OFFICE OF TEACHING & LEARNING
SEPT. 2022- AUG. 2023
ANNUAL REPORT
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A MESSAGE FROM THE DIRECTOR</td>
<td>3</td>
</tr>
<tr>
<td>OTL ORGANIZATIONAL CHART</td>
<td>4</td>
</tr>
<tr>
<td>A YEAR IN REVIEW</td>
<td>5</td>
</tr>
<tr>
<td>OTL BY THE NUMBERS</td>
<td>6-8</td>
</tr>
<tr>
<td>CANVAS LOOKBACK</td>
<td>9</td>
</tr>
<tr>
<td>NEURODIVERSITY INSTITUTE</td>
<td>10</td>
</tr>
<tr>
<td>ACCESSIBILITY &amp; UNIVERSAL DESIGN FOR LEARNING</td>
<td>11</td>
</tr>
<tr>
<td>MICROCREDENTIAL PROGRAMS</td>
<td>12-13</td>
</tr>
<tr>
<td>SHORT COURSES</td>
<td>14</td>
</tr>
<tr>
<td>ARTIFICIAL INTELLIGENCE IN THE CLASSROOM</td>
<td>15</td>
</tr>
<tr>
<td>INSTRUCTIONAL DESIGN TEAM</td>
<td>16</td>
</tr>
<tr>
<td>COURSE DESIGN INSTITUTE</td>
<td>17</td>
</tr>
<tr>
<td>COIL INSTITUTE</td>
<td>18</td>
</tr>
<tr>
<td>4D INFUSION GRANT</td>
<td>19-20</td>
</tr>
<tr>
<td>STUDENT-FACULTY PARTNERSHIPS</td>
<td>21-22</td>
</tr>
<tr>
<td>ASSESSMENT AT DU</td>
<td>23-24</td>
</tr>
<tr>
<td>INCLUSIVE TEACHING</td>
<td>25</td>
</tr>
<tr>
<td>FACULTY LEARNING COMMUNITIES</td>
<td>26</td>
</tr>
<tr>
<td>SCHOLARSHIP OF TEACHING &amp; LEARNING FACULTY FELLOWS</td>
<td>27</td>
</tr>
<tr>
<td>LEVEL UP YOUR COURSE SPRINT PROGRAM PILOT</td>
<td>28</td>
</tr>
<tr>
<td>DU PORTFOLIO REPLACEMENT PROJECT: DIGICATION ADOPTION</td>
<td>29</td>
</tr>
<tr>
<td>R1 OUR WAY</td>
<td>30</td>
</tr>
<tr>
<td>DEPARTMENTAL ACTION TEAMS COHORT 2</td>
<td>31</td>
</tr>
<tr>
<td>TEACHING EXCELLENCE TASKFORCE</td>
<td>32</td>
</tr>
<tr>
<td>CELEBRATING TEACHER-SCHOLARS SERIES</td>
<td>33</td>
</tr>
<tr>
<td>LUND DELEGATION</td>
<td>34</td>
</tr>
<tr>
<td>WINTER PROVOST PANEL: RELATIONSHIP RICH EDUCATION</td>
<td>35</td>
</tr>
<tr>
<td>COMMITTEES, AWARDS, &amp; CONTENT</td>
<td>36-37</td>
</tr>
<tr>
<td>OTL EVENTS &amp; STAFF SCHOLARSHIP</td>
<td>38</td>
</tr>
</tbody>
</table>
Dear DU community,

During the 22-23 academic year the Office of Teaching and Learning continued to provide established and successful programs, make improvements that respond to our constituents’ needs, and rise to the challenges presented by an ever-changing higher educational landscape. The OTL serves faculty of all ranks and series, with more than 2500 individual faculty interactions though a total of 105 events and 1234 consultations representing 386 unique faculty (pp 6-8).

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. Last year, our short courses were overhauled to streamline the experience and better align with our faculty’s busy schedules. Our newly launched microcredentials including Teaching for Inclusion and Equity (p. 13), and Teaching and Learning Online (p. 14) provide more visibility for faculty accomplishments and ensures our faculty are on the cutting edge of teaching practice. Meanwhile, we responded to the changing needs of the higher education classroom, notably, the emergence of AI (p. 15).

We have developed additional programming in mission critical areas including Universal Design for Learning (UDL). This investment was deepened through the transition of our Accessibility Technologist for Teaching and Learning to a permanent position, Faculty Developer of Instructional Accessibility. New programs including the UDL Your Course Series and the ongoing Neurodiversity Institute have resulted in a community of faculty who are responsive to neurodiverse students in the classroom.

Last academic year we welcomed ten Scholarship of Teaching and Learning faculty fellows, committed to understanding the impact of their teaching through scholarly inquiry in the classroom (p. 27). And, in partnership with Provost Clark, we co-sponsored two Teacher Scholar invited talks (p. 33).

We continued our commitment to campus-wide change initiatives particularly through the Teaching Excellence Task Force (p. 32) and the department-level change initiative program, Departmental Action Teams, an R1 our Way funded initiative (pp 30-31). Our 4D infusion grant allowed us to consider our own practices and participate in campus-wide efforts to elevate the four dimensions viewed as central to the DU experience (p. 19-20).

Our revitalized Faculty Learning Communities (p. 26) provided opportunities for connection and conversation among faculty of color. We have continued conversations with faculty on ways in which to promote global learning through Collaborative Online International Learning (COIL, p. 18) in partnership with the Office of Internationalization.

We continued to collaborate across units and departments on important issues including adopting a new ePortfolio platform (p. 29), expanding pronoun options in Canvas (p. 9), offering custom cohorts to more deeply engage with the content in the Faculty institute for Inclusive Teaching (p. 25), and offering the Adjunct Teaching Excellence Program, an R1 initiative (p. 30).

The OTL’s award-winning staff (p. 4) contribute to the vitality of the DU community through committee leadership and service. In particular, activities including searches and the Accessibility Council (p 36-37). And, we are heavily involved in campus-wide programs including the Provost’s Conference (p. 35) and Global Accessibility Day. We are engaged in national conversations on teaching and learning through scholarship and conference presentations (p. 38).

It is my honor to share these accomplishments with you,

Leslie

Leslie Cramblet Alvarez
Director of the Office of Teaching & Learning
*Faculty Developer of Integrative and Experiential Learning position vacant. Web Content Designer position is temporary. Administrative Assistant role is performed by a part-time student employee. Accessibility Technologist position became permanent in fall of 2023.
OFFICE OF TEACHING & LEARNING

A YEAR IN REVIEW

SEPTEMBER 2022
SoTL Faculty fellows cohort 1 retreat
UDL your course series begins
Teaching @DU for new faculty
Teaching for Inclusion and Equity Badges launched
Thriving in Color FLC begins
Allies and Advocates FLC begins

OCTOBER 2022
DAT cohort 1 Celebration and poster presentation
Celebrating Teacher Scholars: An evening with Provost Mary Clark and Professor of Law Roberto Corrada

NOVEMBER 2022
OTL Faculty Advisory Board meeting

DECEMBER 2022
Course Design Institute, self study
Designing for Significant Learning session
Winter SoTL Faculty Fellows retreat

JANUARY 2023
Department of Psychology FIIT Cohort
Educational Technology Drop in hours
UDL your course series begins
DAT cohort 2 announced

