

OFFICE OF TEACHING & LEARNING
SEPT. 2023- AUG. 2024
ANNUAL REPORT





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MESSAGE FROM THE DIRECTOR

Leslie Cramblet Alvarez



Dear DU community,

This is a special year to share the work of the Office of Teaching and Learning, coinciding with the 25th anniversary of the OTL. In April 2024, we marked this momentous occasion with a celebration including a retrospective museum, a dinner, and the naming of the OTL Conference Room the Julanna Gilbert Teaching and Learning Conference Room in honor of our founding director.

We have continued the tradition of high-quality, responsive, and forward-thinking faculty development over the last year, positioning DU faculty to successfully rise to the challenges presented by an ever-changing higher education landscape. In the last academic year, OTL served faculty of all ranks and series, with almost 1,500 individual faculty interactions through a total of 99 events and over 600 consultations.

This year we have organized our annual report by the ways the work of the OTL aligns with the five strategic imperatives that guide DU's priorities and goals. As a faculty support office, we contribute to responsible reputational and operational practices, the 4D experience, diversity, equity, and inclusion efforts, global engagement and scholarship, and ensuring academic excellence.

In these pages you will find a summary of our operations, programs, services, and ways we impact the DU community at large. We describe the ways in which the OTL strives for continuous, data-informed improvement to our operations and the operational innovations that we have undertaken to best serve our community.

We share the ways faculty development programs support curricular innovation such as the 4D experience through programs like ePortfolio support and adoption of Digitization, Student-Faculty Partnerships, and programs that promote excellence in the core curriculum.

We also summarize the DEI work that has been part of the office's portfolio for many years. The OTL is unique on campus in that we provide programs and services aimed at inclusion at the classroom level. We highlight the Faculty Institute for Inclusive Teaching (FIIT),

our accessibility and UDL efforts, the Neurodiversity Institute, the Teaching for Equity and Inclusion Badge, and Faculty Learning Communities with a DEI focus.

Because the teacher-scholar model is foundational to DU, we share our work in Scholarship of Teaching and Learning (SoTL), our collaboration on the Teacher-Scholars Lecture series, and staff scholarship, all of which contribute to DU's goal of scholarly excellence. DU's commitment to global engagement is exemplified by faculty development opportunities that cultivate international and cross-cultural collaborations like Collaborative Online International Learning.

Lastly, the OTL is a key partner for promoting excellence across teaching and learning modalities. You'll learn more about our forward-looking work to support faculty as they learn emerging classroom technologies including AI. We share highlights of programs promoting the effective use of instructional technologies like Canvas through our Short Courses, our Teaching and Learning Badge, and the instructional design support we provide. We also contribute to academic excellence through our Course Design Institute, the annual assessment cycle, support of R1 Our Way initiatives, and through producing asynchronous content for our constituents.

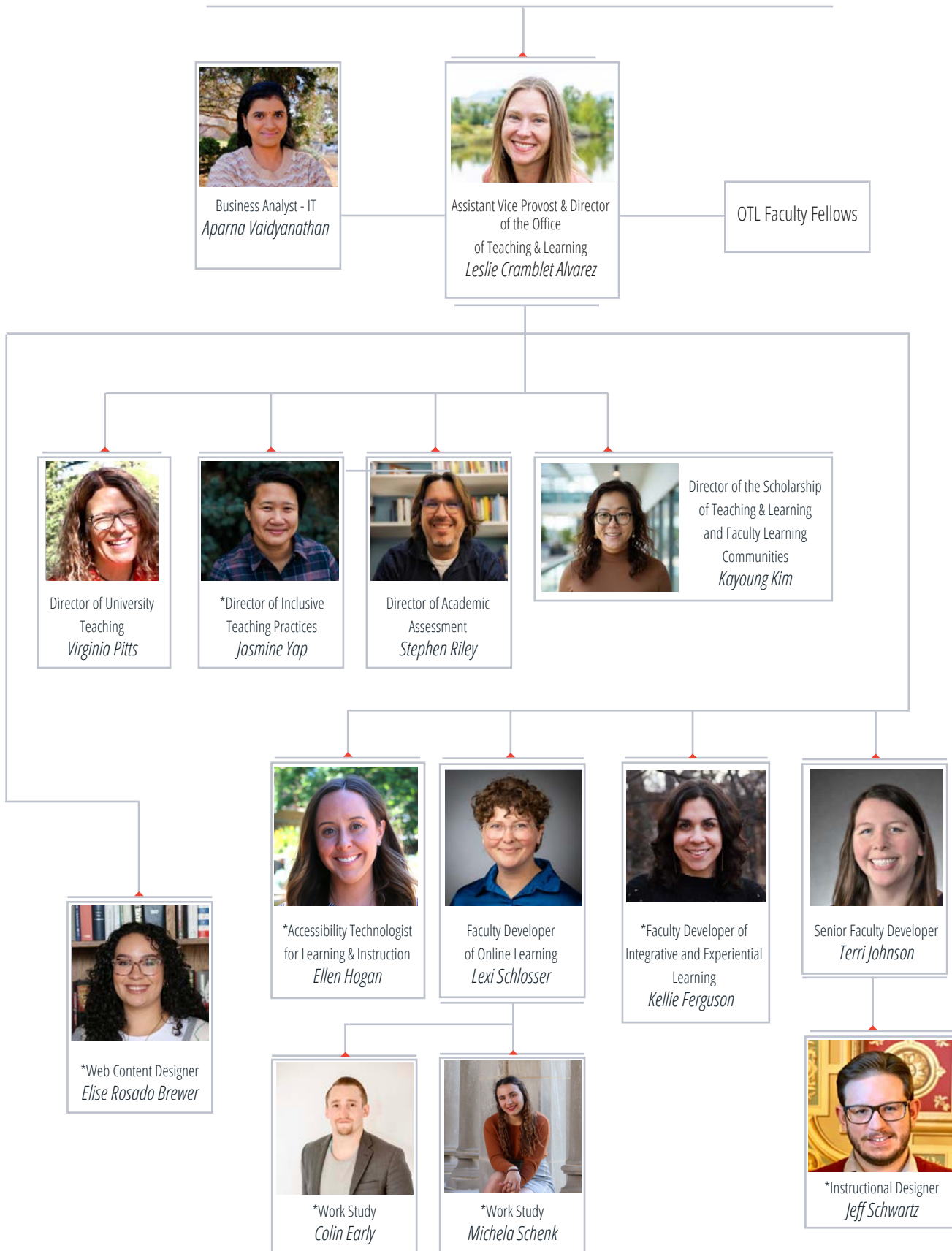
It's my honor to share these accomplishments with you and to continue serving the DU community.

