

INCLUSIVE TEACHING PRACTICES

JANUARY 2022/ AUGUST 2023

IMPACT REPORT

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INCLUSIVE TEACHING PRACTICES

PROGRAMMING OVERVIEW

Faculty & Administration Support

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

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

Faculty Development Programming

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

- Faculty Learning Communities (FLC)
- OTL & ODEI Teaching and Learning Series Advancing Equity in the College Classroom
- Workshop Series and Short-Courses
- Faculty Institute for Inclusive Teaching (FIIT)
- Facilitation of Neurodiversity Institute (NDI)

Equity Workshops

The Office of Teaching and Learning (OTL), in partnership with the Division of Diversity, Equity & Inclusion (DEI), offered Equity Workshops during Fall Quarter 2022 and Winter Quarter 2023. 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.

Fall Quarter:

Each workshop was offered twice in the Fall quarter, once on Zoom and once in-person. There were 54 participants across six workshops, with 24 attending on Zoom and 30 attending in person. There were 31 unique participants. 30 faculty registered for workshops and did not attend.

Winter Quarter:

The first three workshops were offered in-person and the last three workshops were offered in hybrid format. There were 45 participants across six workshops, with 40 unique participants. 30 faculty registered for workshops and did not attend.

Evaluation:

We sent out a survey to 35 unique participants and got four responses. The four respondents indicated that they did learn new inclusive teaching practices at the workshop. One participant noted that we should shift the time/day of the workshops so that they don't always happen at the same time. Another participant suggested that graduate students should be broadly invited to participate.

Key Quotes:

"I took the suggestion of allowing students to replace an earlier exam score if they improve their performance on the final exam."

"The suggestion was made in the training to celebrate the accomplishments made in class, so I offered that attitude and approach to students in closing the class at the end of the quarter."

Take-Aways:

We are including the suggestion to vary the time/day of the workshops. We are also offering the workshops twice (online and in person) because of feedback about the hyflex format. We made these workshops very interactive, and participants indicated gratitude during the sessions for engaged discussion. We will continue to allow a decent amount of time for discussion and collective brainstorming. We are continuing to explore how to support faculty who are teaching graduate level classes in the same workshop as those teaching undergraduate classes. Example workshop slides can be found in the ITP folder on Canva. Schedule and topics can be found [here](#).

NEURODIVERSITY INSTITUTE

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. Feedback from the first Neurodiversity Institute led to the following changes in programming: for all students. Feedback from the first Neurodiversity Institute led to the following changes in programming:

- Introduction activity that centered disability as a social identity
- Direct instruction on UDL and accessibility
- More concrete examples of struggles in the classroom for neurodiverse students
- Group activity that generated specific examples of UDL classroom practice
- Discussion with previous participants about how they implemented the deliverables
- More work time to develop ideas about the deliverables

Faculty spent two days learning with and from one another and committed to a concrete action and sharing about what they learned. The deliverables assignment was as follows:

- **Reflective Growth:** Design a plan that includes at least two hours of research or engaged learning on the topics from this Institute.
- **Engage Your Department:** Design a plan that includes facilitation of a department activity to engage and motivate your colleagues.
- **Strategic Plan for Change:** Write up your plan to be an agent for change in your department. You will describe how you will role model this work by implementing UDL in your course, and how you will forward a UDL culture in your department. How will you make this work transparent and public?

During the 22-23 academic year, these faculty will work on these deliverables. They received a \$500 stipend for attending the two day institute and will receive another \$500 stipend for providing details on their progress with the deliverables at the end of the Fall Quarter.

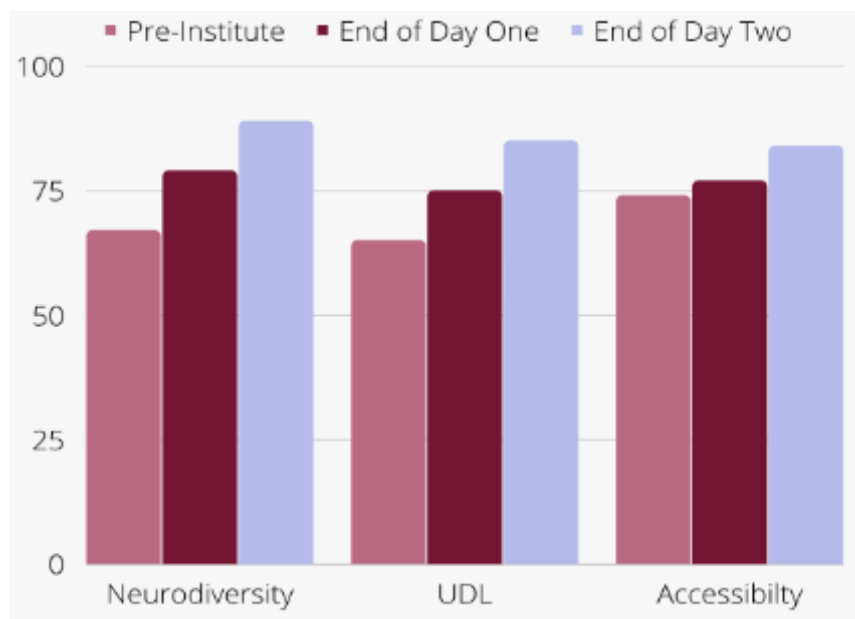
NEURODIVERSITY INSTITUTE

In the second year of this initiative, 22 faculty members applied and attended both days of the institute. These faculty members represent Daniels College of Business, Ritchie School of Engineering and Computer Science, College of Arts, Humanities & Social Sciences, Sturm College of Law, Josef Korbel School of International Studies and the Writing Program.

