participants**

Guest OTL Facilitators:
Virginia Pitts, Terri Johnson, & Lexi Schlosser

In fall of 2021 this was a 5-person team formed through short-term institutional funds in fall of 2020 in response to the pandemic. This team decreased to 2 by June of 2022 as our instructional designers opted for permanent positions elsewhere and within DU. As of 2023, one ID position is permanent and one is temporary.

249	39	588	10
Faculty 1:1s	**Canvas Course Reviews & Consultations**	**Asynchronous Consultations**	**Blogs Authored**

Christine Hood
Transitioned to Daniels
in December 2021

Vince Tango
Left for new position
in June 2022

Paula Von Kretschmann
Transitioned to HR
in August 2022

Jeff Schwartz
Hired for permanent position
July 2022

Amelia Gentile-Mathew
Left for new position
March 2022

Projects, content creation, and initiatives

- Updates to OTL Canvas template (293 downloads across 2 templates).
- Educational Technology knowledge base updates.
- Support with Canvas troubleshooting and administrative requests.
- Educational Technology reviews (see Educational Technology projects).
- Support for faculty participating in workshops and institutes, including Neurodiversity Institute.
- Course builds for Adjunct Teaching Certificate and OTL Canvas curriculum, and departments as requested.
- Provide ID gap support to departments/units when their ID positions are open or on leave.
- Regular updates to web-based resources.

INSTRUCTIONAL DESIGN TEAM

What do OTL Instructional Designers do?

Consultations

The ID team has allowed us to vastly increase our capacity to work individually with faculty. 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.

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.

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.

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 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.
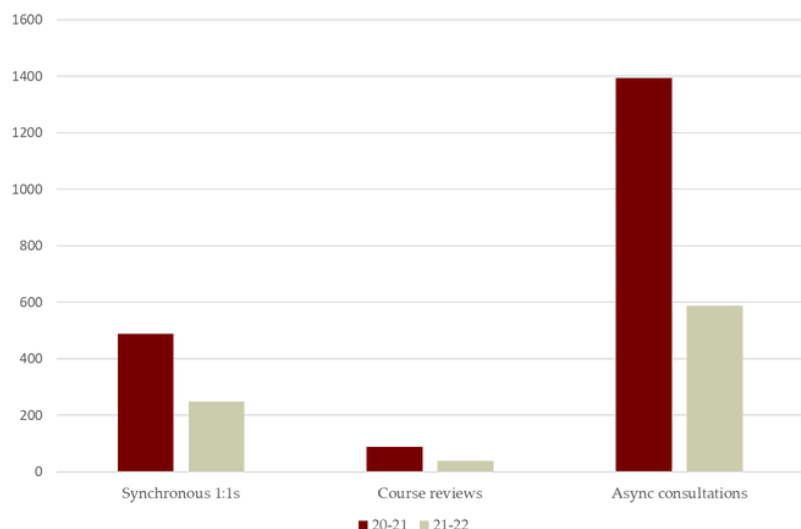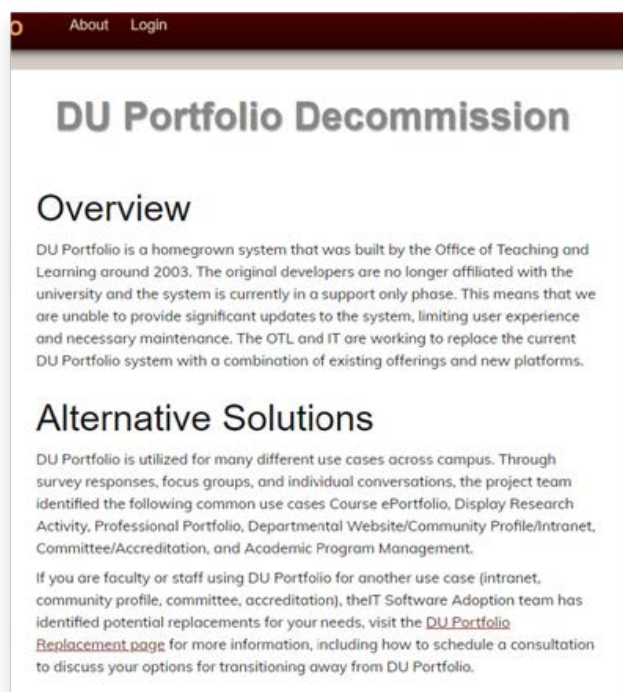

As DU faculty have become more accustomed to using Canvas, needs have decreased from 20-21 to 21-22.

We anticipate a need for continued instructional design support particularly when it comes to improving the Canvas experience for students through better organization and design.

DU PORTFOLIO REPLACEMENT PROJECT

DU portfolio is a homegrown personalized website program developed in the OTL in 2003. Because IT and OTL are no longer updating or maintaining this platform and there have been significant advances in proprietary ePortfolio platforms, the DU portfolio decommissioning project began in 2021.

DU Portfolio Decommission

Overview

DU Portfolio is a homegrown system that was built by the Office of Teaching and Learning around 2003. The original developers are no longer affiliated with the university and the system is currently in a support only phase. This means that we are unable to provide significant updates to the system, limiting user experience and necessary maintenance. The OTL and IT are working to replace the current DU Portfolio system with a combination of existing offerings and new platforms.

Alternative Solutions

DU Portfolio is utilized for many different use cases across campus. Through survey responses, focus groups, and individual conversations, the project team identified the following common use cases Course ePortfolio, Display Research Activity, Professional Portfolio, Departmental Website/Community Profile/Intranet, Committee/Accreditation, and Academic Program Management.