FEBRUARY 2023
Faculty Institute for Inclusive Teaching cohort for Teaching for Inclusion and Equity Badge
Navigating AI writing in the college classroom: A panel discussion

MARCH 2023
Student-faculty Partnership program begins

APRIL 2023
Celebrating Teacher Scholars: An evening with Provost Clark and Cahdd Clary
R1 our way: Celebrating Teaching and Faculty Satisfaction

MAY 2023
Global Accessibility Awareness Day
Restorative Practices in Classroom Dialogues
Teaching in the time of AI writing: End of term assignments

JUNE 2023
SoTL Faculty Fellows Retreat
DATs Retreat
Facilitating Online Courses Short Course

JULY 2023
Designing Online Courses Short Course
Creating Community Online Short Course

AUGUST 2023
Teaching with Canvas Short Course
Teaching with Technology Short Course
COIL Institute
Neurodiversity Institute
Course Design Institute
OFFICE OF TEACHING & LEARNING
BY THE NUMBERS

Event & Consultation Data

MOST POPULAR EVENTS

- Navigating AI Writing in the University Classroom: 61
- Canvas Admin Training: 45
- Teaching with Canvas-Short Course: 29
- Teaching with Technology- Short Course: 28
- Creating Amazing Instructional Videos: 28
- Considering the Role of Student Voice in Teaching Evaluation: 28

DEMOGRAPHICS SERVED

- UNIQUE EVENTS: 105
- UNIQUE FACULTY: 386
- UNIQUE ADJUNCT FACULTY: 150
- UNIQUE STAFF: 173
- UNIQUE STUDENTS: 35

ATTENDANCE

- Total Attended: 2359
- Unique Attended: 1234
OFFICE OF TEACHING & LEARNING

BY THE NUMBERS

Faculty Demographics by Rank, Series, and Department

SERIES (UNIQUE APPOINTED FACULTY AND ADJUNCT FACULTY)

- 36.64%, 196: Tenure Line Series
- 27.85%, 146: Adjunct Series
- 20%, 107: Teaching Series
- 4.11%, 22: Professor of the Practice Series
- 3.74%, 20: Clinical Series
- 2.8%, 15: Visiting Series
- 1.87%, 10: Library Series
- 0.56%, 3: Research Series
- 2.43%, 13: Missing Series

UNIT (UNIQUE APPOINTED FACULTY AND ADJUNCT FACULTY)

- Arts & Humanities/Social Sciences, 26.73%
- Daniels College Of Business, 12.90%
- Graduate School Of Social Work, 11.03%
- Natural Sciences and Math, 7.48%
- Morgridge College Of Education, 7.29%
- Ritchie School of Eng & Comp Sci, 6.73%
- Graduate School Of Prof. Psychology, 5.61%
- University Academic Programs, 6.23%
- Josef Korbel School Intl Studies, 4.67%
- University College, 4.30%
- Sturm College of Law, 4.30%
- University Libraries, 1.68%
- Internationalization, 1.31%
- Provost, 0.37%
- Office of Graduate Education, 0.19%
- Institutional Priorities, 0.19%

TEACHING SERIES AND RANK

- 36.45%, 39: Assistant Professor
- 33.64%, 26: Professor
- 28.97%, 31: Associate Professor
- 0.93%, 1: No Rank

TENURE LINE SERIES AND RANK

- 37.76%, 74: Professor
- 36.73%, 72: Associate Professor
- 25.51%, 50: Assistant Professor

RANK (UNIQUE APPOINTED FACULTY)

- 33.94%, 131: Professor
- 32.64%, 126: Assistant Professor
- 29.79%, 115: Associate Professor
- 2.85%, 11: Missing Data
- 0.78%, 3: No Rank
Office of Teaching & Learning

By the Numbers

Website & Communications

OTL Website User Engagement Sep 2022 - Aug 2023

Note: In June of 2023, the OTL website transitioned to using an updated version of Google Analytics, GA4. Following June 2023, GA4 provides more accurate data on user traffic across laptop, tablet, and mobile devices.

OTL Website & Communications Content Creation

57 Newsletters & Email Blasts

14 Revised Webpages

5 Updated Fit Training Modules

5 Printed Projects

1 OTL Web Audit

12 New Webpages
University of Denver adopted Canvas in 2015 to replace Blackboard as its LMS. The previous faculty developer of online learning (then called instructional technologist) tracked trends of adoption and reported to campus constituents in 2019. At the time, the rate of Canvas publication was estimated to be 44%, meaning of all available winter courses, fewer than half had a published Canvas shell.

As we entered the pandemic in March 2020, the 2019 publication rate allowed us to predict and track the heavy lift of transitioning all courses to online emergency remote teaching for the start of the spring 2020 quarter. A collaboration between the Vice Provost for Faculty Affairs (VPFA), OTL, and IT Enterprise Application Services resulted in coding that allowed us to draw rates of course content (whether Canvas shells had content) and course publication (whether courses were published) on a daily or weekly basis and disaggregate it by academic unit.

With the help of the Faculty Affairs Associate Deans, convened by the VPFA, we created a feedback loop that allowed us to 1) finetune the coding so that courses that were unlikely to be published, including courses with fewer than 5 students, were removed from the counts, and 2) allowed associate deans to see the progress being made in their areas toward 100% publication for spring.

We continued to report on Canvas publication rates through the pandemic, retiring this practice in 2022 in consultation with the Faculty Affairs Associate Deans group. We continue to track publication rates in order to understand use across campus.

When we refined the parameters and began excluding courses where Canvas use is unlikely or unnecessary, we determined that pre-pandemic adoption was closer to 80% than 44%. Since, our adoption is hovering around 90%.

While we have a sense of Canvas adoption, an area for further examination is the quality of the Canvas course design. It is a common and effective educational practice to use Canvas in tandem with an in-person course to provide access to important course materials, transparency about a student’s progress through the use of the gradebook, and reduce waste through online quizzes, exams, and assignment submission. In the coming year, we will be developing a rubric and audit process for assessing the quality of published Canvas courses which will help direct our faculty development programs and allow us to take a data-informed, targeted approach to working with individual faculty and departments.
The Neurodiversity Institute is a partnership between the Vice Provost for Faculty Affairs, the Office of Teaching and Learning, and the Learning Effectiveness Program (LEP). The Neurodiversity Institute, a two-day interactive experience, focuses on providing faculty with the tools they need to support neurodiverse students at the classroom level, while simultaneously cultivating a charge for sustained change beyond their participation in the institute.

NEURODIVERSITY RESEARCH AND PUBLICATIONS

OTL staff have presented on the Neurodiversity Institute at the AAC&U General Education, Pedagogy, and Assessment Conference as a poster session. A practice brief about the institute has been accepted for publication in the Journal of Postsecondary Education and Disability (JPED) and OTL staff will facilitate a discussion session for the 2024 Annual AAC&U Meeting, focused on “shaping and sharing solutions to the most pressing challenges facing higher education today.”
I’m so grateful for these UDL classes. It’s really opened up my eyes to what UDL is and how it can benefit everyone, but also how I can improve my teaching approaches. Thank you!