Evaluation:

1

The first learning outcome for the Neurodiversity Institute 2022 was “Faculty will be able to explain the following terms to a fellow colleague: Neurodiversity, Universal Design for Learning, Accessibility”. We surveyed faculty pre-institute and at the completion of each day, asking them to rate themselves on a scale of 1 (not familiar) to 100 (very familiar) on their understanding of these three terms. The included figure shows a distinct increase in understanding.



2

The second learning outcome for the Neurodiversity Institute 2022 was “Faculty will be able to apply UDL principles to course experiences and design responsive structures to support and collaborate with students”.

3

The third learning outcome for the Neurodiversity Institute 2022 was “Faculty will be able to advocate for student needs regarding neurodiversity in home department/program”. We will include questions on the deliverables survey in January to determine if these outcomes were met.

NEURODIVERSITY INSTITUTE

Key Quotes:

In response to this question: "Please let us know what elements of this Institute were most beneficial to your learning/engagement." Example responses from participants:

- Everything was helpful, even information that was not new to me as it is good to reflect on that work on reaffirm that it is productive work.
- The theory behind neurodiversity, the sense of community created with my colleagues.
- I enjoyed all aspects. I particularly enjoyed discussions around accessibility technologies.
- Having time to workshop the last day and start thinking about pre-work was awesome. Loved the group discussions.
- 1 - Dismantling myths 2 - Finding practical solutions to problems that, now, look not as difficult to tackle
- I enjoyed all aspects for different reasons. The day 2 workshops were really helpful in putting the pieces together and applying what we had learned.
- Engaging with the resources at our disposal and staff in OTL and LEP directly.

For the December institute, we need to find ways to consistently emphasize UDL as a solution to overwhelm regarding accommodations. We will also shift Day 1 material to have more hands-on moments. We will also engage the instructional designers to set up more consultation-like moments.

During the 22-23 academic year, these faculty will work on these deliverables. They received a \$500 stipend for attending the two day institute and will receive another \$500 stipend for providing details on their progress with the deliverables at the end of the Winter Quarter 2023.

Number of participants:

In this third offering of this institute, 18 faculty members applied and attended both days of the institute. These faculty members represent Daniels College of Business, Ritchie School of Engineering and Computer Science, College of Arts, Humanities & Social Sciences, Sturm College of Law, Josef Korbel School of International Studies and the Writing Program.

NEURODIVERSITY INSTITUTE

Evaluation:

The first learning outcome for the Neurodiversity Institute 2022 was “Faculty will be able to explain the following terms to a fellow colleague: Neurodiversity, Universal Design for Learning, Accessibility”. We surveyed faculty pre-institute and at the completion of each day, asking them to rate themselves on a scale of 1 (not familiar) to 100 (very familiar) on their understanding of these three terms. The included figure shows a distinct increase in understanding.

The second learning outcome for the Neurodiversity Institute 2022 was “Faculty will be able to apply UDL principles to course experiences and design responsive structures to support and collaborate with students”. The third learning outcome for the Neurodiversity Institute 2022 was “Faculty will be able to advocate for student needs regarding neurodiversity in home department/program”.

A total of 15 attendees responded to the post-institute survey, which included 5 “self-efficacy” questions. Participants were asked to self-report from 1-strongly disagree to 5-strongly agree their responses to questions asking how they are impacted by the institute and intentions for future engagement. Responses were overwhelmingly positive. See the summary below for the questions and mean responses.

Items:	Mean Responses:
The Neurodiversity Institute continues to influence me to reflect on my own ways of engaging as a learner.	5.00
I have found myself adjusting my pedagogical approach and syllabi to support neurodiverse learners.	4.87
I have the support and resources I need to adjust my pedagogy and syllabi to support neurodiverse learners.	4.80
I will continue to educate myself on the issues facing DU and higher education in relation to Neurodiversity, Universal Design for Learning, and student success.	4.93
I will continue to connect with the Learning Effectiveness Program, Office of Teaching and Learning and/or the Vice Provost for Faculty Affairs to help facilitate my growth and understanding of UDL.	4.87

NEURODIVERSITY INSTITUTE

The attendees were also asked to share out their plans for Reflective Growth, Department Engagement and Deliverables. Please see attached spreadsheet for their responses.

Key Quotes:

In response to this question: "Please let us know what elements of this Institute were most beneficial to your learning/engagement."

Example responses from participants:

- *Knowing the resources available on campus, what we are currently doing and how we can improve*
- *I really appreciated the scenarios on Day Two!*
- *Interacting with others, meeting many different people on campus who are resources for help with implementing UDL and designing courses*
- *I loved the activities. The most important pieces we're learning about the resources and how to use them, as well as who to reach out to with questions or problems.*
- *really, the space to think through things. To be frustrated and to sit with it for a bit. And to make plans to move thru that.*
- *small group discussion and connections with campus resource experts!*
- *having the chance to think about how i could actually improve my own courses. having time to experiment with UDOIT and pdf converters*
- *I REALLY appreciated Lauren McGrath's piece on neuromyths--I learned so much that I really needed to know. I also enjoyed all of the discussion with my colleagues. Going through the different scenarios with LEP, OTL, and DSP staff was also super helpful.*
- *The variety of modeled access strategies and the scenarios with support from experts as well as the digital accessibility resources. I also liked hearing more about DU's resources*
- *Pretty much all of it! But especially the parts that made me think about how I can adjust my own teaching practices.*

In response to this question: "Please let us know what elements of this Institute were most beneficial to your learning/engagement."