If you are faculty or staff using DU Portfolio for another use case (intranet, community profile, committee, accreditation), theIT Software Adoption team has identified potential replacements for your needs, visit the DU Portfolio Replacement page for more information, including how to schedule a consultation to discuss your options for transitioning away from DU Portfolio.

Executive Sponsors

Provost Clark
Chief Information Officer, Russ Kaurloto

Steering Committee:

Rohini Ananthakrishnan, IT & Leslie Alvarez, OTL (co-chairs)
Deana Ahmad, GSSW; Dennis Becker, Registrar; Cindy Cragg, University College; Carrie Forbes, Libraries; Jennifer Karas, Academic Affairs; Nic Ormes, NSM; Laura Sponsler, Morgridge; Kara Taczak, Writing Program; Kate Willink, VPFA; Nicholle Zarkower, SAIE

Major Milestones:

1. Fall 21-Project team assembled to identify replacement technology.
2. Fall-Campus-wide survey with 86 respondents to understand community needs.
3. Winter 22-Focus groups for more than 200 participants conducted.
4. Winter-RFP was developed and sent to six vendors.
5. Winter and spring 22--vendor demos including vendors for additional technologies identified through stakeholder feedback.
6. Summer 2022, the year one budget for both Digication and NoveoEd was approved, with an anticipated campus-wide roll out for winter 2023.

Project Timeline

Summer 2021	Fall 2021	Winter 2022
Project Sponsors begin planning, develop goals, and initiate campus-wide strategy conversations. Executive Sponsors, Steering Committee, and Project Team identified, representing programs across campus.	Provost announced plan to decommission DU Portfolio. User feedback collected from 86 respondents to campus-wide survey.	Focus groups conducted for identified use cases with more than 200 participants. RFP developed by the Project Team and reviewed by the Steering Committee and sent to six vendors.
Spring 2022	Summer 2022	Fall 2022
Attendees provided feedback on the final three platforms. Conduct accessibility, budget, and technical vetting for top platform choice	Identify additional software needs and begin procurement process for Intranet and LMS use cases	If applicable, procurement of new software for alternative use cases
Spring- Summer 2023	Fall 2023-Spring 2024	Summer 2024
IT support provided for other use cases' adoption of existing and new solutions. Training provided by OTL for new curricular ePortfolio platform	Continued training and support for all use cases in preparation for decommission	DU Portfolio decommissioned

Digication was selected to replace DU portfolio. Adoption/education campaigns are currently set for winter/spring 2023

The Director of Academic Assessment and centralized assessment efforts are housed in the OTL. In fall of 2021, this position was vacant and remained open until filled in July 2022. The OTL director in collaboration with the OTL Business Analyst launched the annual assessment cycle in March 2022, collecting department/program evaluation reports though June 2022.

Director of Academic Assessment

Our new director of academic assessment joined DU in July 2022 and began work compiling annual assessment reports in addition to making connecting with academic programs, departments, and units.

Dr. Stephen Riley
Director of Academic Assessment

Annual Department/Program Assessment

The assessment cycle at DU follows the academic year with reports due during the summer. Through the fall, assessment reports are compiled and rated on the sources of data, evidence of dialogue within the department or program, and closing the loop (changes or ways in which findings were acted on. The assessment director prepares an annual report summarizing findings and future recommendations. Please find details in the Assessment Report.

OUTCOMES DEVELOPMENT

Review and Revise
Faculty review the assessment information and make informed decisions about the future of the program.

Design and Align
Faculty design clear, specific, and attainable learning outcomes in alignment the mission and goals of the program and institution.
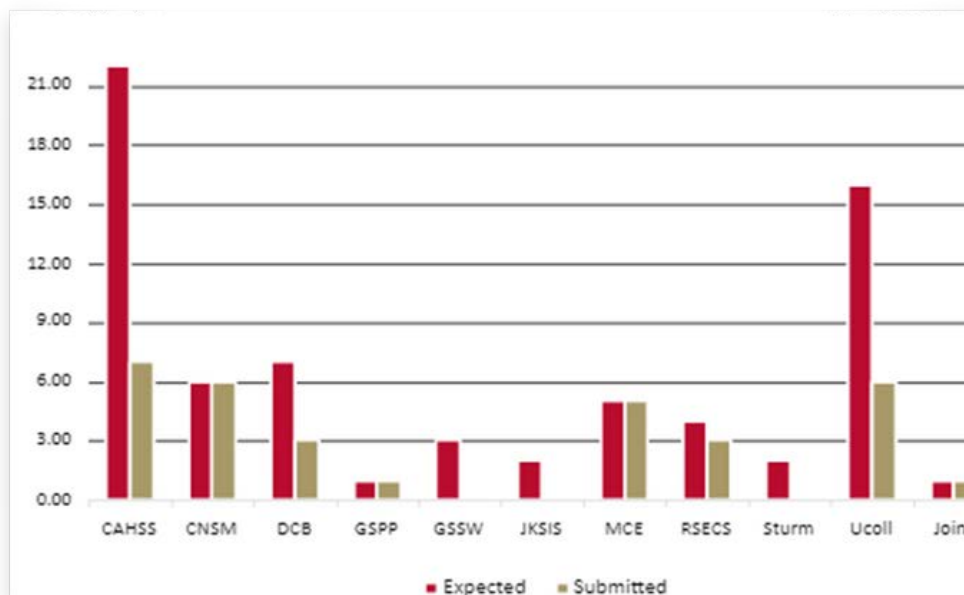
Collect and Assess
Faculty collect and assess data submitted by students. The data should be directly related to the outcomes and show student levels of mastery learning.