A handwritten signature in black ink that reads "Leslie Cramblet Alvarez".

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.

OFFICE OF TEACHING & LEARNING

25TH ANNIVERSARY

Originally called the Center for Teaching and Learning, OTL began at DU in 1999 and celebrated its 25th anniversary in April 2024. We embraced this anniversary, as an exciting opportunity to celebrate the great work of faculty, staff and other community members over the past 25 years to promote excellence in teaching and learning at DU. The planning committee spent a year and a half preparing for this celebration which culminated in a dinner, retrospective museum exhibit, and naming the OTL conference room in honor of our founding director, Dr. Julanna Gilbert.

ARTICLES

In the lead up to the celebration, several articles featured the OTL, our history, and highlighted programs. We worked with MarComm to share these stories and host OTL trivia questions, the winners of which received OTL-themed prizes.

1. [Office of Teaching and Learning Celebrates 25 Years](#)
2. [Former OTL Executive Director Reflects on 25 Years of Technology and Teaching](#)
3. [OTL 25th Anniversary Spotlight: Student Faculty Partnerships](#)
4. [Celebrating 25 Years of Teaching and Learning: Share Your Memories](#)
5. [25th OTL Anniversary Was a Success: Recap](#)

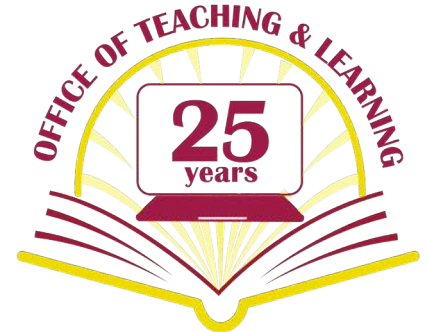
MUSEUM RETROSPECTIVE

Festivities began with a reception and formal opening of the museum exhibit, OTL 25th anniversary: *Celebrating the past, present, and future of teaching and learning at DU*. Attendees included guest of honor, Dr. Julanna Gilbert, founding director of the OTL, former chancellors and a provost, faculty emeritus, current faculty, and current and former OTL staff. Chancellor Haefner shared opening remarks.

The exhibit recounted the past of the OTL, the changing university classroom, and the technology that supports student learning.

SPEAKER & DINNER

Following the reception, there was a dinner program featuring a welcome from Provost Mary Clark and remarks by current OTL director, Assistant Vice Provost for Teaching and Learning, Dr. Leslie Cramblet Alvarez. Alvarez introduced the evening's keynote, Dr. Regan Gurung, Associate Vice Provost and Executive Director for the Center for Teaching and Learning at Oregon State University. His talk was titled, *Guiding Teaching Onwards To Learning*. At the end of the dinner, special guests were invited to share memories of Julanna and their work with OTL.



*Photo top right of the page
Office of Teaching and Learning 25th Anniversary logo*

COMMITTEE MEMBERS

Leslie Cramblet Alvarez, AVP, Teaching and Learning

Roberto Corrada, Law

Julie Morris, Biological Sciences

Alex Martinez, IT

Virginia Pitts, OTL

Elise Rosado Brewer, VPFA/OTL

Lexi Schlosser, OTL

Jeff Schwartz, OTL

OFFICE OF TEACHING & LEARNING 25TH ANNIVERSARY

Museum Opening

Guests gather at the museum's opening reception as Chancellor Haefner delivers remarks, honoring Founding Director Julanna Gilbert and recognizing both current and former OTL staff members.