I really appreciate the approach that Ellen has in thinking about the “low hanging fruit” and making small changes. It can be really overwhelming to think about it all at once.
MICROCREDENTIAL PROGRAMS

In 21-22 the first OTL microcredential was launched, Teaching for Inclusion and Equity (TIE). This program has two levels, foundational and intermediate. Following the successful launch of this program, an additional microcredential was developed. Microcredentials are curated clusters of thematic programming which carry a digital badge, and in some cases a stipend. Upon completion, participants are able to publicly display their knowledge and skills through LinkedIn and other means. Following the successful launch of this program, an additional microcredential was developed and piloted in 2023 called Teaching and Learning Online (TLO).

TEACHING AND LEARNING ONLINE FOUNDATIONAL BADGE PROGRAM

The Teaching and Learning Online (TLO) Foundational Badge provides professional development opportunities relevant for online teaching practices, including course design, community building, facilitation practices, and accessibility. As participants engage with online short courses, collaborate with their peers, and create deliverables, they will be able to effectively and creatively design and teach online courses. Participants will have a unique set of experiences based on their professional development goals by choosing their own adventure. Upon completion of the program, all participants will be versed in the following skills: instructional planning, instructional delivery, digital accessibility, and online learning.

“I learned a lot from this program, and it increased my confidence in developing my own course, as well as who I am as an instructor. I feel that I can engage with my students more and create better opportunities for learning for them.”

“I thought being a part of these courses and experiencing some new ways of creating the Canvas container and engaging the students (introductions, discussion boards) was an unexpected benefit that I really enjoyed. I think these modeled some ways of instructing that can be immediately useful. In fact, I used one thing I learned for an introduction for one of my courses already.”

“I very much appreciated how this short course provided participants with some conceptual groundings in UDL and disability while also offering a set of concrete tools for people to take up in their own practices. Felt like a just-right amount of content for two weeks!”

FOUNDATIONAL BADGE
Completed By:
Brad Benz, Writing Program
Carrie Olsen, Academic Affairs
Chen Reis, Josef Korbel School of International Studies
Clayton Kuklick, Psychology
Emily Sposeto, Center for World Languages and Cultures
Sarah Gonzalez, Graduate School of Social Work
Karen Gieseker, Natural Sciences and Mathematicas
Kathleen Novak, Daniels College of Business
Mel Yin, Natural Sciences and Mathematicas
Michael Gallagher, Academic Affairs
Stefan Dubois, Center for World Languages
Tia Quinlan-Wilder, Marketing
MICROCREDENTIALAL PROGRAMS

TEACHING FOR INCLUSION & EQUITY PROGRAM

This program provides faculty with research-based strategies to design and support a culture of equity and inclusion in their classroom. Participants in this program learn how to assess and respond to bias and microaggression in the classroom, engage in communication about race and equity issues in the classroom with their peers, and 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, participants articulate their philosophy regarding diversity, equity and inclusion in higher education. In the Intermediate badge project assignments, participants 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 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 2023, there were 15 faculty members registered for the TIE Foundational Badge and 1 faculty member registered for the TIE Intermediate Badge.

TIE Foundational Badge

The TIE Foundational badge provides faculty with research-based strategies to design and support a culture of equity and inclusivity in their classrooms. As participants develop increased awareness of their biases and unlearn stereotypes regarding those from different identity groups, they will be committed to interven in instances of racism, sexism, homophobia and other forms of aggression. Participants will learn the importance of community-building and collaboration with students they advise, as well as with their peers, and they will develop skills to effectively communicate about power, privilege, and oppression.

After completing this badge, participants will be able to:

- Ensure equitable learning experiences and academic success by understanding, assessing, and responding to bias and microaggression
- Anticipate biases and communicate in a dialogue about race and equity issues
- Create inclusive classroom spaces that allow for expression of multiple cultural and social identities
- Design inclusive classroom practices, content and assessment that are responsive to real-time student needs

Facility Institute for Inclusive Teaching
Cohorted Programming
Assignments & Consultations

TIE PROGRAM

Registrants:

Kellie Keeling, Business Information & Analytics
Shannon Murphy, NSM-Biological Science
Xue He, AH-Center for World Lang & Cultures
Clark Ausloos, Counseling Psychology
Rachel Horenstein, RSECS-Mechanical & Materials Eng
Chen Reis, JKSIS Dean’s Office
Daniel Storage, SS-Psychology
Rachael Liberman, SS-Media, Film & Jrnl Studies
Laura D’Anna, AH-Languages, Lit., and Cultures
Leah Nieboer, AH-English
Laura Rovner, SCOL-Operations
Carranz Liu, SS-Media, Film & Jrnl Studies
Carrie Olson, MCE-Teaching & Learning Studies
Gabi Kathoefer, AH-Languages & Literatures
Erica Larson, NSM-Biological Science
Kerry-Ann Lewis Pearcy, BIA
Laura Rovner, SCOL-Operations
Gabi Kathoefer, AH-Languages & Literatures
Debbie Mitchell, NSM-Chemistry
Dan Edwards, SCOL-JD Instruction
Debbie Mitchell, NSM-Chemistry
Jessica Yang, GSSW-MSW@DU Program
Ashley Campbell, SS-Media, Film & Jrnl Studies
Terri-Jo Woellner, CWLC First Year Language Program
The OTL Short Courses are two-week courses facilitated by Faculty Developers in a fully asynchronous learning environment. The primary goal of these courses is to offer faculty the opportunity to engage with research and resources related to specific teaching topics and apply their learning directly to their teaching practice through intentional course activities and assignments.

In 22-23, the OTL’s three signature short courses were redesigned to reflect changes in online education, respond to participant feedback, and provide deeper engagement with specific topics that feed a newly launched teaching online micro credential (see pages 12-13).

With this redesign, we retired the past versions of the Teaching Online Short Course and divided the content into six brand new short courses, all focused on specific, timely, and evidence-based teaching online topics.


Now, each short course is offered completely asynchronously online (via our LMS, Canvas) over a two-week period. Upon completion of the course, faculty are eligible to receive a $200 stipend. The resulting six short courses were launched in summer 2023.

THE TEACHING ONLINE ADVANCED PRACTICE SHORT COURSE

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.

Though we ran two sections of this course in 22-23, it was one of the short courses retired as we redesigned the short course offerings.

TOTAL PARTICIPANTS 92
Total number of participants who completed a short course across 6 courses.

TOTAL PARTICIPANTS 21
Total number of faculty participants across 2 sessions of The Teaching Online - Advanced Practice Short Course.

I learned a lot from this program, and it increased my confidence in developing my own course, as well as who I am as an instructor. I feel that I can engage with my students more and create better opportunities for learning for them.

I appreciate that this short course provides participants with a low-stakes, supportive environment for connecting their course outcomes (either new or to-be-revised) with major assignments and scaffolded class activities. This is a good primer (or refresher) on how to create strong throughlines in course contexts.

Making us actually do the things we are learning versus just reading about them made a big difference for me.
A critical role of teaching and learning centers on college campuses is tracking emerging trends in higher education and supporting universities and their faculty in responding with agility. In early 2023, the emergence of ChatGPT was one such example of a tectonic shift in the landscape. The OTL got to work on understanding the technology and helping faculty understand it too, creating spaces for discussion, collaborating with local experts, and assisting faculty in navigating the resulting challenges of AI in higher education in real time.

TEACHING IN THE CHATGPT ERA

Co-facilitated, along with Leslie Alvarez and Stephen Riley, a introductory workshop/discussion with CAHHS faculty members on teaching and learning with ChatGPT.