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 21-22 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.
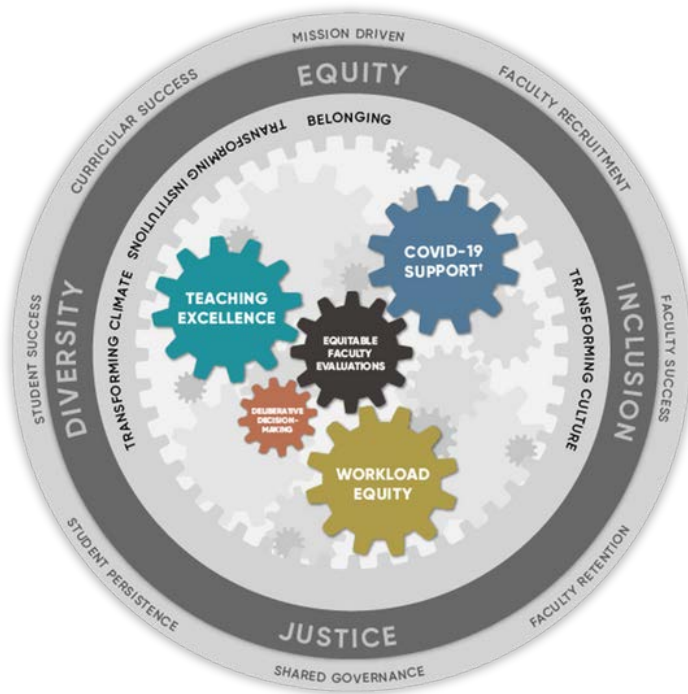
Membership

Jared Del Rosso (Faculty Chair), continuing member

Leslie Alvarez (co-Chair), continuing member

Paula Adamo, Spanish Language, Literary, and Cultural Studies, new member

Jillian Blueford, MCE, continuing member

Richard Colby, Writing Program, new member

Claude d'Estree, Korbel, continuing member

Barbekka Hurtt, Biological Sciences, continuing member

Michelle Kruse-Crocker, University College, continuing member

Spring Provost Conference Series Speakers

Advancing Teaching Evaluation: A University-wide Effort

With Dr. Noah Finkelstein and Dr. Sarah Andrews

Advancing equity in Teaching Excellence: A Celebration and Launch of Departmental Action Teams

With Dr. Noah Finkelstein and Dr. Sarah Andrews

Making the Invisible Visible and Valued: Understanding the Intersections of Faculty Workload Equity and DEI

With Dr. Kim Case

While the Teaching Excellence Task Force grapples with institution-wide, governance-level changes, DATs@DU allow for more immediate, department-level change.

DATs, Departmental Action Teams, is a department-level change model aimed at interrogating teaching evaluation practices. Participating departments/programs determine ways to apply the Teaching Quality Framework and ensure three voices (self, student, peer) are reflected in teaching evaluation for annual and consequential review. DATs as a change model was developed as part of an NSF-sponsored Improving Undergraduate STEM Education (IUSE) project between CU and Colorado State University.
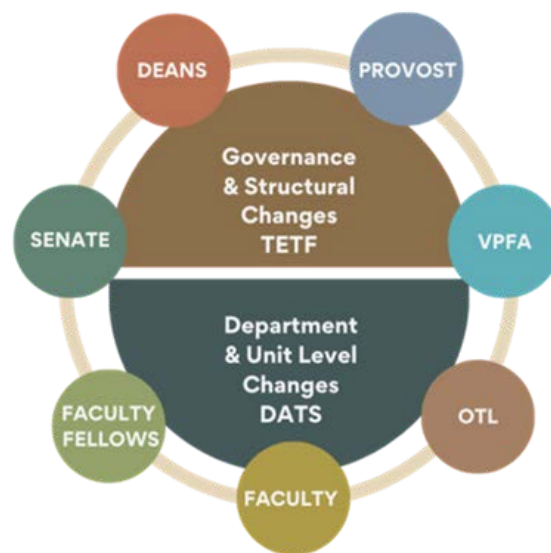
Last October Provost Clark and Faculty Senate kicked off Next Steps in Advancing Equity in Faculty Workload and Rewards.

In Spring 2022, three inaugural Departmental Action Teams (DATs) began their work interrogating current practices and reimagining teaching evaluation processes in their areas. The goal of this project is to promote greater equity and transparency and avoid an over-reliance on Student Ratings of Instruction (SRIs).

Through the spring, DATs attended campus-wide events associated with the Spring Provost Conference series, along with monthly meetings with their DAT facilitator. In summer, DAT teams participated in a working retreat.

On October 14th, 2022, the three inaugural DATs shared their poster proposals for evaluation revision, engaged with participants about their experience, and shared reflections on their evaluation reform.

DAT Facilitators

Dr. Barbekka Hurtt

Dr. Jared Del Rosso

Dr. Virginia Pitts

Inaugural DAT Teams

Department of Teaching and Learning Sciences, Morgridge College of Education

Norma Hafenstein, PhD, Daniel L. Ritchie Endowed Chair in Gifted Education, Clinical Professor

Rashida Banerjee, PhD, Professor and Department Chair, Teaching and Learning Sciences

Devadrita Talapatra, PhD, Associate Professor, School Psychology

Rachel Lim, EdD Student, Curriculum and Instruction, Senior Academic Advisor, Office of Academic Advising

Jared Del Rosso, PhD, Associate Professor, Department of Sociology & Criminology (DAT Facilitator)

University Writing Program, Academic Affairs

Sheila Carter-Tod, PhD, Executive Director, University Writing Program and Associate Professor of English

