

OFFICE OF TEACHING & LEARNING
SEPT. 2022- AUG. 2023
ANNUAL REPORT



ANNUAL REPORT

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MESSAGE FROM THE DIRECTOR

Leslie Cramblet Alvarez



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 through 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 ensure 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,

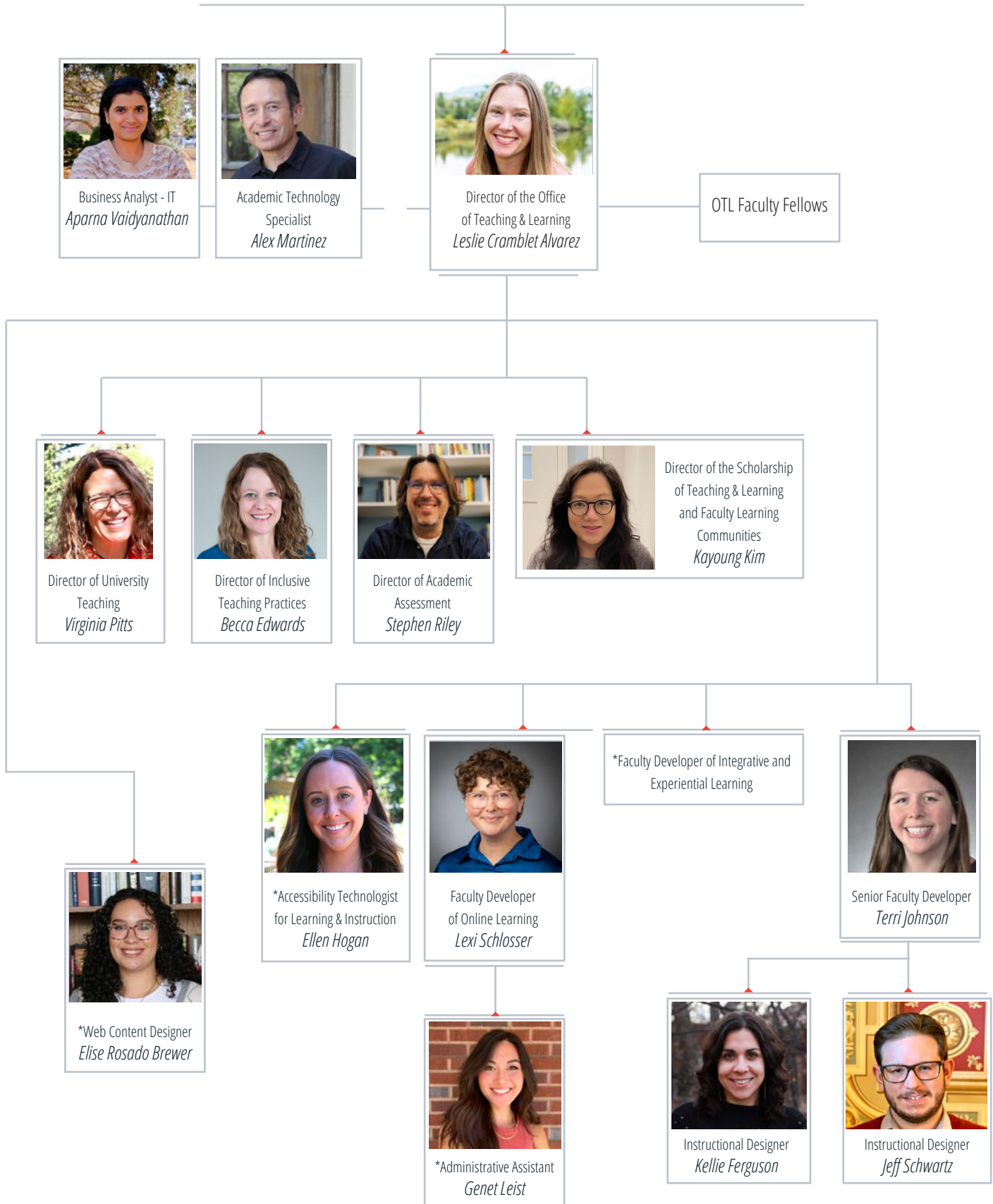
Leslie

A handwritten signature in black ink that reads "Leslie Cramblet Alvarez". The signature is written in a cursive, flowing style.

LESLIE CRAMBLET ALVAREZ
Director of the Office of Teaching & Learning

OFFICE OF TEACHING & LEARNING

ORGANIZATIONAL CHART



* 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.