Example responses from participants:

NEURODIVERSITY INSTITUTE

- *When there were no captions on Tuesday afternoon it was harder for me to engage; I appreciate the person who offered that feedback and your work to implement captions throughout Day 2. I think a little more time to work “on the ground” and think through ideas in my own courses would have been helpful to have in the first day, even for just a few minutes.*
- *I believe that everything was beneficial.*
- *I guess I didn't need so much background on why UDL and accommodations are important, since I assume everyone here already agrees with that. So maybe more time for individual consultations with OTL or breakout groups about grad vs undergrad UDL teaching?*
- *some parts overlapped with FIIT, but then again I think that helped show how it's mutually reinforcing.*
- *I would have loved to have time to get ice tea at breaks with others.*
- *some of the lectures on the first day were kind of long and not super efficient w time - would have appreciated more time towards getting the work done and less time sitting in lectures that didn't always seem 100% on task*
- *I think it would be helpful as you suggested to have a half a day more planning and application time. I would also love to know more about intersections bw disability culture class race etc*
- *Having more people on the deliverables panel would be great!*
- *Admin lunch panel. I would just cut it...*
- *More discussion on ableism, structurally!*

For the August 2023 institute, we have enrolled 16 administrators across campus. We plan to use a “train-the-trainer” model to move them away from relying completely on DSP, LEP and OTL staff for remediation and accommodations support. We will give them breaks and lunch without programming and break all informational lectures into bite-size pieces (more activities spread in). We will give them most of the afternoon on the second day to work on their deliverables and a chance to share some of their plans before completing the institute.

INCLUSIVE TEACHING PRACTICES

CONTENT CREATION

JANUARY 2022 - AUGUST 2022

The Inclusive Teaching Practice Modules were separated into “Identity Pedagogies” and “Teaching Models”. The Identity Pedagogies pages were extensively reviewed, edited and re-organized to meet accessibility standards with a searchable menu at the top. A new Identity Pedagogy module for “Disability Pedagogy & Accessibility” was created in partnership with Ellen Hogan, the OTL Accessibility Technologist. The Teaching Model pages have not yet been reviewed, although the module on “Universal Design for Learning” was completed re-designed.

A blog on “Sharing Pronouns as an Inclusive Teaching Practice” was written in partnership with Lexi Schlosser, OTL Faculty Developer of Online Learning.

SEPTEMBER 2022- AUGUST 2023

A new Inclusive Teaching Practices Module for “Global Intercultural Pedagogy” was created in partnership with Casey Dinger, Executive and Academic Director for Internationalization. An Equity Workshop was offered in the Winter Quarter to receive feedback from DU colleagues. Please see the Modules website.

A blog on “Embracing Inclusive Approaches to Attendance Policies” was written in partnership with D-L Stewart, Professor and Chair of the Higher Education Department in the Morgridge College of Education, and Paula Adamo, Teaching Professor, Department of Spanish Language, Literary & Cultural Studies and Associate Dean for Academic Planning and Student Success.

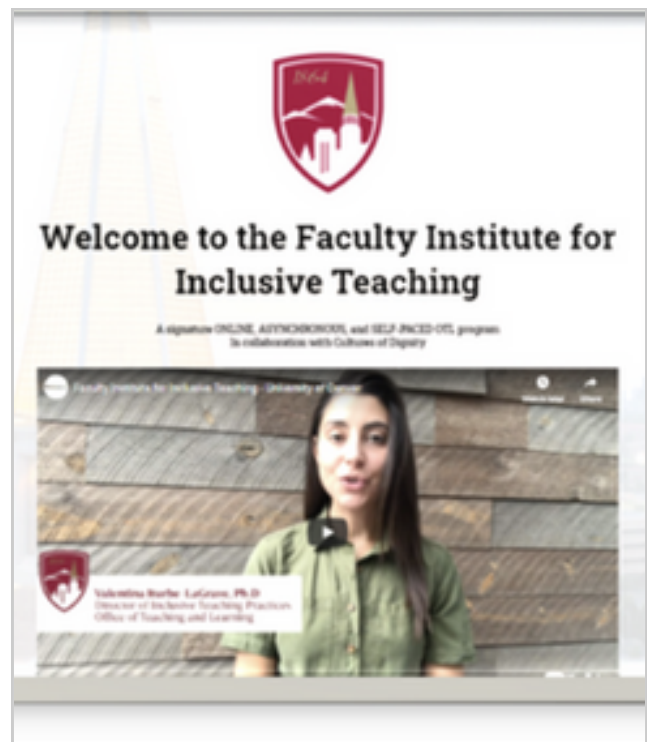
THE FACULTY INSTITUTE FOR INCLUSIVE TEACHING (FIIT)

The Faculty Institute of Inclusive Teaching (FIIT) is a self-paced, asynchronous, online program for faculty members. One module of the Faculty Institute of Inclusive Teaching was moved from Canvas to Cornerstone for the 2021 Fall Requirement. According to the report generated by our business analyst, there were 727 faculty members who completed the module in Cornerstone between October 2021 and March 2022. Assessment data was evaluated but is not included in this report given that participants were able to submit multiple responses to the assessment questions. During the Spring Quarter of 2022, the FIIT content was reviewed and reorganized into five modules as shown below. Videos were added to the FIIT curriculum to provide multi-modal approaches to learning about inclusive teaching practices. Pre- and post-assessment questions were designed for each module and tested within Elucidat to verify that each participant could only submit one answer. The new FIIT curriculum was evaluated by OTL staff and UCOL instructional designers during testing sessions in May and June. Feedback was incorporated and the new FIIT curriculum was assigned to new part-time and full-time faculty starting on August 1st, 2022.

- Module 1 - Designing Your Course
- Module 2 - Creating a Welcoming Environment
- Module 3 - Bringing Awareness to Classroom Dynamics
- Module 4 - Facilitating Classroom Communication
- Module 5 - Caring for Self and Community

The newly designed five module version of the Faculty Institute of Inclusive Teaching was updated in Cornerstone for the 2022-2023 onboarding requirement for new faculty. Data is included below on engagement by that group of faculty between July 2022 and June 2023. Please see the [FIIT website](#) for more details.