Brad Benz, PhD, Teaching Professor

Richard Colby, PhD, Director for First Year Writing & Teaching Professor

Rob Gilmor, PhD, Teaching Associate Professor

Sarah Hart Micke, PhD, Teaching Professor

Juli Parrish, PhD. Director of the Writing Center & Teaching Professor

Joe Ponce, MFA, Office Manager, University Writing Program & Writing Center

Angie Sowa, PhD. Teaching Professor

Barbekka Hurtt, PhD, Teaching Associate Professor, Biological Sciences (DAT Facilitator)

First Year Language Program, Center for World Languages and Cultures, College of Arts, Humanities, and Social Sciences

Emily Sospeto, MA, Teaching Associate Professor

Virginie Cassidy, PhD, Director and Teaching Associate Professor

Polina Maksimovich, PhD, Teaching Assistant Professor

Kate Rice, MA, Visiting Teaching Assistant Professor

Virginia Pitts, PhD, Director of University Teaching (DAT Facilitator)

DAT Leadership Team:
Kate Willink, Alison Staudinger, Leslie Cramblet Alvarez, Virginia Pitts, Jared Del Rosso, Barbekka Hurtt, Kayoung Kim, Terese Rainwater

The Scholarship of Teaching & Learning (SoTL) is a systematic inquiry into student learning in higher education. At the University of Denver, SoTL is defined more distinctly as engaging in research regarding pedagogical and curricular design and implementation practices that impact student learning. SoTL research is an example of reflective practice in higher education that is publicaly shared and reviewed by a community of peers.

SoTL Faculty Fellows, a year-long cohort experience, was launched at the end of August 2021. Collaborating primarily with the Director of Scholarship of Teaching and Learning and Faculty Learning Communities, the SoTL Faculty Fellows engage in activities to explore advancing new ways of understanding and evaluating student learning, as well as increasing belonging and leadership capacity. Faculty participants are guided through the process of undertaking SoTL project from start to finish, with feedback from and interactions with the other members of the cohort as well as the program director, which culminates in a public presentation of the completed SoTL project at the SoTL Research Symposium.

Participants

Roberto Corrada, Law, SoTL mentor
Virginie Cassidy, Center for World Languages and Cultures
Xue He, Center for World Languages and Cultures
Kellie Keeling, Business
Sada Naraynappa, Mathematics & Computer Science
Holly Roof, Business
Alisha Stanton, Office of International Education
Ethel Swartley, Center for World Languages and Cultures
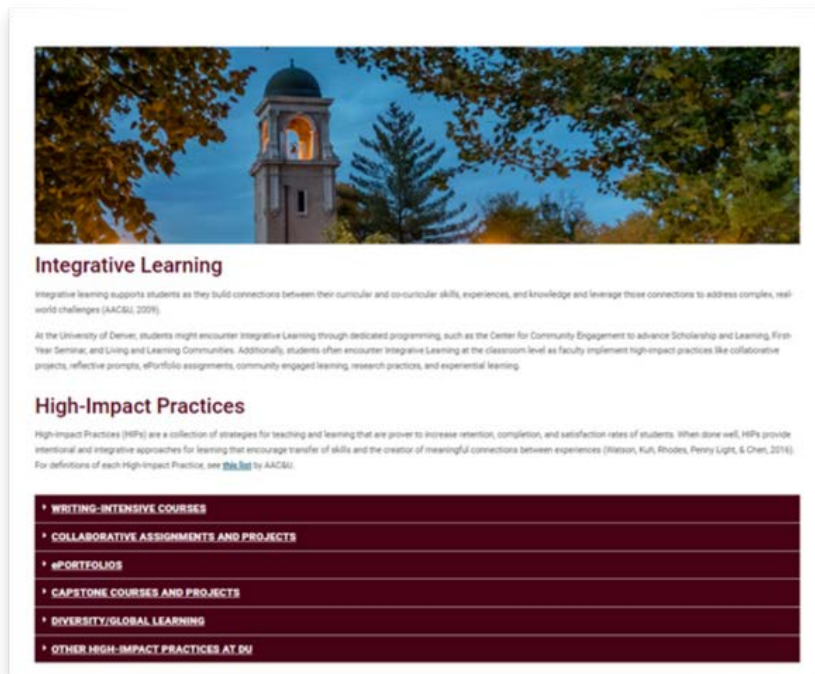**Susan Walter**, Literary and Cultural Studies

Kayoung Kim
Director of SoTL & FLC's

3-day Fall Retreat // Proposal	Winter Retreat // Mid-year review	[Optional] SoTL Writing Bootcamp
	(October – May)	June	August '23
August '22	December	July
Monthly SoTL FLC lunches	Summer Retreat // Progress & Poster	SoTL Symposium // Poster Presentation
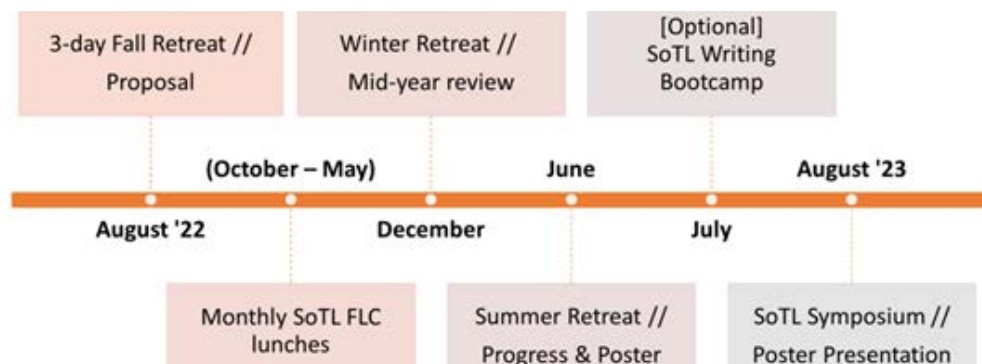
High-Impact Practices (HIPs) are a collection of strategies for teaching and learning that demonstrate success with increasing retention, completion, and satisfaction rates of students. When done well, HIPs provide intentional and integrative approaches for learning that encourage transfer of skills and the creation of meaningful connections between experiences (Watson, Kuh, Rhodes, Penny Light, & Chen, 2016).