2023

OFFICE OF TEACHING & LEARNING

A YEAR IN REVIEW

Various Sectors

2022

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

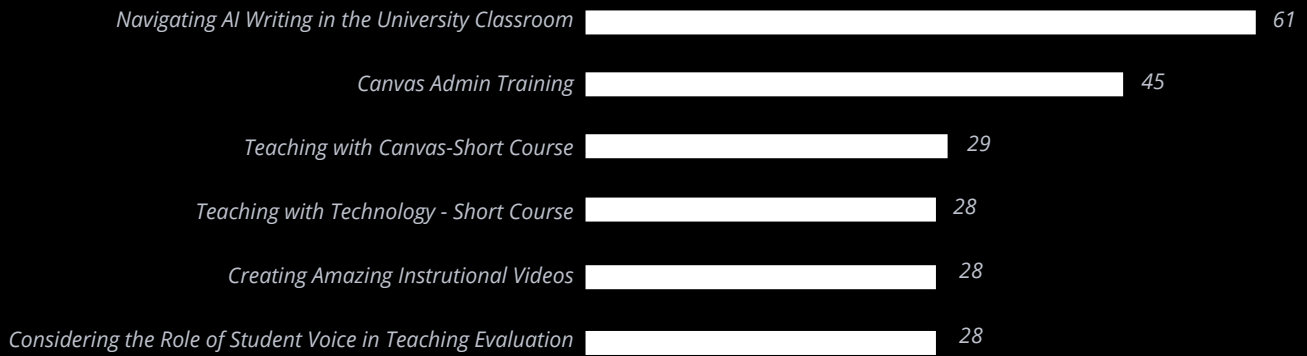
OFFICE OF TEACHING & LEARNING

BY THE NUMBERS

Event & Consultation Data

MOST POPULAR EVENTS

Fig. 1



DEMOGRAPHICS SERVED

Fig. 2

UNIQUE EVENTS **105**

UNIQUE FACULTY **386**

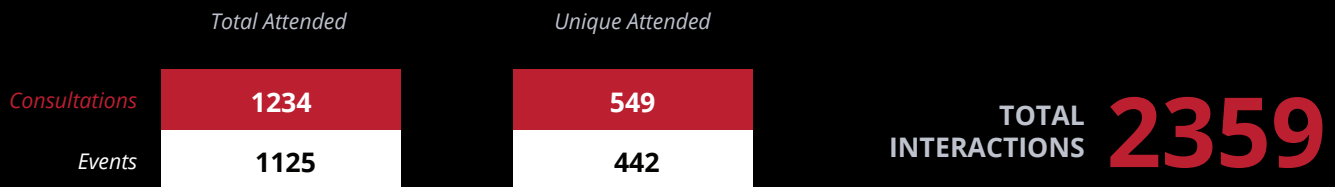
UNIQUE ADJUNCT FACULTY **150**

UNIQUE STAFF **173**

UNIQUE STUDENTS **35**

ATTENDANCE

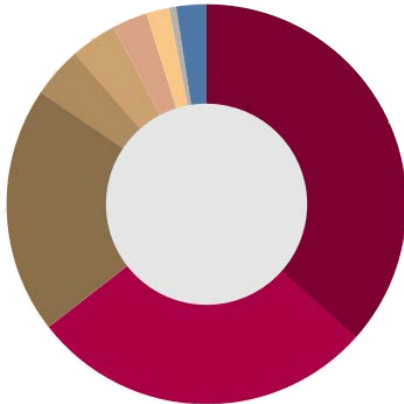
Fig. 3



OFFICE OF TEACHING & LEARNING BY THE NUMBERS

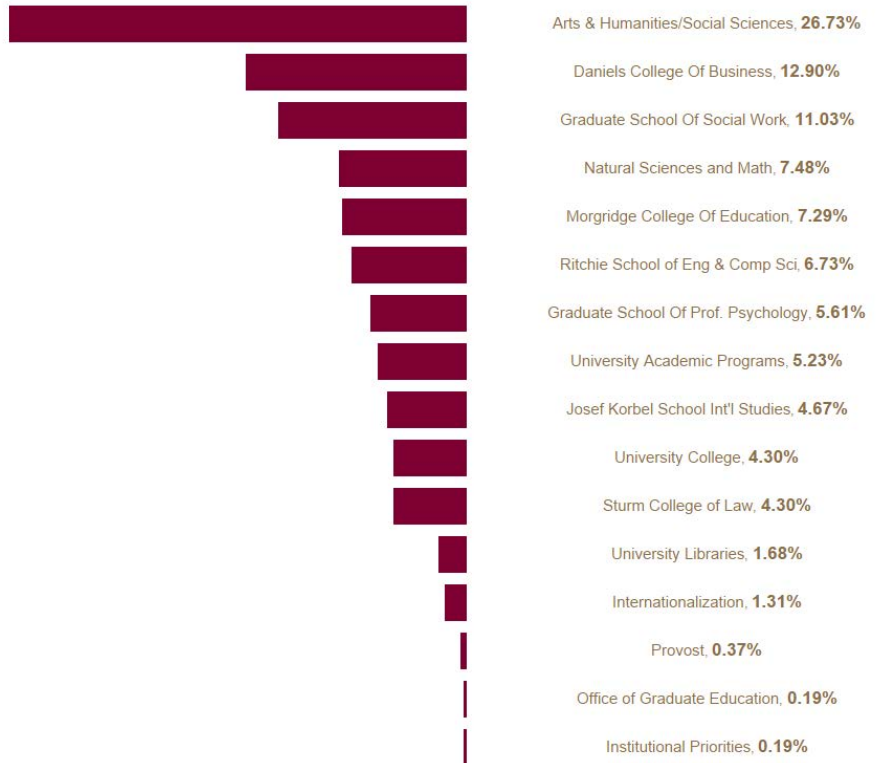
Faculty Demographics by Rank, Series, and Department

SERIES (UNIQUE APPOINTED FACULTY AND ADJUNCT FACULTY)

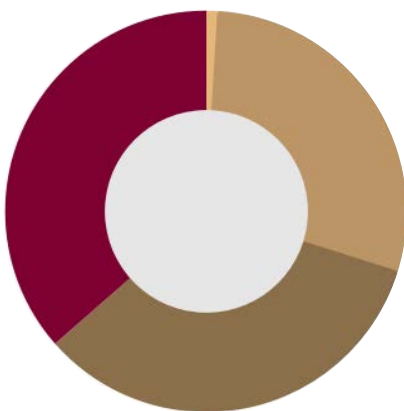


- 36.64%, 196: Tenure Line Series
- 27.85%, 146: Adjunct Series
- 20%, 107: Teaching Series
- 4.11%, 22: Professor of the Practice Series
- 3.74%, 20: Clinical Series
- 2.8%, 15: Visiting Series
- 1.87%, 10: Library Series
- 0.56%, 3: Research Series
- 2.43%, 13: Missing Series

UNIT (UNIQUE APPOINTED FACULTY AND ADJUNCT FACULTY)

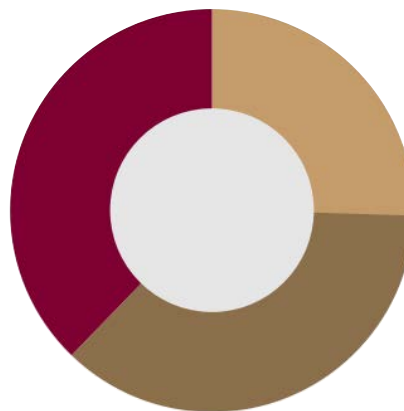


TEACHING SERIES AND RANK



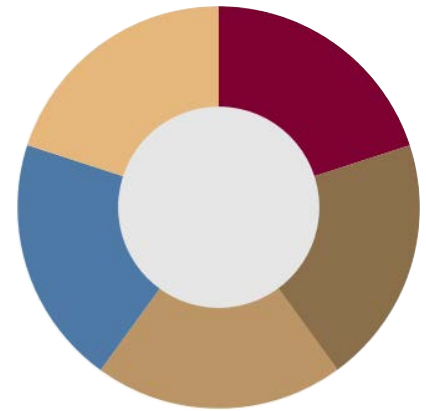
- 36.45%, 39: Assistant Professor
- 33.64%, 26: Professor
- 28.97%, 31: Associate Professor
- 0.93%, 1: No Rank

TENURE LINE SERIES AND RANK



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

RANK (UNIQUE APPOINTED FACULTY)