2023 PROGRAMS

- February 17
  CAHSS Teaching in the ChatGPT era
  Facilitators: Leslie Cramblet Alvarez, Virginia Pitts, and Stephen Riley
  20 Participants

- February 22
  GSSW Teaching with ChatGPT
  Facilitators: Stephen Riley, Kellie Ferguson, Jeff Schwartz, and Terri Johnson
  13 Participants

- February 28
  Navigating AI Writing in the University Classroom: A Panel Discussion
  Panelists: Richard Colby, Kerstin Haring, Stephen Hunt, and Lisa Titus
  >100 Participants

- April 11
  ChatGPT in the Classroom Webinar
  Facilitators: Stephen Riley, Kellie Ferguson, Jeff Schwartz, and Terri Johnson
  15 Participants

- May 23
  Teaching in the Time of AI Writing: End of Term Assignments
  Facilitators: Stephen Riley, Kellie Ferguson, Jeff Schwartz, and Terri Johnson
  4 Participants

- September 20
  Teaching with AI Workshop Series: Incorporating AI into Course Assignments
  Facilitators: Kellie Ferguson and Levi Schlosser
  13 Participants
INSTRUCTIONAL DESIGN TEAM

The OTL instructional design team grew to a team of 5, led by Senior Faculty Developer, Terri Johnson. Since the pandemic, the team is smaller. In 22-23 this was a team of 2. One position was made permanent while one remains a temporary yearly position.

Our instructional design team provides support for a variety of OTL programs, meets with faculty for 1:1 consultations, supports badging and online short courses, writes blogs and knowledge base articles.

INSTRUCTIONAL DESIGN PROJECTS

- Adjunct Teaching Excellence program
- Teaching and Learning Online Badge program
- Educational Technology Review Project
- Short Course Design and Facilitation
- Neurodiversity Institute
- Tips and Tricks for Part-time Faculty
- UDL Workshop series
- Level up your Course Sprint Pilot
- Custom programs offered to departments
- AI, Educational Technology, and other sessions

CANVAS TEMPLATE UPDATES

The OTL developed two Canvas templates, Basic and Advanced to support effective Canvas course design. These templates were updated to ensure better accessibility.

CREATE & CONSULT SESSIONS

21

TOTAL CONSULTATIONS

253

I feel as if we covered a lot of ground in 30m, and I left the meeting feeling more confident and assured about the teaching issues I wanted to discuss this morning.

OTL INBOX

Beginning summer 2023, the Instructional Design team took over management of the OTL inbox, where we receive much of our outreach from faculty. While the beginning and end of terms are our busier times, the OTL fields an average of 113 emails throughout the year which range from Canvas troubleshooting to requests for referrals to OTL staff.

NEW TERM TECH DROP-INS

At the beginning of each new term the Instructional Design team holds drop in sessions for just-in-time support as faculty are finalizing their Canvas shells for the new quarter or semester.

CONTENT CREATION

The instructional design team supports the maintenance of our Educational Technology Knowledge base by creating articles. The teams also writes OTL blogs and creates content for our webpage. The team lead, the Senior Faculty Developer, overseeing our bi-monthly newsletter.

NEW FACULTY CANVAS TRAINING AND WORKING SESSION

The Instructional Design team hosted a Canvas “maker space” for new faculty to work on their upcoming Canvas shells in a supported environment.
The Course Design Institute (CDI) is a week-long, immersive experience focused on designing courses for significant learning. The Institute 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.

This year, the institute was offered in a hybrid format for the second time, 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.

In December 2022, for the first time ever, a “Self-Study” version of the Course Design Institute was offered. This Course Design Institute Self-Study, which takes place in Canvas, is a fully asynchronous version of the Summer Course Design Institute that allows faculty members to complete the institute at whatever pace is most supportive to them and at whatever location they would like. While self-paced, it is designed so that faculty who will be teaching in the Winter quarter can complete the experience in 2 weeks by spending an average of 2-3 hours per day on course activities.

**HYBRID FORMAT**

13 participants

This year, the institute was offered in a hybrid format for the second time, 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.

**SELF-STUDY FORMAT**

12 participants

In December 2022, for the first time ever, a “Self-Study” version of the Course Design Institute was offered. This Course Design Institute Self-Study, which takes place in Canvas, is a fully asynchronous version of the Summer Course Design Institute that allows faculty members to complete the institute at whatever pace is most supportive to them and at whatever location they would like. While self-paced, it is designed so that faculty who will be teaching in the Winter quarter can complete the experience in 2 weeks by spending an average of 2-3 hours per day on course activities.

**TOTAL PARTICIPANTS 236**

Total number of participants in both the hybrid and self-study program formats since the program began in 2017.

> I really appreciated the conversations about assessment and evidence-based information on learning. I also appreciated seeing various techniques modeled and now want to try them all (!)

> While I obviously worked on the course I originally had in mind, I will definitely be able to apply these notions to future courses and for a revision of existing classes. The course worked perfectly: the size was large enough to ensure diversity of opinions but small enough to make me feel accountable on delivering and sharing my work.
COIL INSTITUTE

The Team

In August 2023, we held the second annual Collaborative Online International Learning (COIL) Institute, a partnership between the Office of Internationalization and OTL. There were 13 faculty participants representing a range of departments and programs across campus.

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.

PROGRAM

Attendees

Vivek Sah, Daniels College of Business
Stacy Stephens, University College
Melissa DeWitt, University College
Sandy Dixon, Religious and Women’s Studies
Paul Kosempel, Learning Communities and Civic Engagement
Mamadou Moustapha LY, French & Francophone Studies
Tatiana Brown, Lamont School of Music
Erika Trigoso Rubio, Natural Sciences and Mathematics
Youllee Kim, Public Health & Engagement Communication
Rama Sur, Media, Film & Journalism Studies
Mohammak Matin, Engineering and Computer Science
Bonnie Clark, Archaeology
Paul Sutton, Natural Sciences and Mathematics

Photo top right of the page
COIL Institute introductions lead by Leslie Cramblet Alvarez

Photo lower left of the page
Presentation by Casey Dinger, Executive and Academic Director for Internationalization

Photo lower right of the page
Presenting and Reflecting on Learning, facilitated by Lexi Schlosser
In Fall 2022, the OTL was awarded a 4D Infusion Grant for our proposed project to engage OTL staff, in collaboration with the faculty members we serve, in reimagining our workplace in response to our evolving context and stakeholder needs. Specifically, our aim was to use Design Thinking to address this question: “How can we (the OTL) ensure faculty are supported and feel that we are fully “present” to them, and maintain our collaborations and interpersonal relationships, while also being leaders when it comes to practicing/promoting well-being among our staff?”

Twelve faculty participated in empathy interviews conducted by the OTL Grant Team, Virginia Pitts as project lead, along with Lexi Schlosser, Elise Rosado Brewer, Kellie Ferguson, and Ellen Hogan.
A key insight that emerged from faculty interviews was the extent to which connection/relationship play an essential role in teaching innovation, sense of support, and well-being. As a result, we have begun to shift our focus toward questions such as “How might we provide our essential services in a way that fosters relationships and encourages connections?”

Moving forward, we are excited to use the insights/frameworks emerging from these interviews as a basis for further ideation and experimentation around fostering well-being, collaboration, and support for and among ourselves and the faculty we serve.