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



FIIT COHORTS

In the summer of 2022, Bobbie Kite (Associate Dean for Academic Operations and Affairs), requested that I 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.

Number of participants Jan 2022-Aug2022:

There were 12 participants in the first FIIT cohort and 10 participants in the second cohort. Attendance was strong; most participants attended all sessions. 3 participants missed 1-2 sessions due to travel. All sessions were held on Zoom.

Number of participants Sept-2022-Aug 2023:

341 newly hired part-time and full time faculty were assigned one FIIT module, of which 1943 faculty opened a module through Cornerstone (57%). 165 faculty completed at least one module, giving a 48% completion rate. 66 faculty completed two or more modules, with 36 faculty completing the entire curriculum. Upon completion of at least one FIIT module, each participant was sent an email from the Director of Inclusive Teaching Practices with information about the inclusive teaching programs through the institution's teaching and learning center. Please see ITP annual report for data on role and department.

Evaluation Jan 2022- Aug 2022:

Each cohort had an anonymous feedback survey tool to write comments about the sessions and the FIIT modules. There were helpful comments about modules topics that were not relevant to online teaching, references to semester vs. quarter and data on microaggressions that could be updated. In general, most participants commented that they learned new inclusive teaching practices and looked for ways to incorporate these ideas into course design given that the UCOL courses do not generally allow for adjunct input.

It may be efficacious to design one module of FIIT which addresses online classrooms. Modifications will be made to the FIIT content in the Spring Quarter of 2023. Based on feedback, the structure of the FIIT Cohort sessions will be shifted to allow for more large group discussion with the OTL Director.

Evaluation Sept 2022- Aug 2023:

At the beginning and end of each module, the participants responded to a self-efficacy question uniquely designed to the content of the module with the anchors of: 1 – not at all confident, 2- somewhat confident, 3- fairly confident, 4- confident and 5- very confident. These questions, shown in Table 1, were designed to address the FIIT faculty learning outcomes and the unique content of each module.

FIIT COHORTS

Module	Topic	Self-efficacy question
1	Designing Your Course	If someone asked you today to explain the relationship between (a) how you build your course content and assessment and (b) how you enact inclusive teaching practices, how confident would you feel in your ability to explain this relationship?
2	Creating a Welcoming Environment	If someone asked you today to describe how you create welcoming environments in your classroom for a diverse group of students, how confident would you feel in your ability to explain these strategies?
3	Bringing Awareness to Classroom Dynamics	If someone asked you today to describe how your awareness of how implicit bias might show up in your teaching, how confident would you feel in your ability to discuss that topic?
4	Facilitating Classroom Communication	If a microaggression occurred in your classroom today, how confident are you that you could recognize, assess and respond to the microaggression in a meaningful and constructive way?
5	Caring for Self and Community	If you experienced multiple unexpected stressors today, how confident are you that you could find the balance between being an effective educator, mentor and researcher while taking care of your own needs?

Table 2 shows a summary of the pre- and post-program scores for self-efficacy. Pre-test scores were compared with post-test scores for all five modules; there was a statistically significant difference for each module across onboarding requirement group ($p < 0.001$). Given these positive results, regardless of how many modules were completed, we can conclude that the content and delivery of the FIIT program effectively impacts self-efficacy with regards to implementation of inclusive teaching practices.

Table 2: Self-efficacy data

Module	Onboarding Requirement						Cohorted Programming					
	Pre M	N	SD	Post M	N	SD	Pre M	N	SD	Post M	N	SD
1	3.42	103	1.07	4.20	103	.817	3.12	50	.918	3.88	50	.799
2	3.83	73	.866	4.28	73	.692	3.30	48	1.05	3.91	48	.821
3	3.90	62	.694	4.41	62	.637	3.37	39	.958	4.03	39	.707
4	3.64	73	.887	4.10	73	.819	2.82	40	1.08	3.59	40	.953
5	3.64	59	.941	4.07	59	.888	2.97	40	1.19	3.46	40	1.06

FIIT COHORTS

After completion of each module, the participants were asked to respond to the following question: “Using the information from this module, what is one action that you will take to build your toolkit of inclusive teaching strategies?” Each module contained four distinct topics related to the theme of the module. Most of the written responses to this question included information on one or more of the topics presented in the module and how the participant would utilize these in their classroom. Responses were reviewed by three researchers who read each response to determine which of the topics the participant wrote about. Responses that did not clearly indicate one of the module topics were not coded. In some cases, topics from previous modules were mentioned, and researchers coded these responses to be included in the count for the corresponding topic.

To ensure reliability when coding responses and remove potential bias, researchers used consensus coding. Each researcher coded all responses individually, then came together as a group to share their codes. While comparing answers, researchers took turns reading off their codes to eliminate internal bias. If there were any discrepancies, the group would discuss the codes and come to a final unified answer. On several occasions, the group decided to re-define how a response was coded for a particular topic and then returned to previously coded responses with the new definition to ensure accuracy throughout.

The results of the coded statements revealed a few strong trends. This group showed interest in adopting teaching practices regarding inclusive assessment, self-assessment activities, recognizing and responding to microaggressions, Universal Design for Learning principles, learner-centered syllabus language and self-care. This data helps to inform programming through the teaching and learning center, given that faculty might be more likely to attend if the highlighted topics are ones in which they show interest.

I would recommend adding the SKORM package to Canvas for faculty who are participating in FIIT as part of OTL programming. Surveys could be created within Canvas to ask the questions described above as well as critical feedback about FIIT content. The current version of FIIT in Cornerstone does not allow for open-ended or MC questions without a correct response. If data for the onboarding requirement is desired, I would recommend getting a different Articulate license (Storyline instead of Rise360) and rebuilding FIIT in May 2024 for launch on July 1st, 2024. FIIT content and packets (ppt) are in this folder.