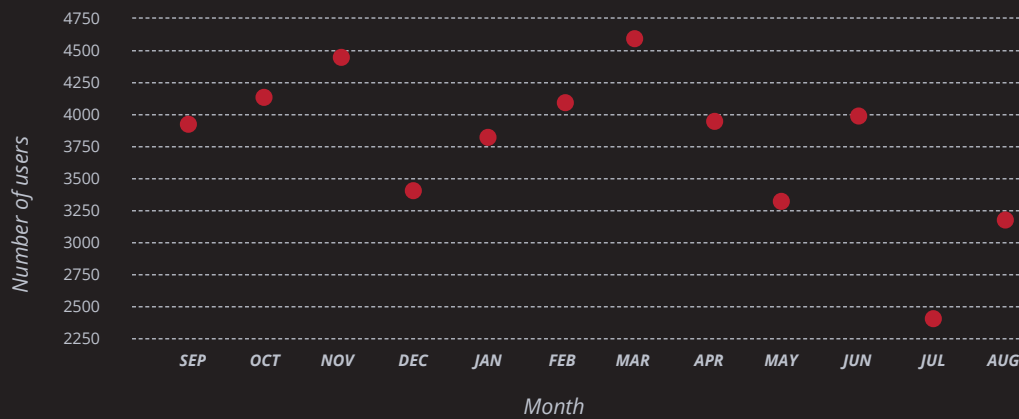
- 33.94%, 131: Professor
- 32.64%, 126: Assistant Professor
- 29.79%, 115: Associate Professor
- 2.85%, 11: Missing Data
- 0.78%, 3: No Rank

OFFICE OF TEACHING & LEARNING BY THE NUMBERS

Website & Communications

OTL WEBSITE USER ENGAGEMENT SEP 2022 - AUG 2023

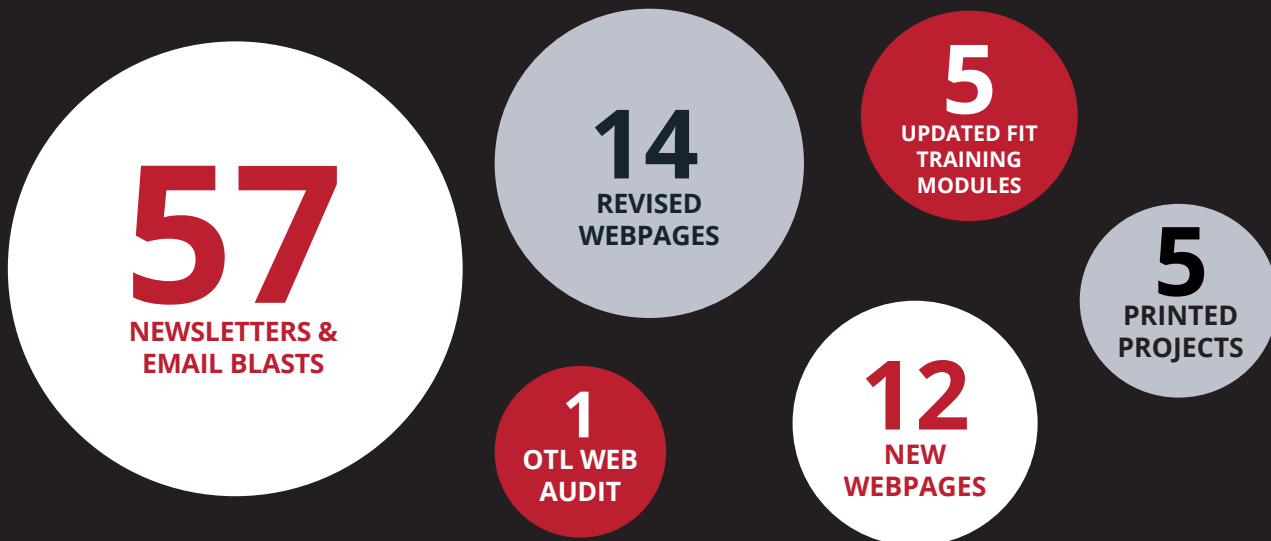
Fig. 1



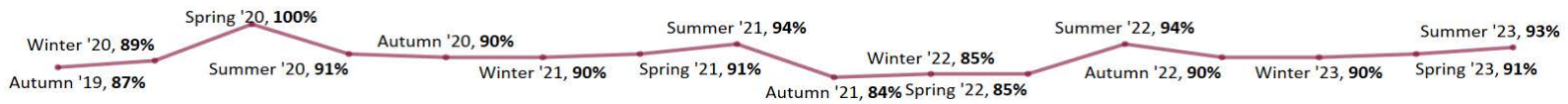
Note: In June of 2023, the OTL website transitioned to using an updated version of Google Analytics, GA4. Following June 2023, GA4 provides more accurate data on user traffic across laptop, tablet, and mobile devices.

OTL WEBSITE & COMMUNICATIONS CONTENT CREATION

Fig. 2



CANVAS LOOKBACK



*Photo top center of the page
Canvas Adoption Rates by percentage of
courses using Canvas each quarter.*

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.

*Photo top right of the page
Neurodiversity Institute participants.*



*Photo top lower right of the page
Neurodiversity Institute participants engaging
in 1:1 discussions.*



NEURODIVERSITY INSTITUTE

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."*

**AUGUST
2023**

13 administrator participants from 8 colleges and programs

**DECEMBER
2022**

18 faculty participants from 6 colleges and programs

**AUGUST
2022**

22 faculty participants from 7 colleges and programs

ACCESSIBILITY & UNIVERSAL DESIGN FOR LEARNING

THE UDL YOUR COURSE SERIES

This series was designed in fall of 2022 to support faculty members' exploration and understanding of the Universal Design for Learning (UDL) Framework. UDL is an inclusive model for teaching that centers the needs of students with disabilities, with the overall goal of creating a learning environment that is accessible by all students without the need for accommodations.

UDL YOUR COURSE PROBLEM SOLVING ACCESSIBILITY COURSE MATERIALS

This session focuses on the procurement, design, and accessibility of common only used course materials. Attendees explored ways in which they can create accessible materials, such as captioning, alternate format texts, and textbook access.

UDL YOUR COURSE DESIGNING IN CANVAS WITH ACCESSIBILITY IN MIND

In the second UDL Your Course workshop, focuses on utilizing Cidilabs Design Plus Tools and the Universal Design Online Inspection Tool (UDOIT) to enhance the accessibility of your course.

UDL YOUR COURSE INCLUSIVE CLASSROOM PARTICIPATION

In the third UDL Your Course workshop, Inclusive Classroom Participation, the focus was to 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.

LEVEL UP UDL COURSE RE-DESIGNS

During summer 2023, our Faculty Developer of Instructional Accessibility partnered with the Instructional Design Team to create a Scrum Sprint Model for Course re-designs. INTZ 2501, Exploring Global Citizenship, was used as a pilot prototype.



*Photo top right of the page
Ellen Hogan, Accessibility Technologist for Learning & Instruction*

“

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).



*Photo top center of the page
Lexi Schlosser, Faculty Developer of Online Learning*

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.

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 Giesecker, Natural Sciences and
Mathematics

Kathleen Novak, Daniels College of
Business

Mei Yin, Natural Sciences and
Mathematics

Michael Gallagher, Academic Affairs

Stefan Dubois, Center for World
Languages

Tia Quinlan-Wilder, Marketing

“

“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!”