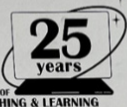


OFFICE OF TEACHING & LEARNING 25TH ANNIVERSARY

Museum Exhibit

An overview of the museum showcasing evolving classroom and teaching technologies, historical teaching artifacts, an interactive teacher appreciation activity, a slide projector, and the OTL history timeline.





OFFICE OF
TEACHING & LEARNING

CELEBRATING THE PAST, PRESENT, AND FUTURE OF TEACHING AND LEARNING AT DU

Welcome to a celebration marking the 25th anniversary of the Office of Teaching and Learning (OTL) at the University of Denver (DU). This year, we honor a quarter-century of dedication, innovation, and collaboration that has significantly shaped the educational landscape at DU. The exhibit you are about to explore tells a story of the evolution of teaching and learning within our vibrant community, spotlighting the remarkable contributions of faculty, staff, and the broader DU family since 1998.

Through this exhibit, we recount the past of the OTL, the changing university classroom and the technology that supports student learning. We hope to inspire every member of the DU community to actively participate in the ongoing journey toward excellence in teaching and learning. Our collective efforts will continue to shape the future of education at DU, fostering a culture of engagement, innovation, and scholarship.

As you navigate through the exhibit, we invite you to immerse yourself in the stories, challenges, and triumphs that have defined teaching and learning at DU over the past 25 years. Let's celebrate the past, be inspired by the present, and look forward to a future where we all play a role in shaping the educational excellence at DU.

ENGAGING WITH THIS EXHIBIT, WE HOPE YOU WILL:

- Appreciate* the power of collaboration and community in advancing teaching and learning.
- Understand* the dynamic nature of education and the technological advancements that support it.
- Be motivated* to contribute to the continual improvement and innovation in teaching and learning.
- Reflect* on the evolution of teaching and learning in your life and share your aspirations for the future.
- Feel valued* and recognized for your contributions to DU's educational journey.

ADVANCEMENTS IN TEACHING AND LEARNING TECHNOLOGIES

This section explores the progression of technologies in teaching and learning, presenting a collection of devices and materials that, though now seen as obsolete, once played pivotal roles in shaping educational practices. These artifacts chronicle the development of technology over time and highlight the continuous efforts to enhance how education is delivered and experienced.

Discover an array of tools, from the initial computers that ushered in the digital age for classrooms to various forms of audio-visual equipment that broadened the scope of teaching methodologies. Each item in this collection marks an important chapter in the story of educational technology, showcasing the innovations of its era and the dedication to ongoing improvement.

WALL OF APPRECIATION

Whether you're remembering actual or hypothetical, or a special occasion from years past, 2024 25th is a special year for a milestone educational landscape. Let's fill the wall with our shared memories and appreciation of those, chosen by other members, who celebrate the enduring impact of education, teaching, and learning on our lives.

HOW TO PARTICIPATE:

Appreciate: Take a moment to think about a teacher, mentor, or learning experience that has significantly impacted you. It could be a comment or encouragement, or a lesson that has shaped who you are today.

Share: Look for a piece of paper and a pen provided at the station. Write down your memory or appreciation. It could be as simple as you, a specific memory that resonates, or a tribute to how they've inspired you.

Submit: Once you've written your note, find a spot on the designated Wall of Appreciation. This wall serves as a digital repository of gratitude and memories, ensuring the stories of our educational experiences are preserved for our community.

Contributing to the Wall of Appreciation honors the individuals who have shaped our educational path. It's a chance to share our gratitude and teacher/mentor power of education and how it profoundly impacts us.



OFFICE OF TEACHING & LEARNING

25TH ANNIVERSARY

Celebration

Dinner event featuring guest speaker Regan Gurung, current and former OTL directors and staff, Provost Mary Clark, and honored guests, Inaugural Director Julanna Gilbert and former Chancellor Robert Coombe.