To highlight the classroom-level HIPs at DU, 7 faculty were featured on a podcast developed by the Faculty Developer of Integrative Learning and HIPs

Collaborative Assignments, **Kathi Novak**
Capstone Courses, **Kareem El Damanhoury**
Diversity/Global Learning, **Sara Chatfield**
First-Year Seminar**, Heather Martin**
Community Based Learning, **Katie Kleinhesselink**
Learning Communities**, Michael Caston**
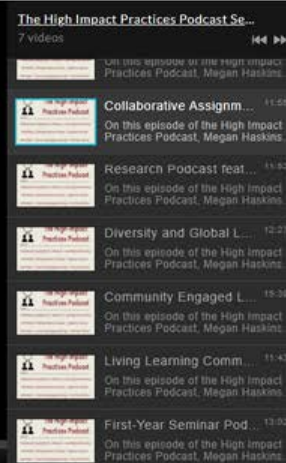Undergraduate Research, **Jonathan Moyer**

An OTL needs assessment survey in fall 2020 indicated that supporting student accommodations for disability in the classroom were a pain point. According to faculty this was due to both the challenges presented by additional modalities adopted during the pandemic, and, an increase in student accommodations. In response, DU created a position focused on technical aspects of supporting accessibility that acts as a liaison between the OTL and Disabilities Services Program (DSP). This role is responsible for training faculty in designing and creating Universally Designed and accessible courses and course materials, with a focus on providing course-level support.

Ellen Hogan
Accessibility Technologist for Teaching and Learning

Duties

- Support, training, and creation of educational resources for faculty on accessibility in all courses regardless of modality.

490 **Consultations**

- Provide professional development workshops regarding course design, technology, and instructional delivery to advance accessibility compliance.
- Serve as a referral source and liaison between faculty and DSP.
- Support faculty in understanding the basis of accommodations, how to access and how to implement accommodations in their specific course.
- Provide individualized consultation to faculty and/or departments to enhance knowledge around Universal Design for Learning (UDL), accessibility, educational and assistive technology.
- Support faculty and provide training on textbook accessibility and course reading support.

Programming for Global Accessibility Awareness Day

105 Faculty Attended 12 Workshop Opportunities

The OTL in partnership with allied offices created programming and facilitated events for DU's inaugural Global Accessibility Day.

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

Inclusive Teaching Custom Programs

1. Ciancanelli, B., Hogan E., von Kretschman P., **RSECS Inclusive Teaching Discussion**
2. Ciancanelli, B. **Diversity Summit Presentation** *Just and equitable teaching: Bringing critical consciousness to the classroom.*
3. Ciancanelli, B. **RSECS NSF Racial Equity Grant Collaboration**
4. Ciancanelli, B. **DCB Group Consultation**
5. Ciancanelli, B. **Students 4 Trans Visibility Group Consultation**

Universal Design & Accessibility

1. Ciancanelli, B. & Hogan, E., **FSEM Workshop**, *UDL your course overview.*
2. Ciancanelli, B. & Hogan, E., **UCOL Workshop**, *UDL your course overview.*
3. Schlosser, L. & Von Kretschmann, P. **UCOL Teaching Excellence Program**, *Accessibility with UDOIT Cloud*

Online Teaching

1. Schlosser, L., & Gentile-Mathews, A., **RSECS**, *Canvas new quizzes with STEM*

High Impact Practices

1. Haskings, M. **UCOL Teaching Excellence Program**, *Designing, facilitating, and assessing collaborative assignments*
2. Haskins, M. **4D Learning Community**, *Integrative learning and HIPs*
3. Haskins, M. **Higher Education Master's Guest Lecture**, *ePortfolio introduction and technology*

University Teaching

1. Pitts, V. & Haskins, M. **Classroom to Careers,** *Amplifying the connections in your own courses*
2. Pitts, V., **Graduate Teaching Assistants-English program**, *Looking back and looking forward*
3. Pitts, V., & Sponsler, L. **4D Learning Community**, *Designing for inclusive, significant learning*
4. Pitts, V., & Perille, L., **4D FSEM Faculty**, *Design studio*
5. Pitts, V., **Engaging Onward Community of Practice**, co-facilitation of year-long community of practice
6. Staudinger, A., & Hogan, E., **4D Symposium**, *Faculty Development Through the 4D Lens*

Assessment

1. Kim, K. **UCOL,** *Using assessments to improve student learning*

Alex Martinez
Academic Technology Specialist & Kaltura Media Administrator

280 Video Related Questions in Faculty Consultations (i.e. Zoom, Kaltura, & Storytelling)

Kaltura Media Management

Supporting faculty with the management of their instructional video content.

Digital Accessibility Awareness

Providing workshops to the DU community on digital accessibility.

Instructional Video Workshops

Demonstrating how to create instructional video content.

Instructional Zoom/Kaltura Workshops

Demonstrating how to use Zoom and Kaltura for teaching.

Digital Storytelling Workshops

Demonstrating how to create video-based class assignments.