MICROCREDENTIAL PROGRAMS

Continued



Photo top center of the page
Becca Edwards, Director of Inclusive Teaching Practices

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 inclusion in their classroom. As participants develop increased awareness of their biases and unpack stereotypes regarding those from different identity groups, they will be committed to intervene in instances of racism, sexism, homophobia and other forms of oppression. 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
- Actively listen and communicate in a dialogue about race and equity issues
- Create inclusive classroom spaces that allow for expression of many cultural and social identities
- Design inclusive classroom practices, content and assessment that are responsive to real-time student needs

Faculty Institute for Inclusive Teaching +

Cohorted Programming +

Assignments & Consultations +

Photo bottom left of the page
The Inclusive Teaching Practices web page on Microcredentials which features program descriptions and details.

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, JKIS Dean's Office

Daniel Storage, SS-Psychology

Rachael Liberman, SS-Media, Film & Jrnl Studies

Lynn Clark, SS-Media, Film & Jrnl Studies

Laura D'Anna, AH-Languages, Lit., and Cultures

Leah Nieboer, AH-English

Laura Rovner, SCOL-Operations

Runchao Liu, SS-Media, Film & Jrnl Studies

Carrie Olson, MCE-Teaching & Learning Studies

Gabrielle Welsh, NSM-Biological Science

Sangho Bok, RSECS-Electrical & Computer Eng

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

OFFICE OF TEACHING & LEARNING

SHORT COURSES

Collaborative program led and facilitated by the Faculty Development team

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.

Newly designed courses: 1. [Facilitating Online Courses](#), 2. [Designing Online Courses](#), 3. [Creating Community Online](#), 4. [Digital Accessibility](#), 5. [Teaching with Canvas](#), 6. [Teaching with Technology](#).

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.



OTL SHORT COURSE

Creating Community Online

This course is designed to help you learn how to build strong online learning communities for your students. This course will teach you some useful tools and strategies for using your online space as a part of establishing a strong community in your classroom, whether you teach fully online, hybrid, or face-to-face courses.

Target Audience

Primarily online instructors who have some control over the materials they teach, although any instructor looking to use their online course space to build classroom community may benefit

Learning Objectives

Deliverables

Stipend Information

Facilitator Information

Upcoming Dates Offered

*Photo top right of the page
OTL Short Course Catalogue web page which features
course descriptions and details.*

“

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.

ARTIFICIAL INTELLIGENCE IN THE CLASSROOM

Responding to a changing educational landscape, a collaborative office initiative

*Photo center of the page
"Getting Proactive with ChatGPT and Other AI Tools"
blog post written by Jeff Schwartz and Leslie Cramblet Alvarez.*



Getting Proactive with ChatGPT and Other AI Tools

duotl - March 17, 2023 - Academic Technology / Pedagogy / Teaching Strategies

By Jeff Schwartz, Instructional Designer, and Dr. Leslie Cramblet Alvarez, Assistant Vice Provost, Teaching and Learning

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.

*Photo right of the page
OTL AI Series Sessions throughout 2023 and
facilitated by OTL staff members.*

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 Hutt, 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 Lexi Schlosser
13 Participants*

INSTRUCTIONAL DESIGN TEAM



Photo top center of the page
Senior Faculty Developer, Terri Johnson



Photo center of the page
Instructional Designer, Jeff Schwartz



Photo top right of the page
Instructional Designer, Kellie Ferguson

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.



Photo bottom right of the page
OTL's Advanced Canvas template.

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.

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.

COURSE DESIGN INSTITUTE

*Photo top center of the page
Course Design Institute Participants.*



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.

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 Mathematicas

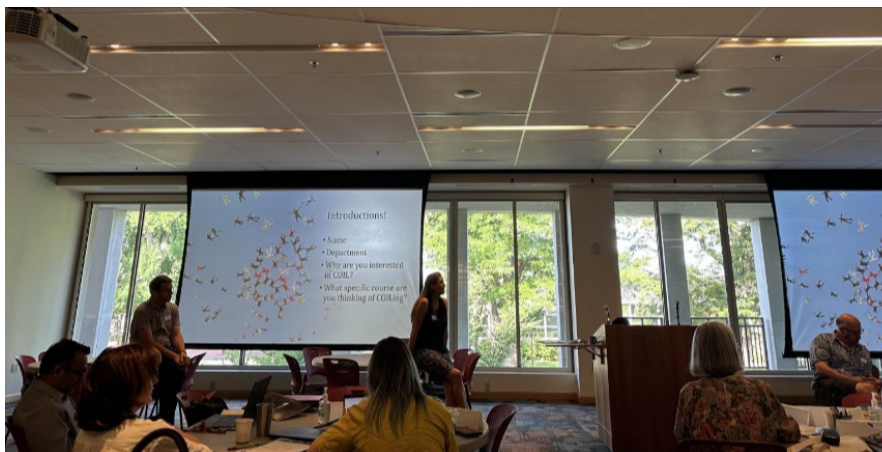
Youllee Kim, Public Health & Engagement Communication

Rama Sur, Media, Film & Journalism Studies

Mohammak Matin, Engineering and Computer Science

Bonnie Clark, Archaeology

Paul Sutton, Natural Sciences and Mathematicas



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



*Photo lower right of the page
Presenting and Reflecting on Learning, facilitated by Lexi Schlosser*

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



*Photo top left
Virginia Pitts presenting findings at the 4D
Symposium in May 2023.*

4D INFUSION **GRANT**

*Reimagining Our Post-Pandemic Workplace: Sustaining Support, Cultivating Collaboration,
Widening Well-Being*