Between August 2022 and March 2023, I hosted seven FIIT Cohorts. Two of those cohorts were cross-disciplinary, as an offering of the Teaching for Inclusion and Equity Microcredential program (Foundational Badge). The other five cohorts were offered to departments as follows: UCOL (two cohorts, 22 participants), Computer Science (five participants), Law (six participants) and Psychology (six participants). Please see data in spreadsheet for roles.

FIIT COHORTS

Number of participants:

41 faculty participated in a FIIT Cohort organized by their department. 18 faculty participated in a cross-disciplinary FIIT Cohort, or completed FIIT after attending the Neurodiversity Institute as part of a requirement of the TIE Foundational badge program. Please see ITP annual report for data on role and department.

Evaluation:

Please see self-efficacy data reported above in Tables 1 and 2. Pre-test scores were compared with post-test scores for all five modules; there was a statistically significant difference for each module across cohorted programming group ($p < 0.001$). The results of the coded statements revealed interest by the cohorted programming group in adopting teaching practices regarding inclusive assessment, self-assessment activities, recognizing and responding to microaggressions, inclusive learning outcomes, structured groupwork and community care. Anecdotal feedback in group discussions about the FIIT cohort programming was very positive.

In response to this question:

"Please provide on how the FIIT Cohort learning community supported your inclusive teaching practice development. This can include comments about your experience in FIIT, insights from our discussions, and things that you learned from other participants!!"

Example responses from participants:

This has been a great experience that has focused my attention on how I can improve the program that I run. I have developed small but meaningful shifts in how I structure the program, how I write the syllabus and how we develop the canvas portal. I am excited to implement these ideas this summer!

I really like the cadence of doing the module, getting the packet, and then discussing in the group. Today was especially helpful in talking with the other members in small groups. I really like how this is well structured and with a small number of participants. The offer of a book is also great. This has been really informative! I never felt unwelcome or disconnected. Thank you!

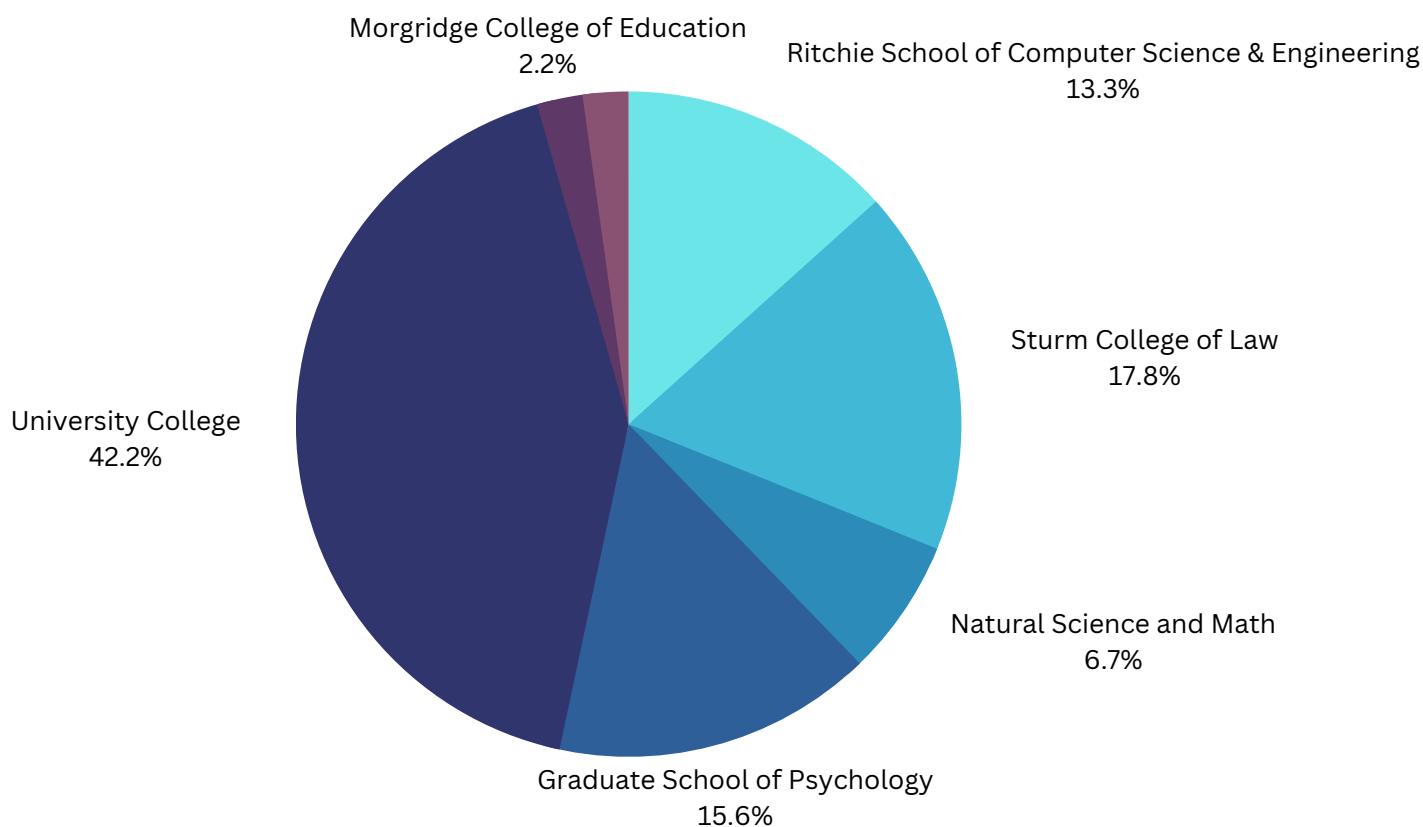
It was a great learning opportunity for me. I connected so well with at least one of the topics on each module that it felt that it was written specifically for me. I have a long list of notes that I made from the meetings that I can implement in my classrooms. It also provided me a welcoming space to share some concerns and doubts about my teaching experience with my peers and I very much appreciated this.