Video Remediation

Close caption remediation for class videos that require accommodations for students

Ed-Tech Knowledge Base Author

Alex Martinez is the author for 50 OTL KB articles on educational technologies.

Website Analytics

Main OTL website:
Page views: 64,100
Unique page views: 58,695

OTL Ed-Tech Knowledgebase website:
Page views: 117,145
Unique page views: 104,939

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.

Student-Faculty Partnerships

Student Participants

Faculty Participants

Olive Olson
Environmental Science

+

Aaron Duncan
Daniels College of Business, Marketing

Winta Gonye
International Studies

+

Ahmed Abdrabou
Josef Korbel School of International Studies

Agnes Akatayeva
Molecular Biology

+

Alana Inlow
College of Arts, Humanities, and Social Sciences, Sociology and Criminology

Ife Nwosu
Psychology and Communication

+

Cheri Young
Daniels College of Business, Fritz Knoebel School of Hospitality Management

Anuga Mishra
Management and Economics

+

Cris Tietsort
College of Arts, Humanities, and Social Sciences, Communication Studies

Chyna Tillman
Psychology

+

David Daniels
Writing Program

Iden Sheng
Music Performance

+

Angela Sowa
Writing Program

Eisha Mehrose
Gender and Women's Studies

+

Effley Brooks
Pioneer Leadership Program

Nadine Ameer,
Environmental Science

+

Erika Trigoso
College of Natural Sciences and Mathematics, Geography and the Environment

Daniel Ha
History and Geography

+

Melissa Pope
College of Natural Sciences and Mathematics, Chemistry and Biochemistry

Brinna Faughnan
International Studies and Italian

+

Dhaval Vyas
College of Natural Sciences and Mathematics, Biology

Dea Jaf
Molecular Biology

+

Olivia Tracy
Writing Program

Devyn Millensifer
International Studies/Asian Studies

+

Prachi Sharma
Ritchie School of Engineering and Computer Science, Electrical and Computer Engineering

Lyin Ghadri
Physiology in Health and Disease

+

Jennifer Pap
College of Arts, Humanities, and Social Sciences, Languages, Literatures, and Cultures

33

OTL signature programs like the Course Design Insitute (CDI) and the Student Faculty Partnerships involve working closely with faculty on the design and delivery of their courses. For the CDI, faculty pick a course to design or redesign. Student Faculty Partnerships involve student partners providing feedback that can lead to changes in practice. The courses impacted by these programs are shared here

Course Design Institute Courses

Concentration Seminar: Mutual Aid

Rhetoric and Academic Writing

Sustainable Residential Construction

FSEM: Race, Class, and Gender: Towards a Practice of Diversity, Equity, and Inclusivity

FSEM: Can TikTok Change the World?

Contemporary Issues in the Global Economy

Leadership for Lawyers

Sociology of Law

Topics in Evolution

Critical Higher Education

Religious Diversity in International Exposure (a unit withing Global Citizenship course)

Environmental & Agricultural Law

Family Communication

FSEM: Graphic Writing Across Cultures

FSEM (with COIL component): An Introduction to Mathematical Modeling

Partnership courses

Foundations of Digital Marketing

Contemporary Issues in the Global Economy

Hotel and Resort Management

Introduction to Organizational Psychology

Writing and Research

Molecules to Humankind

Leadership and Social Movements or Foundations of Leadership

People, Places, and Landscapes

Sujets Spéciaux

Recipe and Cookbook Rhetorics

Intro to Mechatronics

Criminology from a Radical Perspective/Environmental Justice

Writing and Research

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:

Paula Adamo, Teaching Professor, Arts and Humanities

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, Academic Director of the Bachelor of Arts Degree Completion Program and the Transportation and Supply Chain Institute, and Assistant Teaching Professor, University College

Rachel Liberman, Teaching Associate Professor, Media, Film, and Journalism Studies

Mohammad Matin, Professor, School of Engineering & Computer Science

Paul Michalec, Clinical Professor, Morgridge College of Education

Nancy Sasaki, Teaching Professor, Natural Sciences & Mathematics

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

Michael Keables, Chair of Geography and Associate Professor, Geography

Rohini Ananthakrishnan, Associate Vice Chancellor EAS/Deputy CIO, 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 Associate 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.

First full year of SoTL Fellows

Faculty Fellows participate in three SoTL retreats throughout the year (Fall retreat: Aug 31-Sept 2; Winter retreat: Dec 8-9; Summer retreat: June 15-16). These retreats are tied specifically to three deliverables (SoTL proposal, a mid-year SoTL review, and the presentation of the completed SoTL poster).

Digication roll out and educational campaign

Digication was selected to replace DU portfolio. In winter and spring of 2023, we anticipate formally announcing this to the community and beginning an adoption campaign in partnership with IT.

Launch of Adjunct Teaching Certificate (R1 our Way)

Based on a model at Boise State University and DU's University College, this program provides a pathway for DU's adjunct faculty to demonstrate their teaching skills, develop and reflect on their practice, and earn a certification of their teaching excellence. This expands DUs commitment to investing in the professional development of our adjunct series faculty who play a significant role in the student experience and in the classroom.

Cohort 2 of DATs@DU

This multi-year project, led by the OTL and the Teaching Excellence Task Force guides departments through a process of considering current practice and determining ways to ensure three voices (self, student, peer) are reflected in teaching evaluation for annual and consequential review.

First full year of Inclusive Teaching Microcredentials

This program has two electronic badges: Foundational and Intermediate. The program provides faculty with research-based strategies to design and support a culture of equity and inclusion in their classroom. Both badge programs will support faculty in creating a network of accountability partners to support their departmental and classroom equity initiatives through consultations with OTL Directors and other DEI experts on campus.