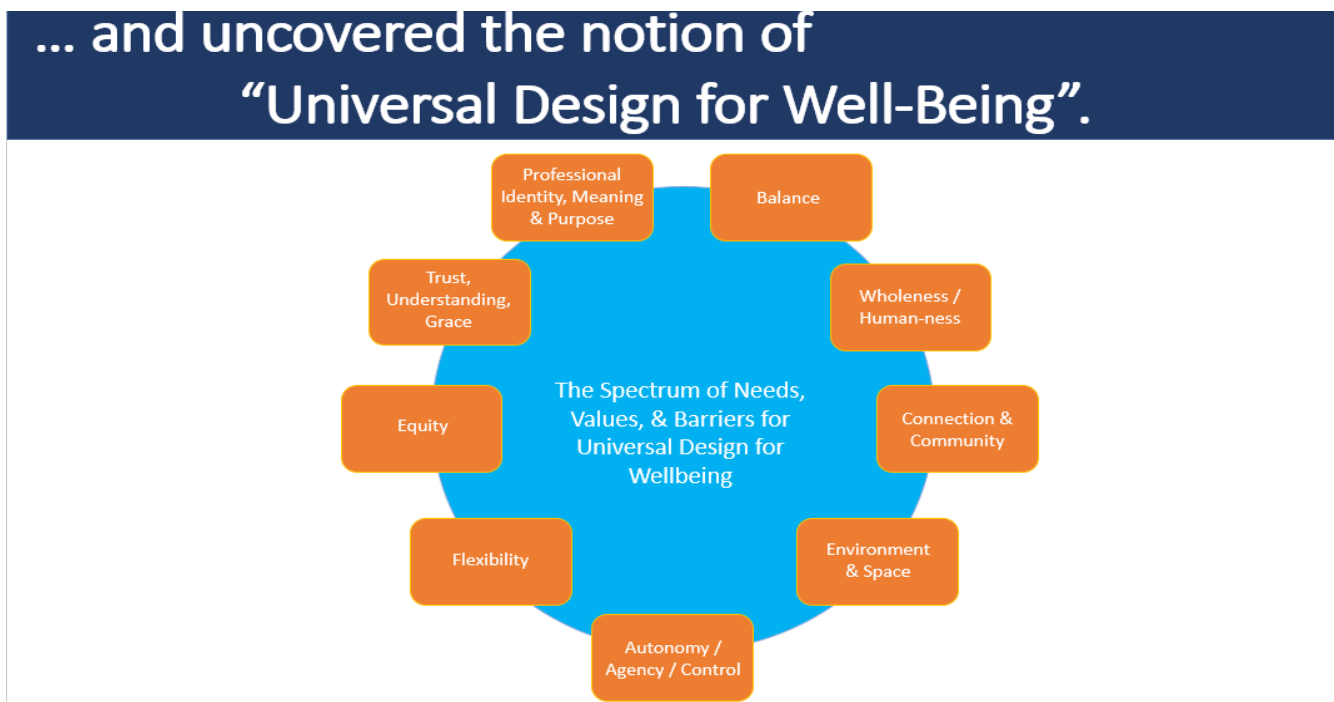
In Fall 2022, the OTL was awarded a 4D Infusion Grant for our proposed project to engage OTL staff, in collaboration with the faculty members we serve, in reimagining our workplace in response to our evolving context and stakeholder needs. Specifically, our aim was to use Design Thinking to address this 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.

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.



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.

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

STUDENT-FACULTY PARTNERSHIPS



*Photo top right of the page
Virginia Pitts, Director of University Teaching*

PROGRAM

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.



*Photo center right
Virginia Pitts meeting with student partners to discuss insights.*

“

“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

KEY:

Student participant

+
NAME OF COURSE
OBSERVED

Faculty participant

Anugya Mishra,
Management and
Economics

+

**THEORIZING
COMMUNICATION**

Jeremy Johnson,
College of Arts,
Humanities, and
Social Sciences

Arianna Carlson,
International Studies
and Spanish

+

**IBERIAN CULTURE AND
CIVILIZATION**

Susan Walter,
College of Arts,
Humanities, and
Social Sciences

Asha Hebbar,
International Busi-
ness and Spanish

+

**RESEARCH AND
WRITING**

Logan Middleton,
Writing Program

Brinna Faughnan,
International Studies
and Italian

+

**INTRODUCTION TO
MECHATRONIC SYSTEMS**

Prachi Sharma,
School of Engineer-
ing and Computer
Science

Devyn Millensifer,
International Studies
and Asian Studies

+

**ELEMENTARY
FRENCH**

Terri Woellner,
College of Arts,
Humanities, and
Social Sciences

Helena Bolle,
Anthropology

+

**JAZZ & COMMERCIAL
HISTORY & REPERTOIRE**

Donna Wichkam,
CAHHS/ Lamont
School of Music

Iden Sheng,
Music Performance

+

**GENDER &
INTERNATIONAL RELATIONS**

Kara Neu,
Josef Korbel School
of International
Studies

Jillian Romps,
International Studies

+

**HIGH PERFORMING
ORGANIZATIONS**

Bud Bilanich,
Daniels College of
Business

Juliet Eklund,
Sociology and
Spanish

+

**CONTEMPORARY ISSUES IN
THE GLOBAL ECONOMY**

Susan Cossa,
Korbel School of
International
Studies

Kiena Campbell,
Environmental
Science

+

**INTERNATIONAL
MARKETING**

Aaron Duncan,
Daniels College of
Business

Mone't Lee
Natural Science and
Mathematics

+

**EXPERIENCE
DESIGN**

Sanchari Das,
School of
Engineering and
Computer Science

Nadine Ameer,
Environmental
Science

+

**THEORIZING
COMMUNICATION**

Youlee Kim,
College of Arts,
Humanities, and
Social Sciences

Noah Fagello,
Biological Sciences/
Biology

+

**BEGINNING
SPANISH**

Liza Veysikh,
Center for World
Languages and
Cultures

Rosey Rosas,
Environmental
Science

+

**RESEARCH & WRITING: MAK-
ING MEANING TOGETHER**

Nicole Turnipseed,
Writing Program

Ryan Bell,
International Studies, Reli-
gious Studies, History Policy
and Public Policy

+

**HUMAN
POPULATION**

Helen Hazen,
Geography and the
Environment

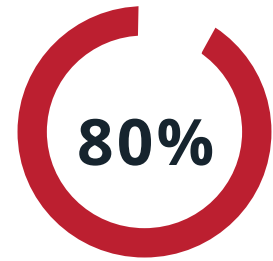
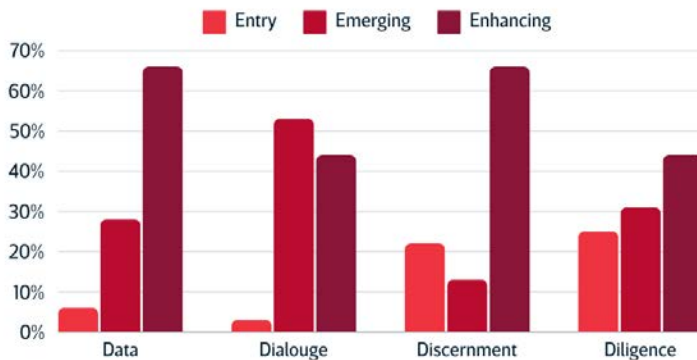
ASSESSMENT AT DU

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.



Photo upper right of the page
Stephen Riley, Director of Academic Assessment

All submitted reports undergo a review by the director of assesment 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.



total percentage of submitted reports by all units. This was an increase of 10 percentage points from last year.

Photo center left of the page
Data on All Submitted Reports Rubric Scoring. The percentage annual assessment reports scored in each category on the rubric: Data, Dialogue, Discernment, and Diligence.

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.