OFFICE OF TEACHING & LEARNING **25TH ANNIVERSARY**

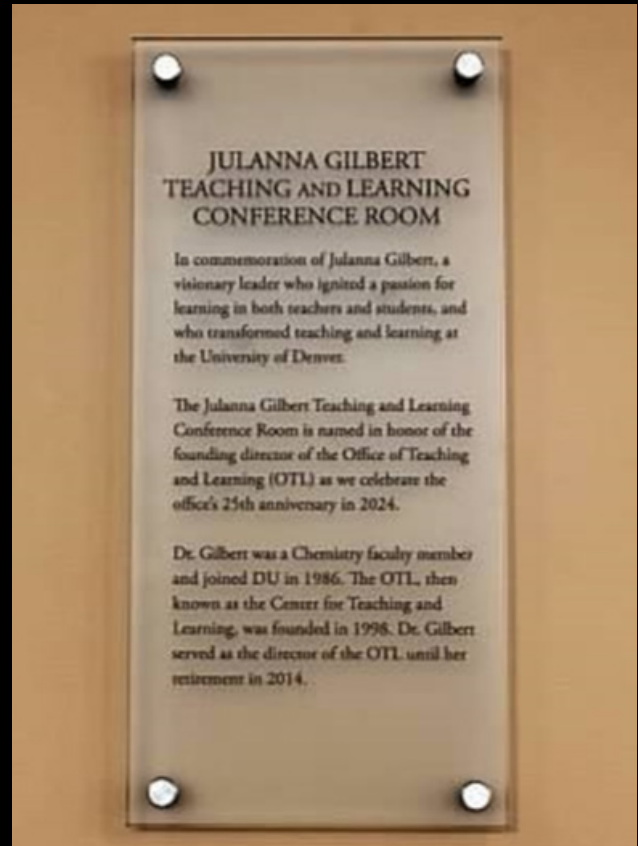
Celebration Continued



OFFICE OF TEACHING & LEARNING

25TH ANNIVERSARY

Honors and Recognition



ROOM NAMING

At the close of the dinner, Alex Martinez announced the official re-naming of the conference room to the Julanna Gilbert Teaching and Learning Conference room.

2024

OFFICE OF TEACHING & LEARNING A YEAR IN REVIEW

Various Sectors

2023

SEPTEMBER 2023

- SoTL Faculty Fellows Fall Retreat
- Canvas Learning & Working Session - New Faculty
- Exploring Technology for Teaching Workshop
- Explore Top Hat for Teaching
- Welcome to UDOIT Accessibility
- Canvas Basics Webinar
- Teaching with AI Series: Incorporating AI into Course Assignments
- UDL Your Course Series: Problem Solving Accessible Course Materials
- Teaching with AI Series: Building Rubrics with AI
- Celebrating Teacher-Scholars Lecture Series

OCTOBER 2023

- Teaching with AI Workshop Series: Building Rubrics with AI
- Teacher-Scholar Lecture with Professor Deb Ortega
- DAT Applications Due
- SoTL Research Symposium 2023
- Faculty of Color Reception
- Heart of Higher Education Conversations
- Thriving in Color FLC
- R1Our Way Celebration
- UDL Your Course Series: Inclusive Classroom Participation
- UDL Your Course Series: Flexible Assessment
- Teaching with AI Workshop: Building AI Into Authentic Assessment

NOVEMBER 2023

- UDL Your Course Series: Flexible Assessment
- Teaching with AI Workshop: Building AI Into Authentic Assessment
- Faculty Promotions Celebrations
- Teaching with AI Workshop: Preparing for Finals with AI
- Exploring Perusal with INTZ Faculty
- Heart of Higher Education Conversations
- Already Using Digication? Digication Kora Webinar

DECEMBER 2023

- Thriving Across Borders FLC
- Course Design Institute for the Common Curriculum
- Neurodiversity Institute
- Winter SoTL Retreat

JANUARY 2024

- Canvas Basics Webinar
- Ed-Tech Drop in Hours
- New Adjunct Welcome & Orientation
- Teaching and Professional Faculty Learning Community
- Already Using Digication? Digication Kora Webinar
- Teaching with AI Workshop: Exploring AI for Research and Teaching
- Teaching with AI Workshop: Using AI for Course Discussions

FEBRUARY 2024

- Teacher-Scholar Lecture with Dr. Steve Iona
- COIL Information Session
- Teaching with AI Workshop: Enhancing Course Content with AI
- Teaching with AI Workshop: Infusing the UDL Framework

MARCH 2024

- Objectives In Mirror Are Closer Than They Appear: Reflections on Reflections for Teaching and Professional Development
- Building a Trusting Foundation: Accessibility Surveys and Classroom Agreements

APRIL 2024

- New Adjunct Faculty Orientation
- UDL Your Course Series: Building a Trusting Foundation
- UDL Your Course Series: Be C.A.L.M. and Create Accessible Learning Materials

MAY 2024

- Global Accessibility Awareness Day
- Restorative Practices in Classroom Dialogues
- Teaching in the Time of AI Writing: End of Term Assignments
- Teacher-Scholar Lecture with Dr. Julie Morris
- UDL Your Course: Inclusive Classroom Participation
- Designing Assignments in Digication

JUNE 2024

- SoTL Summer Retreat
- Creating Community Online - Short Course
- New Adjunct Faculty Orientation

JULY 2024

- Digital Accessibility Short Course
- SoTL Writing Bootcamp
- Course Design Institute

AUGUST 2024

- COIL Summer Institute
- Teaching with Technology - Short Course
- Neurodiversity Institute
- Teaching to Support Well-Being
- Fall SoTL Retreat