FIIT COHORTS

As recommended in last year's report, I worked with Lisa Jennings, UCOL Instructional Designer, to design one module of FIIT which addresses the asynchronous online teaching model in UCOL. FIIT content can be viewed on Talent@DU or in the Articulate dashboard. Example slides for FIIT cohort programming can be found in Canva.

Key campus partners for facilitating FIIT cohorts include: Lisa Jennings (UCOL), Danny McIntosh (Psychology), Alexi Freeman (Sturm Law), Chenthu Jayton, Scott Leutenegger and Chris GauthierDickey (Computer Science), and Breigh Roszelle (RSECS). Please see the ITP files on Teams for a list of faculty participants. (link)

COMPLETION BY UNIT & SERIES



University College n = 19

Graduate School of Psychology n = 7

Natural Science and Math n = 3

Sturm College of Law n = 8

Ritchie School of Computer Science & Engineering n = 6

Morgridge College of Education n = 1

Josef Korbel School of International Affairs n = 1

TEACHING FOR INCLUSION AND EQUITY MICRO-CREDENTIAL PROGRAM (TIE)

The Office of Teaching and Learning's Teaching for Inclusion and Equity (TIE) Micro-credential Program was approved in July 2022 by the Continuing Education Specialist in the Office of the Registrar. 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. Participants in this program will learn how to assess and respond to bias and microaggression in the classroom. They will engage in communication about race and equity issues in the classroom with their peers. They will investigate and design inclusive classroom practices that address differentiated support for a wide diversity of learners. These skills have wide application across research spaces, meetings and committee work. In the Foundational badge reflective assignments, they will articulate their philosophy regarding diversity, equity and inclusion in higher education. 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.

The first online introduction session for the TIE program had 15 registered participants and 8 attendees. As of August 30th, there are 15 faculty members registered for the TIE Foundational Badge and 1 faculty member registered for the TIE Intermediate Badge.

Number of participants:

The introduction sessions for the TIE program had 28 registered faculty, and 14 attended. The TIE Foundational Badge had 26 faculty registered and 16 completed the badge. The TIE Intermediate Badge had 5 faculty registered and 5 completed the badge.

Evaluation:

Self-efficacy data is shown below for the Foundational badge program. Surveys were completed during the application process (pre-score) and after completion of the badge (post-score). Self-efficacy data for the five Intermediate badge applicants can be found in this folder. Feedback about both programs is summarized below as well.

TEACHING FOR INCLUSION AND EQUITY MICRO-CREDENTIAL PROGRAM (TIE)

A few examples of inclusive teaching practices are included below. Rate yourself to indicate if you are using these practices using the scale shown below.

1 = I am not aware of this practice.

2 = I am aware of this practice, but I haven't used it intentionally in my classroom.

3 = I am aware of this practice, and I am starting to use it.

4 = I am using this practice regularly, but I am not sure if it is effective in creating an inclusive environment in my classroom.

5 = I use this teaching practice regularly and feel confident that it creates an inclusive environment in my classroom.

Question	Pre-score	Post-score	Delta
I set up community agreements to foster positive relationships in my classroom.	3.15	3.85	0.69
I use regular feedback to determine if students' learning needs are being met.	3.62	4.46	0.85
I critically examine my course curriculum to determine if it reinforces negative cultural stereotypes.	4.00	4.69	0.69
I strive to be aware of my own biases and stereotypes regarding my students and their success.	4.46	4.92	0.46
I create opportunities for students to contribute information from their cultural backgrounds.	3.85	4.31	0.46
I interrupt microaggressions when they happen in the classroom.	3.62	3.92	0.31
I proactively reach out to students that seem disengaged or seem to be struggling in my course.	4.23	4.31	0.08
I utilize a Universal Design for Learning framework so that the individual needs of students are accommodated.	3.23	4.38	1.15

TEACHING FOR INCLUSION AND EQUITY MICRO-CREDENTIAL PROGRAM (TIE)

Foundational badge exit survey can be found in the ITP files on Teams. In response to this question: “What feedback do you have on this badge program? You could discuss elements of the program that were well designed and inclusive, supporting your journey to develop yourself as an inclusive and equity-minded teacher. You could also give constructive feedback about how to improve the program!”

Example responses from participants:

The components of the course are well designed and have been helpful for my thinking about how to improve my teaching. The OTL webinars were very informative and practical, and I found the DEI consultation to be enlightening and I am planning to dig deeper into the suggested materials.

Many aspects of this program were super helpful! Even just having the opportunity to engage in workshops with like-minded professionals who care about DEIJ-related issues was valuable in and of itself! Becca was amazing and her feedback at all levels was super helpful. 😊

I enjoyed this! I wish more colleagues did it and I wonder if there's a way to incentivize.

It was a great program. I like the cohort meetings the best and I appreciated that opportunity to learn from my peers and meet other faculty across campus. Becca is a great facilitator and leader of these discussions.

I liked where some things had structure and other parts had choice. It made it easy to apply to my own teaching.

I really enjoyed working on this badge program because I think it is very well organized. I felt supported on every step and, specially appreciate the feedback I got on my assignments. It was meaningful feedback that will help be to address some of the challenges that I face when teaching.

I found this program to be so helpful! It prodded me to think deeper about inclusivity and really question my beliefs and biases. I have been putting the learning into practice already as I revise my syllabus and canvas portal in preparation for my upcoming summer program.