Area	Consultation Domain
Anthropology	New program outcomes
Communication	Assessment plan
Kinesiology	Develop outcomes and assessment plan
Korbel	Assessment plan
Sturm	Outcome revision
Center for World Languages and Culture	Assessment outcome and analyze data for end of sequence assignment
Spanish	Data analysis and recommendations for curriculum development

ASSESSMENT AT DU

Continued

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.

The screenshot shows the Assessment@DU website. At the top is a dark red navigation bar with "DU HOME" on the left and a search icon on the right. Below the navigation bar is the "Office of Teaching & Learning" logo and a horizontal menu with links: Home, Plan a Course, Advance My Practice, Develop My Career, Courses & Opportunities, Educational Technology, and About Us. The main heading is "Assessment@DU" with a breadcrumb trail: Home > Advance My Practice > Assessment@DU. The content area is titled "What is Assessment?" and includes a paragraph explaining the assessment process. Below this are three columns, each with an icon and a title: 1. "ARTICULATING MEASURABLE OUTCOMES" with a person icon, describing how faculty articulate student success and listing resources like "Developing Rubrics" and "Writing Learning Outcomes". 2. "GATHERING ARTIFACTS" with a bar chart icon, describing how faculty gather evidence of student learning and listing the resource "Assessment Evidence". 3. "REFLECTING & REPORTING" with a group of people icon, describing how faculty analyze and report on evidence, and listing resources like "The Assessment Cycle" and "Assessment Glossary". A "QUESTIONS? ASK DUBOT" button is in the bottom right corner.

*Photo bottom right of the 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



*Photo above
FIIT Module 1 introduction page.*

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.

**FIIT COHORT 1
PARTICIPANTS**

12

**FIIT COHORT 2
PARTICIPANTS**

10

Teaching for Inclusion and Equity Microcredential Program

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. See the [Microcredentials page](#) for more information.

**REGISTERED
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.

FACULTY LEARNING COMMUNITIES



*Photo upper right of the page
Thriviving in Color program logo.*



*Photo upper left of the page
Kayoung Kim, Director of the Scholarship of Teaching
& Learning and 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.

Thriviving 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.

“

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.

SCHOLARSHIP OF TEACHING & LEARNING FACULTY FELLOWS



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

The SoTL Faculty Fellowship is a yearlong cohort-based program launched in 2022. Collaborating primarily with the Director of Scholarship of Teaching and Learning and Faculty Learning Communities, the SoTL Faculty Fellows engage in activities to explore advancing new ways of understanding and evaluating student learning, as well as increasing belonging and leadership capacity. Faculty participants are guided through the process of undertaking SoTL project from start to finish, with feedback from and interactions with the other members of the cohort as well as the program director, which culminates in a public presentation of the completed SoTL project at the SoTL Research Symposium, targeted for fall of 2024.

During its inaugural year, the program offered a retreat-based learning experience for the faculty fellows. Faculty Fellows participated in three SoTL retreats throughout the year. These retreats were tied specifically to three deliverables (SoTL proposal, a mid-year SoTL review, and the data report, which prepares the fellows for the presentation of the completed SoTL poster at the SoTL Research Symposium in October, 2023).

Faculty participants also attended monthly SoTL Faculty Learning Community (FLC) meetings throughout the year. During these meetings, faculty participants spent time together exploring questions centered on teaching and learning (i.e., effective pedagogy, accessibility in higher education, inclusivity in assessments, curricular development), as well as becoming more trained in advanced research methodologies in SoTL.

PARTICIPANTS

Roberto Corrada, Law, SoTL Faculty Scholar
 Virginia Cassidy, Center for World Languages and Cultures
 Xue He, Center for World Languages and Cultures
 Kellie Keeling, Business
 Sada Naraynappa, Mathematics & Computer

Holly Roof, Business
 Alisha Stanton, Office of International Education
 Ethel Swartley, Center for World Languages and Cultures
 Susan Walter, Literary and Cultural Studies



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.

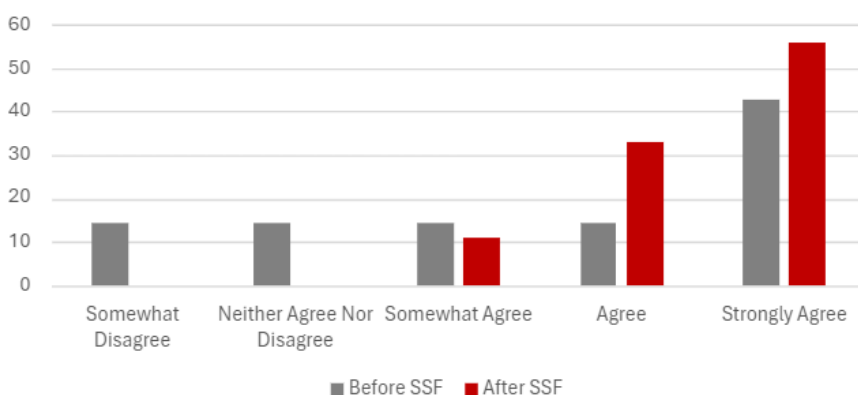


Photo lower left of the page
 SoTL Faculty Fellows self-reported answers to the statement, "I consider SoTL to be an important part of my identity as a researcher."

Photo top right of the page
 Scholarship of Teaching and Learning program logo.

Photo center right of the page
 SoTL Faculty Fellows at the 2023 SoTL retreat.

Photo top right of the page
Level Up Your Course Program Roadmap



Photo center right of the page
Level Up Your Course Program Rubric

	Advanced	Intermediate	Developing
Syllabus	An organized, thorough, detailed, accessible document, available on Canvas, that orients students to the course by including all relevant instructor information (including discussion norms), specific and measurable learning outcomes, assignment descriptions that map onto learning outcomes, and statements related to attendance, participation, grading, academic integrity, AI use, course materials, technology use, and other university-wide policies.	An organized, accessible document, available on Canvas, that generally orients students to the course by including some relevant instructor information, learning outcomes, assignment descriptions, and statements or guidelines related to participation, grading, academic integrity, AI use, course materials, technology use, and other university-wide policies.	A document with some organization and accessibility issues that provides a basic introduction to the course by including some instructor information, some learning outcomes or goals for the course, an overview of major assignments, and a few basic statements related to participation grading, academic integrity, AI use, course materials, technology use, and university-wide policies.
Canvas	Canvas container is robust and simple to navigate. All course material is associated with a module. Modules, pages, and assignments adhere to consistent naming conventions. All assigned work has due dates and is available through the gradebook. The aesthetics and design of Canvas elements prioritize accessibility, navigability, and clarity.	Canvas container is simple to navigate. Most course material is associated with a module. Modules, pages, and assignments are clearly labeled. Most assigned work has due dates and is available through the gradebook. The design of Canvas elements is simple and includes some consideration of accessibility, navigability, and clarity.	Canvas container is not always easy to navigate. Course material is not consistently associated with modules. Modules, pages, and assignments don't adhere to consistent naming conventions. Assigned work does not always include due dates and/or is not always available through the gradebook. The design of Canvas elements is sometimes confusing, inaccessible, or unclear.