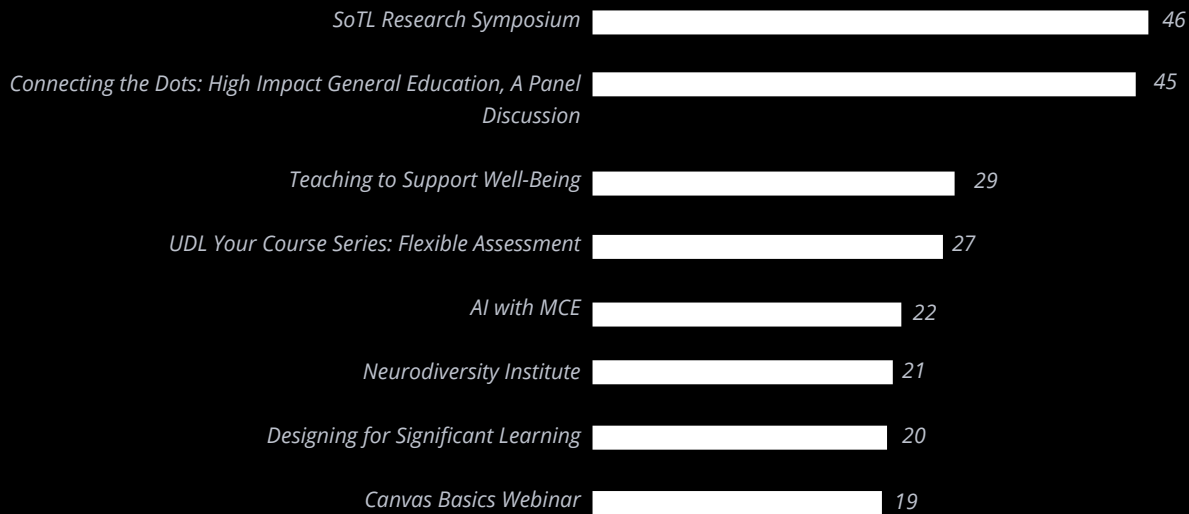
OFFICE OF TEACHING & LEARNING

BY THE NUMBERS

Event & Consultation Data

MOST POPULAR EVENTS

Fig. 1



DEMOGRAPHICS SERVED

Fig. 2

UNIQUE EVENTS **99**

UNIQUE FACULTY **280**

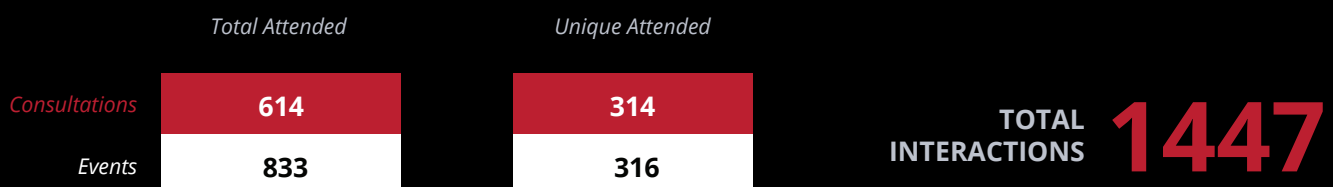
UNIQUE ADJUNCT FACULTY **87**

UNIQUE STAFF **91**

UNIQUE STUDENTS **13**

ATTENDANCE

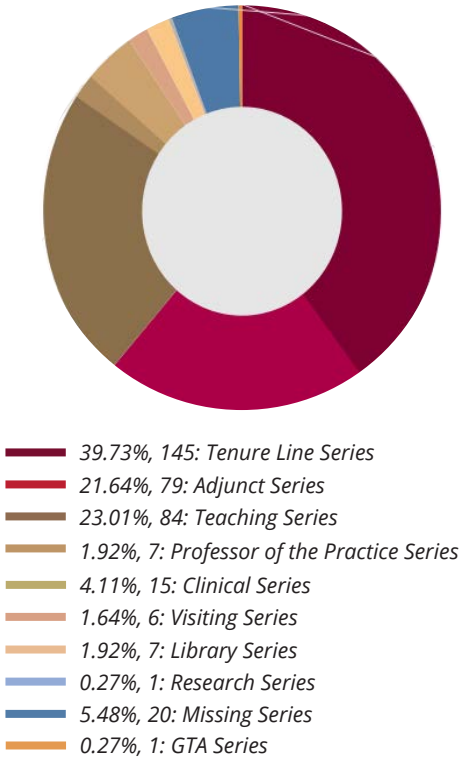
Fig. 3



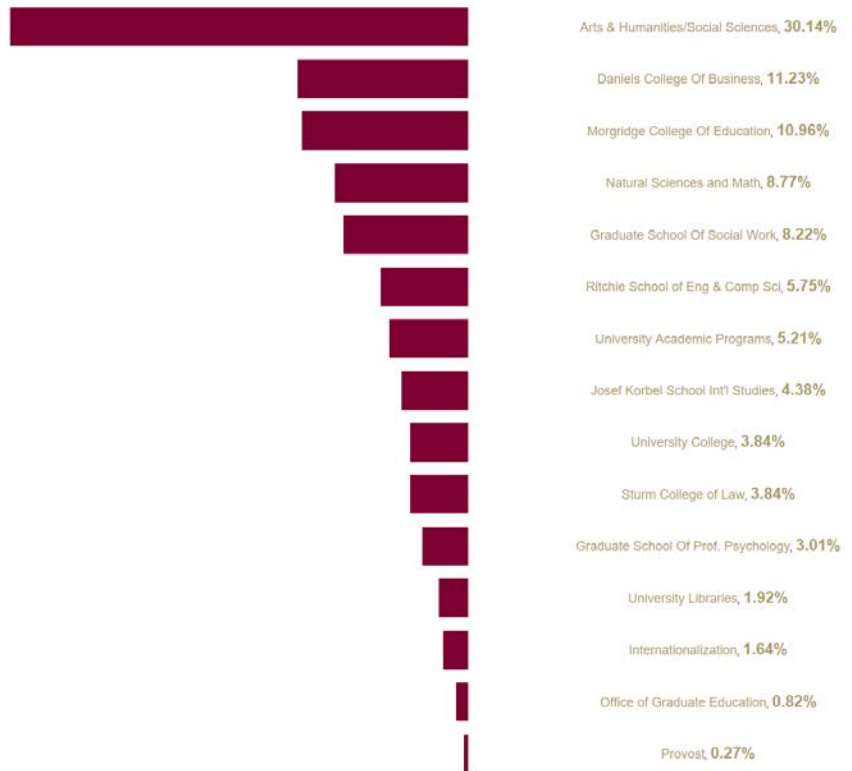
OFFICE OF TEACHING & LEARNING BY THE NUMBERS

Faculty Demographics by Rank, Series, and Department

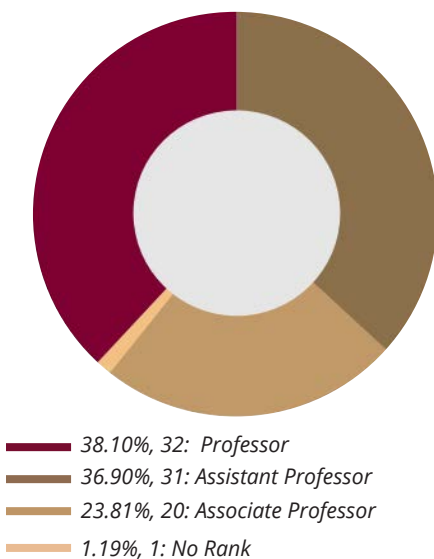
SERIES (UNIQUE APPOINTED FACULTY AND ADJUNCT FACULTY)