**Changes to OTL practice:**

1. Pop-up support events scheduled for fall and winter 2023-24
2. Defined “drop in” hours for walk-in support to OTL
3. Reconsidering what constitutes our “front door” for support. Many faculty view the OTL inbox as the entry point
4. Adapting flexible work schedules for staff based on faculty needs

Findings indicate both local and systemic challenges to wellbeing in which institutional policies and structures can exacerbate inequities when it comes to accessing well-being and ability to do one's best work, particularly for those who are caretakers, neurodivergent, disabled, or struggle with health issues.

---

*4D INFUSION GRANT*

*Continued*

Photo center

The "Universal Design for Well-Being" model presented by Virginia Pitts as a framework to illustrate key research findings.
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, the 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.

Fifteen faculty members and 15 students participated in the Spring 2023 program. Participants were intentionally recruited to represent a diverse range of identities, experiences, and time at DU. Six of the student partners were returnees, and four of the faculty members had participated in the program before. The total number of faculty members who have participated in the partnership program since its inception in 2017 is now 73; the number of students who have participated is 56.

“My partner’s insights throughout the quarter helped me to improve connections and communications with students. She noticed small things in the classroom that I didn’t and was able to tell me about them. She was well prepared to give me feedback, using the forms supplied through the program and in our discussions.” – faculty partner

“I think this is a really good reminder to think about what the student experience is like, not just about getting through all the learning objectives or making sure the assessment is right. Having an ally in the class to be able to say, well, what you think, or did I deal with this correctly, I think that can help us understand the student perspective, and I do think that helps with equity in the classroom, and I also think it helps with us meeting the students where they are.” – faculty partner

“What I learned most of all is empathy. Empathy and just being able to feel for a professor more.” – student partner

“Since this experience, I’ve become more understanding towards professors and gained a better insight into how professors plan out their class and assignments in order to get students the most out of their class.” – student partner
STUDENT-FACULTY PARTNERSHIP
PAIRINGS

<table>
<thead>
<tr>
<th>Student participant</th>
<th>Faculty participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anugya Mishra, Management and Economics</td>
<td>Jeremy Johnson, College of Arts, Humanities, and Social Sciences</td>
</tr>
<tr>
<td>+ THEORIZING COMMUNICATION</td>
<td>+ IBERIAN CULTURE AND CIVILIZATION</td>
</tr>
<tr>
<td></td>
<td>Susan Walter, College of Arts, Humanities, and Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Logan Middleton, Writing Program</td>
</tr>
<tr>
<td></td>
<td>Prachi Sharma, School of Engineering and Computer Science</td>
</tr>
<tr>
<td></td>
<td>Terri Woellner, College of Arts, Humanities, and Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Dona Wichkam, CAHHS/ Lamont School of Music</td>
</tr>
<tr>
<td></td>
<td>Kara Neu, Josef Korbel School of International Studies</td>
</tr>
<tr>
<td></td>
<td>Bud Bilanich, Daniels College of Business</td>
</tr>
<tr>
<td></td>
<td>Susan Cossa, Korbel School of International Studies</td>
</tr>
<tr>
<td></td>
<td>Aaron Duncan, Daniels College of Business</td>
</tr>
<tr>
<td></td>
<td>Sanchari Das, School of Engineering and Computer Science</td>
</tr>
<tr>
<td></td>
<td>Younlee Kim, College of Arts, Humanities, and Social Sciences</td>
</tr>
<tr>
<td></td>
<td>Liza Veysik, Center for World Languages and Cultures</td>
</tr>
<tr>
<td></td>
<td>Nicole Turnipseed, Writing Program</td>
</tr>
<tr>
<td></td>
<td>Helen Hazen, Geography and the Environment</td>
</tr>
<tr>
<td></td>
<td>Helena Bolle, Anthropology</td>
</tr>
<tr>
<td></td>
<td>Iden Sheng, Music Performance</td>
</tr>
<tr>
<td></td>
<td>Jillian Romps, International Studies</td>
</tr>
<tr>
<td></td>
<td>Juliet Eklund, Sociology and Spanish</td>
</tr>
<tr>
<td></td>
<td>Kiena Campbell, Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Mone’t Lee, Natural Science and Mathematics</td>
</tr>
<tr>
<td></td>
<td>Nadine Ameer, Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Noah Fagello, Biological Sciences/Biology</td>
</tr>
<tr>
<td></td>
<td>Rosey Rosas, Environmental Science</td>
</tr>
<tr>
<td></td>
<td>Ryan Bell, International Studies, Religious Studies, History Policy and Public Policy</td>
</tr>
<tr>
<td>+ EXPERIENCE DESIGN</td>
<td>+ THEORIZING COMMUNICATION</td>
</tr>
<tr>
<td>+ HUMAN POPULATION</td>
<td>+ BEGINNING SPANISH</td>
</tr>
<tr>
<td>+ CONTEMPORARY ISSUES IN THE GLOBAL ECONOMY</td>
<td>+ RESEARCH &amp; WRITING: MAKING MEANING TOGETHER</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Director of Academic Assessment is a leader for ensuring the institution will satisfy accreditation guidelines in regards to assessment and ensuring cyclical practices of continuous improvement. The director leads and refines the annual assessment cycle and creates an annual assessment report that is distributed to campus constituents. Some highlights of the 2023 report are shared below.

All submitted reports undergo a review by the director of assessment who evaluates them on 4 key areas of assessment best practice, evidence of data collected to understand students’ acquisition of key learning outcomes, evidence of dialogue within the department or program about assessment findings and assessment generally, evidence of discernment or the use of assessment information to inform decisions, and evidence of diligence or closing the loop—using assessment information for future planning to support student success. Reports are rated as “entry”, “emerging”, or “enhancing”. The summary of ratings of the 80 assessment reports submitted is displayed below.

CONSULTATIONS
In addition to leading the annual assessment cycle, the director provides comprehensive consultations to support curricular renewal, academic innovation, and alignment for undergraduate and graduate programs at all stages of assessment to facilitate curricular, programmatic, and institutional improvement.

<table>
<thead>
<tr>
<th>Area</th>
<th>Consultation Domain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>New program outcomes</td>
</tr>
<tr>
<td>Communication</td>
<td>Assessment plan</td>
</tr>
<tr>
<td>Kinesiology</td>
<td>Develop outcomes and assessment plan</td>
</tr>
<tr>
<td>Korbel</td>
<td>Assessment plan</td>
</tr>
<tr>
<td>Sturm</td>
<td>Outcome revision</td>
</tr>
<tr>
<td>Center for World Languages and Culture</td>
<td>Assessment outcome and analyze data for end of sequence assignment</td>
</tr>
<tr>
<td>Spanish</td>
<td>Data analysis and recommendations for curriculum development</td>
</tr>
</tbody>
</table>
ASSESSMENT AT DU

UNDER DEVELOPMENT

DOCUSIGN REPORTING PILOT
This past year, we piloted a new assessment reporting template on Docusign with Aparna Vaidyanathan’s support. This streamlined process, used by 16 programs, offered transparency, clear responsibilities, and digitized faculty reflection. Faculty and staff received real-time updates and reminders, ensuring a smooth and successful pilot. We plan to expand this efficient system to all reports in the coming year.

DEVELOPMENT OF CANVAS ASSESSMENT TRAINING
To enhance faculty assessment skills, we’re developing an asynchronous Canvas course on writing learning outcomes, building rubrics, curriculum mapping, and utilizing assessment technologies. Piloted modules have received positive feedback, and the full course will be available soon for faculty to access at their convenience or in conjunction with other professional development.