LEVEL UP YOUR COURSE SPRINT PROGRAM PILOT

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

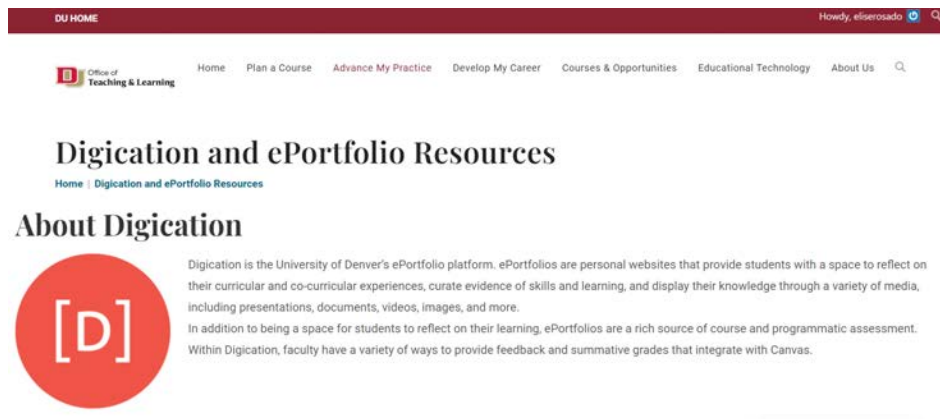
In winter 2023 Digication officially replaced DU Portfolio as the University of Denver’s ePortfolio platform. After two years of task force work and vetting vendors, Digication went live in early 2023 and the OTL began publishing blogs, creating content, and helping faculty understand how to log in and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

SUMMER 2021	FALL 2021	WINTER 2022
<p>Project Sponsors begin planning, develop goals, and initiate campus-wide strategy conversations.</p> <p>Executive Sponsors, Steering Committee, and Project Team identified, representing programs across campus.</p>	<p>Provost announced plan to decommission DU Portfolio.</p> <p>User feedback collected from 86 respondents to campus-wide survey.</p>	<p>Focus groups conducted for identified use cases with more than 200 participants.</p> <p>RFP developed by the Project Team and reviewed by the Steering Committee and sent to six vendors.</p>
SPRING 2022	WINTER-SPRING 2023	SUMMER 2024
<p>Project Sponsors begin planning, develop goals, and initiate campus-wide strategy conversations.</p> <p>Executive Sponsors, Steering Committee, and Project Team identified, representing programs across campus.</p>	<p>Access to Digication opens</p> <p>IT support provided for other use cases’ adoption of existing and new solutions</p> <p>OTL developing training opportunities and materials.</p>	<p>DU Portfolio decommissioned</p>

*Photo center left of the page
DU's Digication adoption timeline.*

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.

*Photo lower left of the page
Office of Teaching and Learning web page for
Digication resources.*

R1

OUR WAY

The Team

ADJUNCT TEACHING EXCELLENCE 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 DU's 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.



UDL and Accessibility



Teaching with Technology



Inclusive Teaching Practices



Facilitation



Designing for Learning



Professional Identity

*Photo top center right of the page
Adjunct Teaching Excellence Program (ATEP) six com-
petencies for curated of professional development
opportunities.*

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

Julie Morris,
Teaching Professor

Shannon Murphy,
Professor

Nancy Sasaki,
Teaching Professor
(Team Lead)

Sarah Willis,
Assistant Teaching
Professor

Amanda Klingler,
PhD student

BUSINESS INFORMATION AND ANALYTICS

Valerie Bartelt,
Assistant Professor

Tamara Hannaway,
Assistant Teaching
Professor

Kellie Keeling,
Associate Professor,
Dept. Chair (Team
Lead)

Kerry-Ann Lewis
Percy,
Assistant Teaching
Professor

Holly Roof,
Assistant Teaching
Professor



*Photo right of the page
DAT Cohort 2 team*

PHYSICS AND ASTRONOMY

Davor Balzar,
Chair, Associate
Professor

Steve Iona,
Teaching Professor
(Team Lead)

Dinah Loerke,
Associate Professor

Mark Siemens,
Professor

OTL FACULTY FELLOWS

Jared Del Rosso,
Associate Professor
of Sociology &
Criminology

Barbekka Hurtt,
Assistant Teaching
Professor of Biologi-
cal Sciences

TEACHING EXCELLENCE TASKFORCE

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

A colloration with the Office of the Provost

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 Burseson 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.



*Photo right of the page
Provost Mary Clark*



*Photo left of the page
Dr. Chadd Clary presenting on "Leveraging Research and Experiential Learning to Educate Future Engineers"*



*Photo lower right of the page
Professor Roberto Corrada*

LUND DELEGATION

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.



*Photo center left of the page
Leslie Alvarez facilitating
discussions on Teaching and
Learning at DU with Lund
staff members.*



*Photo bottom right of the page
The United States flag and Swedish flag paired together to show
the partnership between Lund and DU.*



*Photo right page
Leslie Alvarez, Alison Staudinger, and Laura Sponsler on Lund
University campus.*



*Photo right page
Leslie Alvarez facilitating discussions on Teaching and Learning
at DU with Lund staff members.*

WINTER PROVOST PANEL

RELATIONSHIP RICH EDUCATION

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.



WINTER 2023 PROVOST CONFERENCE

*Photo upper right of the page
Winter 2023 Provost Conference Logo*



*Photo center right of the page
Leslie Cramblet Alvarez introduces a keynote session.*



*Photo lower right of the page
Provost Conference panelist session.*

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.

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.

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.

COMMITTEES, AWARDS, & CONTENT

Continued

BLOGS

Schwartz, J., Riley, Stephen. (2023, Apr 25). Checking the checkers: Guidance for Using Turnitin (and its Artificial Intelligence detection tool). OTL Blog. <https://otl.du.edu/checking-the-checkers-guidance-for-using-turnitin-including-its-artificial-intelligence-detection-tool%ef%bf%bc/>

Schwartz, J., Cramblet Alvarez, L. (17, Mar 2023). Getting Proactive with ChatGPT and Other AI Tools. OTL Blog. <https://otl.du.edu/getting-proactive-with-chatgpt-and-other-ai-tools/>

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/>

Ferguson, K., Schlosser, L. (July 18 2023) Exploring Gamification and Game-Based Learning Part 3: Advanced and High-Tech Use. OTL Blog. <https://otl.du.edu/exploring-gamification-and-game-based-learning-part-3-advanced-and-high-tech-use/>