FIIT Cohorts

The Faculty Institute of Inclusive Teaching (FIIT) is a self-paced, asynchronous, online program for faculty members. There are five modules, and faculty can join a "FIIT Cohort" which allows them to meet six times with Dr. Becca Ciancanelli (Director of Inclusive Teaching Practices) and other faculty members to discuss inclusive teaching practices while completing the FIIT modules. Participating in a FIIT cohort will complete 80% of the work towards earning a Teaching for Inclusion and Equity Foundational Badge.

Thriving in Color Faculty Learning Community

In response to a growing need to support faculty of color at DU, the directors of SoTL and FLCs and Inclusive Teaching have developed two Faculty Learning Communities to be offered during the 2022-23 academic year: *Thriving in Color Faculty Learning Community* for DU faculty of color, and the *Allies and Advocates for Racial Justice in Educational Environments FLC* for white faculty members. Thriving in Color FLC will start from mid-September, 2022. The sessions will be cofacilitated with the faculty facilitator and a diversity lead on campus.

Dr. Leslie Cramblet Alvarez
Director

Dr. Virginia Pitts
Director of University Teaching

Dr. Becca Ciancanelli**
Director of Inclusive Teaching

Office of Teaching & Learning

Dr. Kayoung Kim**
Director of SoTL & FLCs

Dr. Stephen Riley**
Director of Academic Assessment

Terri Johnson
Senior Faculty Developer

Lexi Schlosser
Faculty Developer of Online Learning

Megan Haskins*
Faculty Developer of Integrative Learning & HIPS

Alex Martinez
Academic Technology Specialist-IT

Bobby Baca*
Business Analyst-IT

*through May 2022
**started in 2022

Office of
Teaching & Learning

Organizational Chart
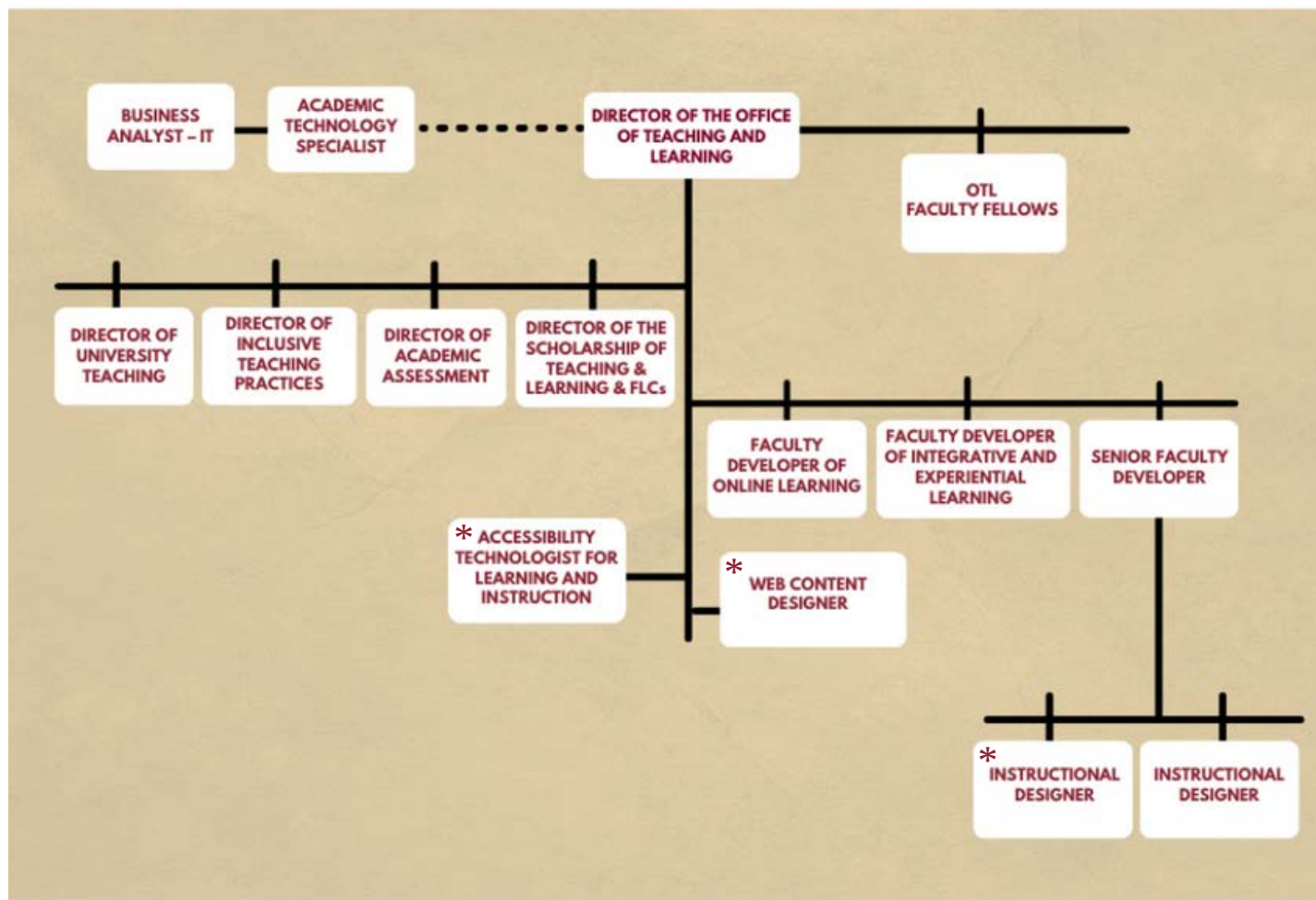
*Temporary positions. As of April 2022, we have one new permanent instructional design position. During the height of the pandemic we had a team of 5 temporary instructional designers.