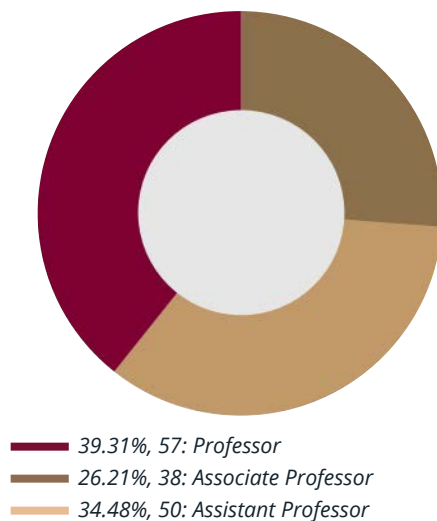
UNIT (UNIQUE APPOINTED FACULTY AND ADJUNCT FACULTY)



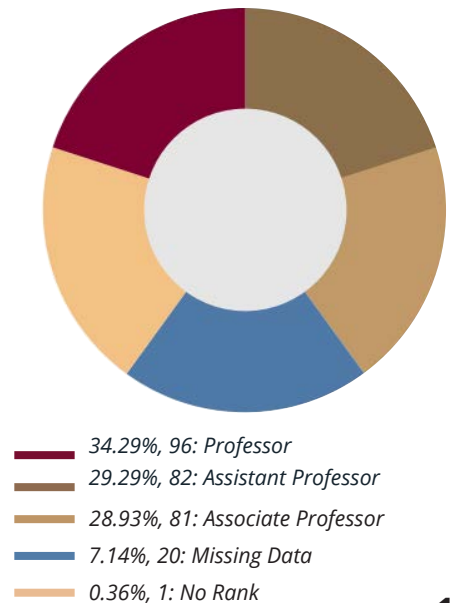
TEACHING SERIES AND RANK



TENURE LINE SERIES AND RANK



RANK (UNIQUE APPOINTED FACULTY)

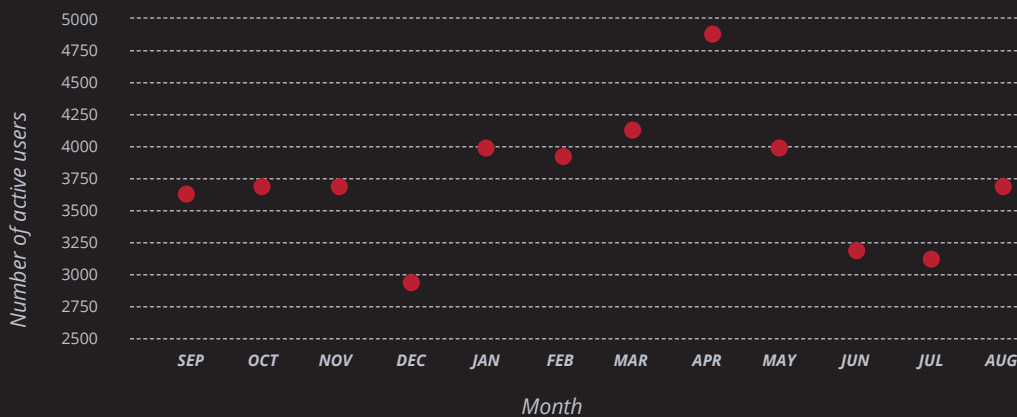


OFFICE OF TEACHING & LEARNING BY THE NUMBERS

Website & Communications

OTL WEBSITE USER ENGAGEMENT SEP 2023 - AUG 2024

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



STRATEGIC IMPERATIVE

01

“Ensure a sustainable future for the next generation through our financial, reputational and operational practices.”