Ferguson, K., Schlosser, L. (May 31 2023) Exploring Gamification and Game-Based Learning Part 2: Low-Tech Use. OTL Blog. <https://otl.du.edu/exploring-gamification-and-game-based-learning-part-2-low-tech-use/>

Ferguson, K., Schlosser, L. (May 11 2023) Exploring Gamification and Game-Based Learning Part 1. OTL Blog. <https://otl.du.edu/exploring-gamification-and-game-based-learning/>

Schwartz, J., (April 25 2023) Checking the Checkers: Guidance for Using Turnitin (including its Artificial Intelligence detection tool). OTL Blog. <https://otl.du.edu/checking-the-checkers-guidance-for-using-turnitin-including-its-artificial-intelligence-detection-tool%ef%bf%bc/>

Edwards, B., (March 24 2023) Embracing Inclusive Approaches to Attendance Policies. OTL Blog. <https://otl.du.edu/embracing-inclusive-approaches-to-attendance-policies/>

Schwartz, J., (March 17 2023) Getting Proactive with ChatGPT and Other AI Tools. OTL Blog. <https://otl.du.edu/getting-proactive-with-chatgpt-and-other-ai-tools/>

Riley, S., (January 13 2023) ChatGPT, Friend or Foe in the Classroom?. OTL Blog. <https://otl.du.edu/chatgpt-friend-or-foe-in-the-classroom/>

Edwards, B., (September 22 2022) Addressing Bias in Assessment. OTL Blog. <https://otl.du.edu/addressing-bias-in-assessment/>

Schlosser, L., Hood, C. E., Hogan, E., Baca, B., & Gentile-Mathew, A. (2022). Choosing the Right Educational Technology Tool for Your Teaching: A Data-Privacy Review and Pedagogical Perspective into Teaching with Technology. *Journal of Educational Technology Systems*, 51(2), 236-251. <https://doi.org/10.1177/00472395221137298>

Ferguson, K. (September 15 2022) Finding Teaching and OTL Resources in MyDU. OTL Blog. <https://otl.du.edu/find-teaching-and-otl-resources-in-mydu/>

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 Associate 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

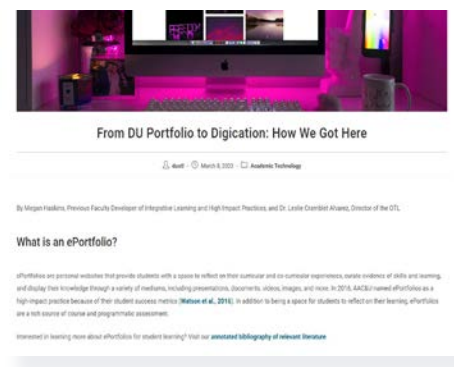


Photo bottom left of the page "From DU Portfolio to Digitation: How We Got Here" blog post written by Megan Haskins, Previous Faculty Developer of Integrative Learning and High Impact Practices, and Leslie Cramblet Alvarez.

OTL EVENTS & STAFF SCHOLARSHIP

STAFF SCHOLARSHIP

Ciancanelli, B. (March 2022). 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>

Ciancanelli, B. (May 2022). 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/>

Cramblet Alvarez, L. D., Ciancanelli, B., Hogan, E., & Willink, K. (February, 2023). From classroom to campus: Leading change to support neurodiverse students. Poster presented at AAC&U General Education, Assessment, & Pedagogy Conference, New Orleans, LA.

Ferguson, K., & Schlosser, L. (2023). Gamifying Canvas Courses with H5P, COLTT Tech Teach Presentation.

Hogan, E (2023). Fostering inclusive ePortfolios: The integration of digital ethics, universal design for learning, and digital accessibility. The AAEEBL ePortfolio Review.

Hogan, E., & Schlosser, L. (2023). Using UDOIT for Course-Wide Accessibility, COLTT Tech Teach Presentation.

Hogan, E., & Schlosser, L. (2023, August) UDOIT Accessibility: A Universal Design Approach to Campus Wide Accessibility with Cidilabs, Colorado Learning and Teaching with Technology Conference, Poster Presentation, University of Colorado-Boulder.

Jones, K. N., & Cramblet Alvarez, L. D. (2023). Enduring questions of childrearing and creativity: Dr. Ena Vazquez-Nuttal. In J. E. Grahe, M. L. Cenar, & R. S. Mason (Eds.). Early psychological research contributions from women of color, vol. 1. Routledge.

Kim, K. (Open publication, conditionally accepted, 2023). Find your PEOPLE: Scholarship of Teaching and Learning (SoTL) community of care. Connecting Higher Education Faculty Development to Student Learning. Routledge Open Research.

Pitts, V. (2023, May) 4D Symposium Presentation, 4D Symposium in May 2023.

Schlosser, L., Hogan, E., Hood, C. E., & Gentile-Mathew, A. (2022). Picking the Right Ed-Tech Tool: A Data-Privacy Review and Pedagogical Perspective, EDUCAUSE Conference Presentation.

Schlosser, L., & Johnson, T. (2022). Pedagogical Perspectives on Privacy, Access, and Support for Educational Technology, POD Conference Presentation.

DESIGNING FOR SIGNIFICANT LEARNING

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.

CUSTOM PROGRAMS & GROUP CONSULTATIONS

- *Universal Design for Learning for Student Facing Content*, Learning Effectiveness program, Ellen Hogan
- *Universal Design in Law Courses*, Sturm College of Law, Ellen Hogan (9 Faculty Participants)
- *UDL in the Writing Center*, University Writing Program, Ellen Hogan & Becca Ciancanelli (~15+ Faculty)
- *SoTL & Disability*, SoTL Faculty Fellows Program, Ellen Hogan (5+ SoTL faculty members),
- *Law Fellow UDL Training*, Sturm College of Law, Ellen Hogan, (4 Law Fellow Faculty)
- *New Faculty FLC – Moving From Surviving to Thriving*, VPFA, Ellen Hogan
- *INTZ Curriculum Group Support*, Internationalization, Ellen Hogan (5+ INTZ Faculty),
- *Graduate Student Training—UDOIT*, Office of DEI at Korbel Student Support, Ellen Hogan
- *FSEM Workshop--UDL Your Course Overview*, Becca Ciancanelli
- *UCOL Workshop--UDL Your Course Overview*, Becca Ciancanelli
- *Inclusive Teaching Discussion*, Richey School of Engineering and Computer Science, Becca Ciancanelli
- *Canvas Training for New Instructors*, The Writing Program, English for Academic Purposes, Lexi Schlosser
- *Canvas Training for Office of Academic Advising*, Lexi Schlosser
- *Classrooms to Careers: Amplifying the Connection in Your Own Courses*, CAHHS, Virginia Pitts
- *4D “Designing for” series*, Campus-wide offering, Virginia Pitts

ONBOARDING TEACHING@DU

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

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!