This program provided a wonderful learning opportunity. I loved the modules and weekly group discussions.

TEACHING FOR INCLUSION AND EQUITY MICRO-CREDENTIAL PROGRAM (TIE)

It would have been helpful to have a better introduction into the canvas class and the assignments at the beginning of the course as I was not aware of the extra assignments on canvas (in addition to the modules) in the fall. Also, there was no information on the artifact on canvas.

Thank you again for a wonderful experience! I really appreciate this program's pacing, and how it allowed me to take time to reflect on my current practices and how I can improve them. I think the only suggestion I have is to include another get-together after we "graduate" so that we can discuss/share our artifacts. I have enjoyed revisiting the resources provided throughout the FIIT training. I also enjoyed the consult activity. That gave me the opportunity to have a discussion I would not otherwise have had.

Surveys:

Intermediate badge application and exit surveys were not filled out. Three participants had already filled out two surveys for the Foundational badge program and the other two participants had already completed their projects as part of the Psychology FIIT cohort.

Information about the TIE Foundational badge program can be found in the Canvas course. Introduction slides for the program can be found in the ITP folder on Canva. All participant artifacts are included on the TIE website linked earlier.

For the Foundational badge program, I would recommend adding information to the Canvas page for the artifact. I worked individually with each participant to create the artifact, but many people asked for an asynchronous resource. I would also recommend creating a mentoring program where past participants are offered a stipend for meeting up with current participants (in pairs or larger groups, based on discipline). For the Intermediate badge program, I would recommend setting up a Canvas course, offering a communal workshop at some point using a reflective Tool (in this folder) though people joined the program throughout the year), and collecting a project proposal sheet from each participant before project is initiated.

For both programs, I offered one community event with lunch in December to offer a reflective activity and more information on the artifact. It was well attended (15 faculty). I would recommend offering a celebratory event at the end of the academic year for those who have completed the badge (perhaps with a tie-dye T-shirt prize).

OUTREACH & CUSTOM PROGRAMS

RSECS Inclusive Teaching Discussion

Description: Please join us for this month's RSECS Teaching Discussion series featuring three members of the Office of Teaching Learning: Becca Ciancanelli - Director of Inclusive Teaching Practices, Paula von Kretschmann - Instructional Designer of Accessibility and Universal Design for Learning, and Ellen Hogan - Accessibility Technologist for Learning and Instruction. The program will focus on inclusive teaching practices surrounding accessibility. This will include an overview of the resources at DU and examples of specific practices being used by RSECS faculty. Feel free to bring questions, ideas, and examples of your own! We look forward to a robust discussion about this important topic.

Attendance: 15 people attended in-person and 5 people attended on Zoom.

Diversity Summit Presentation - “Just and Equitable Teaching; Bringing Critical Consciousness to the Classroom”

Description: Educators must grapple with barriers, whether visible or invisible, that can prevent students from fully thriving in the classroom. No matter what subject matter is being taught, one can bring critical consciousness to their teaching and highlight social, cultural and economic inequalities that arise from differential distribution of power, resources, and privilege in their field. In this session, participants will explore how to develop just and equitable teaching practices in order to open up their classroom to full participation and engagement in learning.

Attendance: 2 people attended in-person and 12 people attended on Zoom.

FSEM Workshop - “UDL Your Course Overview”

Description: The Office of Teaching and Learning (OTL) is excited to bring FSEM faculty an introduction to their four new, up-and-coming workshops from their workshop series on the Universal Design for Learning (UDL) framework. The “UDL Your Course” workshop series consists of four workshops in total: Accessible Course Materials, Building an Accessible Canvas Course, Inclusive Classroom Participation, and Flexible Assessment. On August 10th, from 12-2 pm, we welcome you to join Becca Ciancanelli, the OTL’s Director of Inclusive Teaching Practices, and Ellen Hogan, the Accessibility Technologist for Learning and Instruction, to engage in a UDL Your Course Overview. This particular workshop will introduce the important components of infusing UDL into your course with some highlights from each workshop topic.

OUTREACH & CUSTOM PROGRAMS

These strategies aim to center the needs of students with disabilities but can also enhance learning experiences for all learners. Please be prepared to focus on a certain aspect of your course, whether that be materials, using canvas, classroom participation, or assessment. Participants should expect to take away some new strategies for enhancing inclusive teaching practices for their FSEM students!

Attendance: 17 people attended on Zoom

UCOL Workshop - “UDL Your Course Overview”

Description: The Office of Teaching and Learning (OTL) is excited to share one of their four new, up-and-coming workshops from their workshop series on the Universal Design for Learning (UDL). The “UDL Your Course” workshop series consists of four workshops in total: Accessible Course Materials, Building an Accessible Canvas Course, Inclusive Classroom Participation, and Flexible Assessment. On August 5th, from 12-1 pm, we welcome you to join Becca Ciancanelli, the OTL’s Director of Inclusive Teaching Practices, and Ellen Hogan, the Accessibility Technologist for Learning and Instruction, to engage in a UDL Your Course Overview. This workshop will introduce the important components of infusing UDL into your course with an introduction to our third workshop topic: enhancing your facilitation of inclusive classroom participation. In this part of the workshop, we will crowdsource ideas on how to maximize the use of discussion boards, set up effective think-pair-share activities, and assess student participation with inclusivity in mind. These strategies aim to center the needs of students with disabilities but can also enhance participation experiences for all learners. Please be prepared to focus on a certain participation aspect of your course. Participants should expect to take away some new strategies for enhancing inclusive classroom participation.

Attendance: 29 people attended on Zoom.

MSU Class Presentation - “Inclusive Teaching”

Description: Bridget Arend asked me to be a guest speaker for a MCE course called HED 4215: Curriculum Development and Teaching Strategies in Higher Education. We discussed inclusive teaching principles and discussed several classroom scenarios.