As a service department at DU, we live the commitment to this strategic imperative through supporting the success, thriving, and retention of faculty. The OTL strives for operational excellence through understanding what our constituents need in terms of services and availability. In this section we share the ways we've examined and adjusted office operations in response to feedback and critical self-study

OTL

OPERATIONS

The OTL takes a data informed approach to serving our faculty constituents. Every 2 years since 2020 we have administered a needs assessment survey to ascertain both programming and service needs. In 22-23 we received a 4D infusion grant that allowed us to interview faculty and OTL staff in service of the 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?” Findings from surveys and our 4D interviews have assisted us in refining operational practices.

TOP 5 TOPICS

1. AI
2. Course Design
3. Exploring New Educational Technology
4. Creating Classroom Community
5. Inclusive and Equitable Teaching

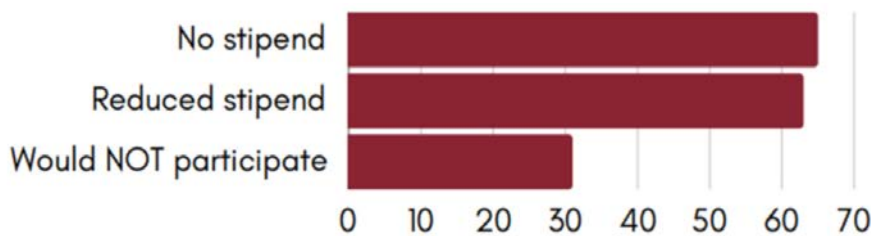
These findings help us prioritize programming and modalities. We are already acting on this feedback in 24-25.

TOP 5 PROGRAM TYPES AND PREFERRED MODALITIES (SPRING 2024)

Program Type	Preferred Modality
Workshops	<i>In-Person</i>
Custom Program/Consultation	<i>In-Person</i>
1:1 Consultations	<i>Virtual</i>
Short Courses	<i>Virtual</i>
Workshop Series	<i>Virtual</i>

NECESSITY OF STIPENDS

In this budget-constrained environment, we asked faculty, “I would still participate in OTL programs if there was...”.



We will still strive to provide stipends for intensive, longer-term commitments and during times when faculty are off contract (summer). However, these data are helpful for allowing us to be more strategic with limited funding.

*Photo bottom left of the page
Graph from a faculty survey on stipends and likelihood of participation*

OTL OPERATIONS

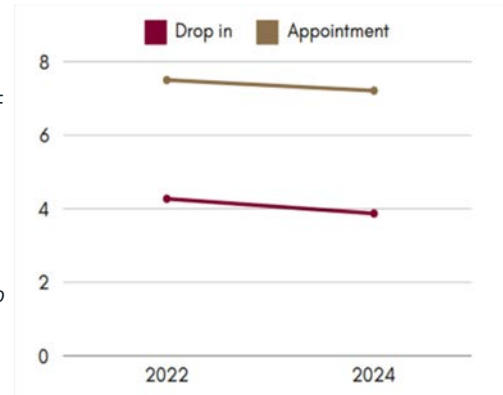
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OFFICE HOURS AND DROP-INS

Both longitudinal and interview data have indicated that faculty prefer to make an appointment rather than drop in. Therefore, while our operating hours are unchanged (M-F 8:30-4:30), we have reduced “in-person” hours where we guarantee a drop in would find OTL staff in the office (Tu-Th 9am-3pm). Because our work takes us across campus, this allows us to be strategic with in-person coverage while we lead programs and engage with faculty in their own spaces.

Faculty were asked to rate on a scale of 1 (low)-10 (high) about their expectations. *I expect to drop in at any time during normal business hours and find someone to help me and I prefer to make an appointment in advance when I have questions.*

Photo top right of the page
Graph of faculty expectations for in-person drop in support on a scale of 1 (low) - 10 (high)



ATTENDANCE TRENDS 2020-2024

Since the pandemic, there was a noticeable increase in overall attendance in 2021 but fewer faculty served. This suggests that the faculty who attended were repeat visitors to the OTL for programs or consultations. This may also be explained by a temporary increase in OTL staff from late 2020-2022, in the form of an instructional design team (5 temporary FTE). When these staff left, they were not replaced and ultimately, by 2024, there is no longer an instructional design team. With the exception of a new Faculty Developer of Instructional Accessibility, staffing has returned to pre-pandemic numbers which changes our capacity to offer programs and 1:1 consultations.