DU ASSESSMENT SUNSET
We transitioned from the DU Assessment platform to secure Teams channels for each college program, ensuring easy access and file management. Aparna Vaidyanathan’s assistance was crucial in creating these channels and assigning appropriate permissions. Additionally, we’re consolidating program information and curriculum maps into standardized Excel files, facilitating future updates and utilization. This collaborative effort, supported by student workers, streamlines access and usability of vital program materials.

Assessment@DU resources web page
Assessment@DU resources web page on the OTL Website.
INCLUSIVE TEACHING

The Director of Inclusive Teaching Practices compiled a separate report which can be found here. Highlights are shared below.

The portfolio of programs includes the Neurodiversity Institute, The Faculty Institute for Inclusive Teaching (FIIT), Equity Workshops, individualized consultations, custom programs, and newly developed programs including FIIT cohorts and microcredentials.

FACULTY INSTITUTE FOR INCLUSIVE TEACHING (FIIT)

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

CONTENT CREATION

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.

NEW PROGRAMS

FIIT COHORTS

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

FITT COHORT 1
12 PARTICIPANTS

FITT COHORT 2
10 PARTICIPANTS

Teaching for Inclusion and Equity Microcredential Program

The Office of Teaching and Learning’s Teaching for Inclusion and Equity (TIE) Microcredential 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. See the Microcredentials page for more information.

TIE Microcredential Program

REGISTRED PARTICIPANTS
5

ATTENDED PARTICIPANTS
8

As of August 30th 2023 there are 15 faculty members registered for the TIE Foundational Badge and 1 faculty member registered for the TIE Intermediate Badge.
I was thrilled to be able to join the Thriving in Color Faculty Learning Community (TIC FLC).... Belonging, sustenance, and support were central in the FLC.... In this space, I have felt seen and accepted as a whole human being.

No other experience at DU has been as life-giving and I hope other people get to experience a group like this one.

I cannot emphasize enough how much this community has enabled me to feel more at home on this campus.

I truly felt supported, valued, heard, and belonging in this group.

FACULTY LEARNING COMMUNITIES

PROGRAM
In response to a growing need to support faculty of color at DU, the Directors of Inclusive Teaching Practices, SoTL and FLCs developed two Faculty Learning Communities 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 Faculty Learning Community was co-facilitated with Dr. D-L Stewart and Chenthu Jayton, and Allies and Advocates for Racial Justice in Educational Environments was co-facilitated by Dr. Kristin Deal. Both groups met for a total of 12 times during the academic year.

GOALS
1. Create/Provide safe spaces and professional community to actively support faculty of color and enhance their experiences in the academy
2. Engage in shared, authentic, and meaningful conversations that are focused on personal and professional growth
3. Examining and discussing current literature on Faculty of Color thriving in and surviving the academy
4. Examining and discussing the importance of mentoring and its implications on faculty success

TOTAL PARTICIPANTS 16
participated in the Thriving in Color FLC, aimed at fostering community and belonging among faculty of color.

TOTAL PARTICIPANTS 5
participated in a partner FLC, Allies and Advocates for Racial Justice in Educational Environments, aimed at developing allies for racial justice.
Feedback from Fellows about their experience in the cohort program:

Having dedicated time to both work on my SoTL project and also to talk to other fellows was very useful and allowed me to “turn off” many other duties and responsibilities as I could add that “away at a conference” autoreply during that time. It felt like more of a real “conference” experience.

Being off campus was an amazing way to connect with the other fellows and SoTL leaders. It provided the time, both structured and unstructured, to make personal connections and get to know the others without the constant interruptions and distractions of our day-to-day lives. It was a way to set everything aside and focus in a very meaningful way.

Engaging in SoTL has reminded me how important it is to get to the student’s voice throughout a course and not just through student evaluations at the end of the quarter.
In the summer of 2023, our Faculty Developer of Instructional Accessibility and Instructional Design team collaborated to design a course sprint program, “Level Up Your Course.” This program is designed to help faculty consider the “level” of their course design across five criteria: Syllabus, Canvas, Evaluation and Assessment, UDL/Accessibility, and Technology. The goal is to support faculty in identifying areas where they can improve and to work closely with them as they incorporate these changes into their course(s).

The team worked with Casey Dinger, Executive Director of Internationalization, and his team to redesign INTZ 2501, Exploring Global Citizenship, a course required of all DU students prior to studying abroad.

Additionally, the team piloted the program with a faculty member seeking to significantly revise their Canvas course to optimize use and address accessibility needs that were prompted by student requests.

The “roadmap” above highlights anticipated steps and potential focus areas for participants in the program to consider, as well as a general timeline for improvement. The roadmap was developed alongside a Canvas course designed to serve as a hub for the program that contains guidance, checklists, resources, and opportunities for collaboration and communication between program participants and the Instructional Designer they were working with.
DU PORTFOLIO REPLACEMENT PROJECT
DIGICATION ADOPTION

In winter 2023 Digication officially replaced DU Portfolio as the University of Denver’s ePortfolio platform. After two years of task force work and vetting vendors, Digication went live in early 2023 and the OTL began publishing blogs, creating content, and helping faculty understand how to log in and use the new technology.

**DU's Digication adoption timeline.**

**SUMMER 2021**
- Project Sponsors begin planning, define goals, and initiate campus-wide strategy conversations.
- Executive Sponsors, Steering Committee, and Project Team identified, representing programs across campus.

**FALL 2021**
- Provost announced plan to decommission DU Portfolio.
- User feedback collected from 86 respondents to campus-wide survey.

**WINTER 2022**
- Focus groups conducted for identified use cases with more than 200 participants.
- HIP developed by the Project Team and reviewed by the Steering Committee and sent to six vendors.

**SPRING 2022**
- Project Sponsors begin planning, define goals, and initiate campus-wide strategy conversations.
- Executive Sponsors, Steering Committee, and Project Team identified, representing programs across campus.

**WINTER-SPRING 2023**
- Access to Digication opens.
- IT support provided for other use cases’ adoption of existing and new solutions.
- OTL developing training opportunities and materials.

**SUMMER 2024**
- DU Portfolio decommissioned.

**COLLABORATIONS WITH 4D AND CROSS-CAMPUS PARTNERS**

OTL representatives participated in monthly “HIPs Crew” meetings convened by Laura Perille, 4D Executive Director, comprised of representatives across campus who oversee programs related to DU’s High Impact Practices (as defined by the AAC&U) including study abroad, internships, service learning, undergraduate research, and others. EPortfolios can serve as natural “connective tissue”, allowing students to reflect upon and integrate their knowledge of these experiences in a way that helps them make meaning from their rich educational opportunities at DU. The HIPs Crew is deeply engaged in conversations around creating an ePortfolio philosophy and developing templates that can capture the arc of the undergraduate educational experience.

In the coming academic year, more robust resources and OTL programs aimed at ePortfolio pedagogy and the adoption of Digication as we fill the open position, Faculty Developer of Integrative and Experiential Learning.

**Digication and ePortfolio Resources**

**About Digication**

Digication is the University of Denver’s ePortfolio platform. ePortfolios are personal websites that provide students with a space to reflect on their curricular and co-curricular experiences, create evidence of skills and learning, and display their knowledge through a variety of media, including presentations, documents, videos, images, and more.