Attendance: 8 students plus the instructor attended on Zoom.

Grant Collaboration - “Inclusive Teaching”

Description: I met several times with Scott Leutenegger (RSECS JEDI Director), Chris GauthierDickey (Chair of Computer Science) and Chenthu Jayton (Executive Director, Equity Labs) to write a one page concept paper for the NSF Racial Equity Grant.

OUTREACH & CUSTOM PROGRAMS

Group Consultation – Daniels College of Business

Description: Kristin Deal (Director of DEI) requested that I attend three meetings to discuss a disruptive MBA student in Daniels College of Business. We met with Carol Johnson (Assistant Dean of the MBA Program) to discuss several classroom issues with the student. Then, the three of us met with the student and Michael Myers (Academic Director of the MBA Program). Lastly, we had a group meeting (without the student) and invited the two professors would be running the next course with the MBA cohort to discuss proactive strategies for peer engagement in the classroom.

Group Consultation - Students 4 Trans Visibility

Description: I was invited to attend a meeting with the student group called “Students 4 Trans Visibility. This meeting addressed name changes in Banner, pronoun choices in Canvas, signage for gender neutral bathrooms on campus and a pronoun syllabus statement for professors. Following this meeting, Lexi Schlosser (OTL Faculty Developer of Online Learning) and I met with the students to discuss OTL projects.

Attendance: Lexi Schlosser, Niki Latino, Emily Babb, Kristin Deal, Todd Adams, Stuart Evans and three undergraduate students.

**The following outreach programs happened between August 2022 and June 2023. Please see the ITP folder on Canva for event slides, if applicable,*

NSM Graduate Student Orientation

Description: Nic Ormes invited me to offer a workshop on inclusive teaching practices as part of the graduate student orientation.

Attendance: ~ 70 students in attendance

Psychology Department - DEI Presentation

Description: Sarah Watamura invited me to offer a workshop to psychology faculty as part of work with a DEI consultant from Metro State University (Michael Benitez, vice president of the Office of Diversity, Equity and Inclusion). I presented on community agreements in the classroom. Please see shared resources.

Attendance: ~20 professors in attendance along with Sarah Watamura, chair of the department.

OUTREACH & CUSTOM PROGRAMS

Writing Program - UDL Presentation

Description: Sheila Carter-Tod invited me, Ellen Hogan, Kellie Ferguson and Jeff Schwartz to offer a presentation on UDL and community agreements as part of a faculty meeting.

Attendance: ~15 professors in attendance

MCE Class Presentation - “Inclusive Assessment”

Description: Bridget Arend asked me and Stephen Riley to be guest speakers for an MCE course called HED 4215: Curriculum Development and Teaching Strategies in Higher Education. We discussed inclusive assessment principles. MCE Handout is stored in the Canva ITP folder.

Attendance: ~12 students plus the instructor attended on Zoom.

Group Consultation – Banner Pronoun Initiative

Description: A group of campus stakeholders from IT, OTL, Division of DEI and the Registrar’s office gathered to discuss expanded the number of pronouns in the Banner personal profile. An anonymous survey form was created and hosted on the TRANS HUB to gather feedback from students, staff and faculty on the pronoun choices being offered. The Banner profile now feeds into the Canvas profile, allowing users to make quick changes to their pronouns which will be represented universally in campus systems.

Group Consultation – Modern Learning Community

Description: Roberto Corrada invited me and Stephen Riley to join this community while they were working on specific student learning outcomes for their program.

Teaching – DEI Learning Outcomes

Description: Faculty Senate made a request for DEI learning outcomes that could be used with the Common Curriculum. I consulted with Kristin Deal, and we generated three outcomes. While teaching a chemistry class for Front Range Community College, I implemented two DEI learning outcomes. Please see the ITP folder on Canva for the MCE handout that details this work.

PRESENTATIONS AND PUBLICATIONS

Presentations/Publications Jan 2022-Aug 2022

Ciancanelli, Becca (2022, March 17-19). Just and Equitable Teaching Micro-credential Program [Online workshop]. AACU Conference of Diversity, Equity and Student Success “More Than Words”. New Orleans, LA. <https://www.aacu.org/event/2022-dess>

Attendance: Approximately 45 participants online.

Ciancanelli, Becca (2022, May 31-June 4). Embodied Storytelling Advancing Social Justice Education: Recognizing and Responding to Microaggressions [Workshop]. National Conference on Race and Ethnicity in Higher Education. Portland, OR. <https://ncore.ou.edu/en/ncore-2022/>

Attendance: Approximately 90 participants in person.

Publications Sept 2022- Aug 2023

Submitted manuscripts for two projects: Neurodiversity Institute (with Leslie Alvarez and Ellen Hogan) and Faculty Institute for Inclusive Teaching (with Leslie Alvarez, Valentina Iturbe-LaGrave, Keelan Zius and Leah Nieboer).

Service/Committees Jan 2022- Aug 2022

Member, Community + Values Steering Committee, Feb-Aug 2022. Here is a link to the 2021-2022 Impact Report for this committee.

Member, Instructional Designers Hiring Committee, Summer 2022

Service/Committees Sept 2022- Aug 2023

Member, Community + Values Steering Committee, Aug 2022-July 2023.
contact = Chase McNamee

Member, General Education Director Hiring Committee, Winter Quarter 2022.
contact = Jennifer Karas

Member, Modern Learning Committee, Sturm Law, Aug 2022-July 2023.
contact = Roberto Corrada

Member, Internationalization Student Experience Working Group, Aug 2022-July 2023.
contact = Casey Dinger

Collaborator, MERISTEM DEVELOP mentoring committee, Aug 2022-July 2023. See shared resources. contact = Alison Staudinger