Publications

Landrum, E. R., **Cramblet Alvarez, L. D.**, Jones, K. N., & Burton, L. (2022). Graduate admissions in psychology: Using quantitative and qualitative measures to understand the frequency and fatality of applicant errors. Teaching of Psychology, https://doi.org/10.1177/00986283211072853

Beeton, R. P., **Cramblet Alvarez, L. D**., Schell, L. A., & Guerrero Murphy, C. (2022). CTLs as university change levers: Integrating equity-mindedness into the faculty development cycle. Journal of Higher Education Management 37 (1). https://issuu.com/aaua10/docs/1.jhem_37_1_final_8-23_

Kim, K. (2022). Click away for critical thinking: The effect of clicker-based activities in a small enrollment Introductory Psychology course. Journal on Excellence in College Teaching. Forthcoming, accepted for publication in 2022.

Kelleher, S., & **Kim, K.** (forthcoming, accepted for publication in 2022). Reexamining Korean Folklore from Contemporary Feminist Lens. Alpha Sisters Publishing.

Cicchino, A., Brown, K., Basgier, C., & **Haskins, M**. (Forthcoming). Beyond Transactional Narratives of Agency: Peer Consultants' Antiracist Professionalization. Writing Center Journal, 41(1).

Basgier, C., **Haskins, M**., Cicchino, A., & Brown, K. (Forthcoming). Centering institutional writing assessment around student voices: What writing center consultants can teach faculty across the disciplines about writing assignment design. In A.B. Inoue & C.D. Bailey (Eds.), Engaging students in writing assessment: Opportunities for antiracism, equity, and agency.

Schlosser, L., Hood, C. E., Hogan, E., Baca, B., & Gentile-Mathew, A. (2022). Choosing the right educational technology tool for your teaching: A data-privacy review and pedagogical perspective into teaching with technology. Journal of Educational Technology Systems, 51(2), 236-251. https://doi.org/10.1177/00472395221137298

Conference Presentations

Mason, R., **Cramblet Alvarez, L.D.**, ElBassiouny, A., Jones, L., Karkowski, A., Lee, S., & Ceynar, M. (April, 2022). Infusing the research of trailblazing women of color into the psychology curricula. Invited Distinguished symposia, Western Psychological Association annual convention, Portland, Or.

Cramblet Alvarez, L.D., Hakala, C., Masland, L.C., Troisi, J.D., Gurung, R.A.R., Hammer, E.Y., Wong, M.S. (October, 2021). Different hats, new horizons: From psychology department to center for teaching and learning. Society for the Teaching of Psychology, Annual Conference on Teaching.

Hogan, E., (October, 2021). Navigating college access for blind students. Presentation at the National Federation of the Blind, Denver, In Person.

Schlosser, L., & Hood, C. E. (Spring, 2022) Teaching with Technology, Colorado Collaborative Conference Roundtable Presentation.

Haskins, M. & McLellan, P. N. (2022, July). Do no harm, disrupt the University: Anti-racist eportfolio assignments. Workshop at AAEEBL Annual Conference, Virtual.

Conference Presentations, continued

Haskins, M. & Clark, L. J. (2022, June). Digital ethics: Support and practice. Workshop for AAEEBL Community, Virtual.

Zurhellen, S., **Haskins, M.**, Conferey, T., & Hoeppner, K. (2022, April). Digital Ethics and ePortfolios Online. Workshop at Peralta Equity Conference, Virtual.

Hoeppner, K. & **Haskins, M.** (2021, October). Digital ethics and portfolios: What's next? Facilitated discussion at ePortfolio Australia Annual Forum, Virtual.

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Searches

Director of SoTL and FLCs **(Pitts-chair)**
Director of Inclusive Teaching **(Cramblet Alvarez-chair, Schlosser)**
Director of Assessment **(Baca, Cramblet Alvarez-chair, Haskins)**
OTL Instructional Designers **(Johnson-chair, Ciancanelli, Hogan, Schlosser)**
Sturm College of Law Instructional Designer **(Schwartz)**
Online Program Services Instructional Designer **(Johnson)**
Accessibility Technologist **(Johnson- chair, Baca, von Kretschmann)**
Student OTL Administrative Assistant **(Schlosser-chair, Haskins, Johnson)**
Web Content Designer **(Cramblet Alvarez-chair)**
Business Analyst II **(Schlosser)**

Committee Service

4D FSEM Committee **(Haskins)**
4D Design Executive Steering Committee **(Pitts)**
4D Learning Community **(Hogan & Staudinger)**
Community + Values Steering Committee **(Cramblet Alvarez, Ciancanelli)**
Digital Accessibility Committee **(Von Kretchmann & Martinez)**
DU Portfolio Decommission Project **(Baca, Cramblet Alvarez, Haskins)**
Educational Technology Collective **(Martinez-chair, Johnson, Schlosser)**
Global Accessibility Awareness Day Planning Committee **(Hogan, Martinez, von Kretschmann)**
LMS Policy Committee **(Baca, Cramblet Alvarez, Johnson, Schlosser)**
MyDU Portal Replacement Project Committee **(Baca, Schlosser)**
Online Course Quality Standards Committee **(Johnson, Schlosser)**
Task Force on Supporting Signature Work **(Haskins)**
Teaching Excellence Task Force **(Cramblet Alvarez-co-chair)**

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