In addition to being a space for students to reflect on their learning, ePortfolios are a rich source of course and programmatic assessment. Within Digication, faculty have a variety of ways to provide feedback and summative grades that integrate with Canvas.
R1

OUR WAY

---

The Team

---

ADJUNCT TEACHING EXCELLENCY PROGRAM (ATEP)

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.

The Adjunct Faculty Teaching Excellence program, designed by the Office of Teaching and Learning and Faculty Affairs in the Office of the Provost, merges from our commitment to investing in the professional development of our adjunct series faculty. This program promotes growth as a scholarly and reflective teacher, offers opportunity for community building and integrative reflection.

The program's 6 competencies are achieved through either synchronous or asynchronous OTL programs.

DATs@DU COHORT 2

DATs, or Departmental Action Teams is a change model in which an externally facilitated group of faculty, staff, and students work together to create sustainable change around a broadscale issue. DATs @ DU was designed so that departments could grapple with defining teaching excellence and determining equitable ways to evaluate teaching for annual and consequential review.

DAT teams work together for 10 months, determining how to adapt critical aspects of the Teaching Quality Framework, developed by CU Boulder as part of a multi-institute National Science Foundation grant aimed at evidence-informed teaching practices and expanding teaching evaluation beyond an over-reliance on student evaluations of teaching.

DATs are asked to identify ways in which the self-voice (reflection), peer voice (teaching circles, review or observation) and student voice (importantly, beyond student evaluations of teaching) are collected, counted, and considered in the department’s review process.

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. See the 21-22 OTL Annual report for details about the inaugural DATs@DU Cohort.

By 2023, the second cohort of DATs@DU were selected. They began their work in February and attended programming throughout the winter and spring terms including a retreat in June to engage in deeper work. They will celebrate the close of their formal DAT experience in October 2023.
DEPARTMENTAL ACTION TEAMS

COHORT 2

BIOLOGICAL SCIENCES

Erica Larson, Assistant Professor
Nancy Sasaki, Teaching Professor (Team Lead)
Julie Morris, Teaching Professor
Sarah Willis, Assistant Teaching Professor
Shannon Murphy, Professor
Amanda Klingler, PhD student

BUSINESS INFORMATION AND ANALYTICS

Valerie Bartelt, Assistant Professor
Tamara Hannaway, Assistant Teaching Professor
Kerry-Ann Lewis Pearcy, Assistant Teaching Professor
Holly Roof, Assistant Teaching Professor
Kellie Keeling, Associate Professor, Dept. Chair (Team Lead)

PHYSICS AND ASTRONOMY

Dinah Loerke, Associate Professor
Davor Balzar, Chair, Associate Professor
Steve Iona, Teaching Professor (Team Lead)
Mark Siemens, Professor

OTL FACULTY FELLOWS

Jared Del Rosso, Associate Professor of Sociology & Criminology
Barbekka Hurtt, Assistant Teaching Professor of Biological Sciences
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 academic Year 22-23 there were new committee assignments and work began in February 2023. Katie Schroeder helped to orient new committee to campus-wide teaching evaluation practices, including term-end teaching evaluations. Major tasks included:

- **Data project-Chair/Director survey**
  - Chairs and directors were surveyed on local teaching evaluation practices
- **Data project- Analysis of SETs**
  - The more than 400 term-end Student Evaluations of Teaching (SET) questions were analyzed for themes and redundancies.
- **Alternates for SETs—Subcommittee**
  - This sub-committee focused on researching alternative approaches and questions for SETs.
- **Mapping Watermark prompts on TQF and APT—Subcommittee**
  - This sub-committee helped us understand how current prompts across campus for evaluating teaching integrate the 19 evaluation items articulated in APT and the 7 dimensions of teaching as articulated by the Teaching Quality Framework.

**MEMBERSHIP 22-23**

Richard Colby, Teaching Professor, University Academic Programs (faculty co-chair)

Leslie Cramblet Alvarez, Director of the Office of Teaching and Learning (staff co-chair)

Christy Cobb, Assistant Professor of Christianity, Religious Studies

Jared Del Rosso, Associate Professor, Sociology and Criminology

Sandra Eaton, Professor, Chemistry and Biochemistry

Sandra Johnson, Teaching Professor and Director of the Global Health Program, Josef Korbel School of International Studies

Stephen Riley, Director of Academic Assessment, Office of Teaching and Learning

Nancy Sasaki, Teaching Professor, Biological Sciences

Kimberly Schmidt, Clinical Assistant Professor, Morgridge College of Education

**WE EXTEND SINCERE GRATITUDE TO THE TASK FORCE MEMBERS SPANNING 2020-2022:**

Richard Colby, Writing Program (21-22, faculty co-chair 22-23)

Leslie Cramblet Alvarez, OTL (20-current, co-chair, 21-23)

Jared Del Rosso, Sociology and Criminology (20-current, co-chair, 21-22)

Mohammed Albow, Computer Science

Jeff Bowen, Daniels (20-21)

Jillian Blueford, MCE (20-22)

Michelle Kruse-Crocker, University College (20-22)

Claude d’Estree, Korbel (20-22)

Barbekka Hurtt, Biological Sciences (20-22)

Christina Paguyo, OTL (20-21)

Sarah Pessin, Senate President (co-chair, 20-21)

Kate Willink, VPFA (co-chair, 20-21)
CELEBRATING TEACHER-SCHOLARS

SERIES

In 22-23 the OTL partnered with Provost Clark on a teacher scholar speaker series. In this series we define teacher scholar broadly, embracing the notion that being a teacher and a scholar are not mutually exclusive, rather, these identities complement one another.

This series seeks to highlight faculty who cultivate a teaching practice informed by research, train the next generation of researchers, bring cutting-edge scholarship into the classroom, or are engaging in the Scholarship of Teaching and Learning.

An evening with Provost Mary Clark and Professor of Law Roberto Corrada, Professor and Mulligan Burleson Chair in Modern Learning

Dr. Chadd Clary, Associate Professor in the Department of Mechanical and Materials Engineering in the Ritchie School of Engineering and Computer Science, “Leveraging Research and Experiential Learning to Educate Future Engineers”, followed by Q&A with Provost Clark.
In May 2023, a delegation of DU faculty and staff visited partner institution, Lund University in Sweden. Representatives from Faculty affairs, including Alison Staudinger and the OTL, Leslie Cramblet Alvarez, in partnership with Kate Willink (VPFA) and Laura Sponsler (MCE) received an internationalization grant to join the delegation.

## THREE GOALS WERE IDENTIFIED AS PART OF THE GRANT

**Goal 1:** Build capacity for institutional work to develop and internationalize faculty development, teaching and learning, and campus change initiatives through collaboration with experts at Lund University, especially Katarina Mårtensson. Mårtensson and colleagues who have written extensively in the areas of faculty development, microcultures, assessment (quality assurance), the scholarship of teaching and learning (SoTL), and informal relational networks.

**Goal 2:** Building on past work, design collaborative research opportunities with international partners to advance our understanding of frameworks including: academic micro-cultures and campus change; cultivating critical friends; faculty and staff relationality; innovative structures for faculty development.

**Goal 3:** Better understand and reflect on our own structures for Faculty Affairs, Teaching and Learning, STEM equity, and Graduate Education through comparative and consultative work with partners from within Lund University’s infrastructure for teaching and learning support.

Assistant Vice Provost for Teaching and Learning, Leslie Cramblet Alvarez, had an additional goal: Provide a faculty development session for Lund in collaboration with Casey Dinger on Collaborative Online International Learning (COIL).

The trip allowed for collaborations among both DU faculty and our international partners, began cultivating relationships for COIL courses between the two universities, and allowed OTL/VPFA staff to learn about the different approaches to faculty development in the Swedish system.
Members of the OTL staff supported the spring 2023 Provost conference through planning and programming support. This year’s conference focused on the relationship between faculty thriving and student learning. A variety of programs including keynotes, workshops and panels offered practical tools for connecting the work of faculty to grow as teachers and scholars with students.

**KEY NOTE SPEAKERS**

**Nancy Chick,** Director of the Endeavor Foundation Center for Faculty Development at Rollins College

**Peter Felten,** Professor of history, Executive director of the Center for Engaged Learning, and Assistant Provost for Teaching and Learning at Elon University

**KerryAnn O’Meara,** Professor of Higher Education and a Distinguished Scholar Teacher at the University of Maryland- College Park supported environment.

**PRE-CONFERENCE THINK AND DRINK: HOW TO LEARN FROM YOUR STUDENTS, DR. KAYOUNG KIM**

As part of the on-ramp activity to support the Provost Conference, OTL staff offered a “think and drink” session titled “How to learn from your students.” During the session, the article “Going Public,” written by Dr. Nancy Chick was discussed. This event was attended by 13 faculty participants; it was originally planned as a hyflex session, but due to weather, had to be offered via Zoom.

**ROUNDTABLE RELATIONSHIP RICH EDUCATION IN PRACTICE AT DU, DR. VIRGINIA PITTS**

Roundtable discussion on student-faculty partnerships

**POST-CONFERENCE PROGRAM, OPEN HEART STORIES: SUTURING THE SELF FOR A POST PANDEMIC FUTURE, DR. VIRGINIA PITTS**

Co-facilitated, with Erin Willer, this workshop for faculty members as an “off-ramp offering” for the Provost’s Conference on Relationship-Rich Education.
COMMITTEES, AWARDS, & CONTENT

COMMITTEES & SERVICE
- Faculty Developer of Integrative and Experiential Learning (Schlosser)
- Director of Student Success Operations (Schlosser)
- QUE Executive Board (Advocacy Coordinator, Schlosser)
- Disability Services Program Assistive Technology Specialist Interview Committee (Hogan)
- 2022-2023 Bookstore Committee Member (Hogan)
- Ed Tech Collective Member, 2022-2023 (Schlosser, Hogan)
- DU Earth Day Volunteer (Hogan)
- OTL Design Thinking Group (Chair-Pitts; Committee- Hogan, Schlosser, Ferguson, Brewer)
- Global Accessibility Awareness Day, (Committee Lead: Hogan)
- Instructional Design and Faculty Support Community Member (Hogan)
- Accessibility Strategic Planning Committee Member (Alvarez; Hogan)
- Member, Community + Values Steering Committee (Ciancanelli)
- Member, Instructional Designers Hiring Committee, Summer 2022 (Ciancanelli)
- Campus Visits for Engineering Search (Pitts)
- 4D Search Committee (Pitts)
- 25-year OTL Anniversary Planning Committee. (Cramblet Alvarez, Pitts, Schlosser, Schwartz, Brewer)
- Survey Software Search Committee (Vendor search for Qualtrics), (Kim)

AWARDS & RECOGNITION
- Robin Morgan Award (Women’s Coalition Annual Award Recipient - 2023), Schlosser
- You Rock Award, November 2022 --Hogan
- You Rock Award, March 2023--Hogan
- You Rock Award, September 2023 -- Schlosser
- The Learning Effectiveness Program Staff Member of the Year Award, May 2023 --Hogan
  - Recognized for her contributions as a partner of the LEP, recognition for dismantling barriers and providing supports for neurodiverse students.

ADVANCING EQUITY THROUGH TECHNOLOGY-EXPANDED PRONOUN OPTIONS FOR
Through a cross-campus collaboration including Office of Diversity, Equity, and Inclusion, Information Technology, and Office of the Registrar the OTL took the lead on expanding the available pronoun options in Banner. Because Banner is the hub for employee and student demographics, we worked with IT to ensure there were choices that represented the range of student preferences so that pronouns in Canvas matched pronouns on faculty rosters. This was a direct result of feedback from students. The pronoun options within Banner expanded from 3 to 15.

In addition, OTL staff improved Trans Hub Guide & Resources, updated language on Gender & Sexuality Inclusive Teaching Module, and wrote a blog on “Sharing Pronouns as an Inclusive Teaching Practice”.

To acknowledge her leadership role in this initiative, Lexi Schlosser, Faculty Developer of Online Learning was recognized during the Women’s Coalition Annual Award ceremony and received the Robin Morgan Award.

PLAYLISTS
Designing for Significant Learning “playlist”. This set of videos – accessible to anyone who has a DU account – introduces the process and tools for designing for significant learning.

Research-based perspectives on how people learn “playlist”. This set of videos – accessible to anyone who has a DU account – introduces six key perspectives on how people learn (learning as a constructive process, learning as a social, interactive process; learning as an emotional process; engagement as essential; motivation as critical; and learning as situated in context) and how these might be used as “tools to think with” when it comes to designing/facilitating learning experiences.
COMMITTEES, AWARDS, & CONTENT

BLOGS


Ferguson, K., Schwartz, J. (August 28 2023) This is How We Do It: Using UDOIT Accessibility to Make Your Canvas Courses More Accessible. OTL Blog. https://otl.du.edu/this-is-how-we-do-it-using-udoit-accessibility-to-make-your-canvas-courses-more-accessible/


FACULTY ADVISORY BOARD

Leslie Cramblet Alvarez, Director, Office of Teaching and Learning, Chair, Assistant Vice Provost for Faculty Affairs

Sabine Lang, Teaching Assistant Professor, Natural Sciences & Mathematics

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

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

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

Keith Gehring, Teaching Associates Professor, Korbel School of International Studies

Kim Gorgens, Professor, Graduate School of Professional Psychology

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

Mohammad Matin, Professor, School of Engineering and Computer Science

Paul Michalec, Clinical Professor, Morridge College of Education

Greg Ungar, Associate Professor, Theatre, College of Arts and Humanities, Social Sciences

Photo bottom left of the page
“From DU Portfolio to Digitization: How We Got Here” blog post written by Megan Haskins, Previous Faculty Developer of Integrative Learning and High Impact Practices, and Leslie Cramblet Alvarez.
In December 2023, Virginia Pitts designed and facilitated a 90-minute, in-person workshop, open to all faculty (and as part of the adjunct teaching certificate), in which participants were introduced to the concept of designing for significant learning. As part of this workshop, participants became familiar with two tools/frameworks – the Taxonomy of Significant Learning and the Three-Column Alignment Table - that can support them in this design work, and were given the opportunity to practice applying these tools/frameworks in thinking about the design of their own courses. Seven faculty members attended this workshop.

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.

This program was updated to reflect advancements in accessibility programs.
ACKNOWLEDGEMENTS

This document was prepared by the OTL Director, Leslie Cramblet Alvarez, in collaboration with Web Content Designer, Elise Rosado Brewer, and Business Analyst, Aparna Vaidyanathan. The annual report utilizes narratives, tables, figures, and data supplied by OTL staff. Thank you for the work represented in these pages and the documentation that informed this report!