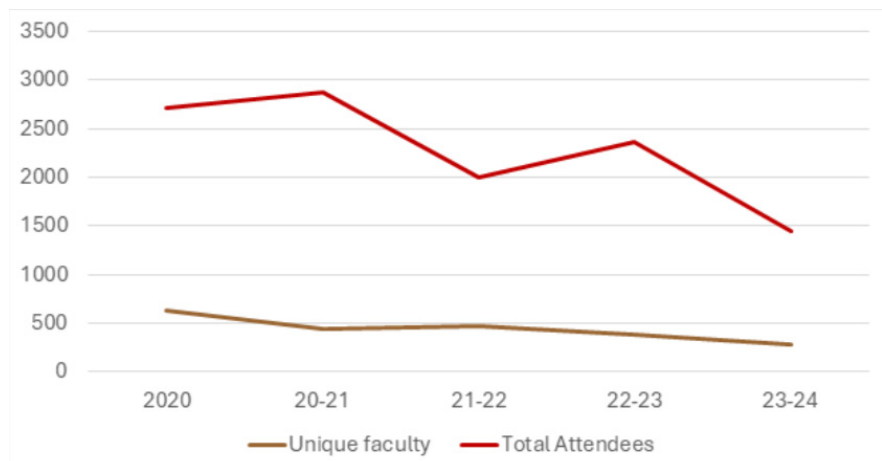


Photo center right of the page
Graph of faculty attendance rates

When looking at consultation and event attendance since 20-21 (we did not differentiate these data in winter/spring 2020), consultations increased as we had additional staff, namely our instructional design team and the faculty developer for instructional accessibility, and have since declined.

Note: there are missing data in 23-24 due to staff departures which resulted in reporting gaps.

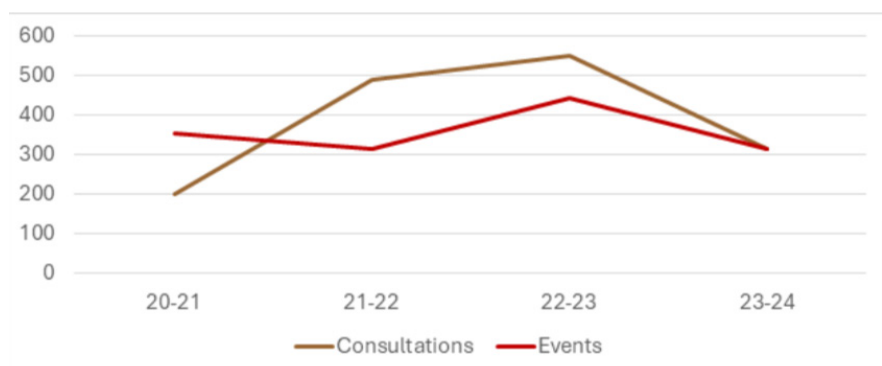


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Graph of consultation and event attendance

OTL

OPERATIONS

Continued

CRIMSON CONNECT TRANSITION

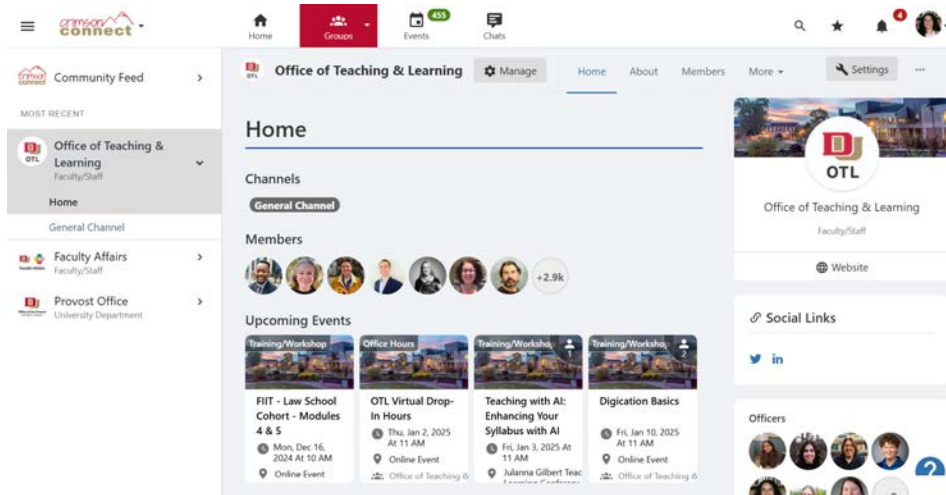
During the last year the OTL has been working to transition to Crimson Connect and sunset our homegrown events page. The Senior Faculty Developer led this transition team, holding in-house workshop time for staff to orient themselves to the technology. Office staff developed templates, built-in surveys, and emails for events. A communication campaign was launched to prepare faculty for the transition. OTL staff held internal training for the transition. Faculty training and how-to guides were developed and distributed to the DU faculty community.

Launched in Summer 2024

SALESFORCE TRANSITION

The Senior Faculty Developer also led the office's transition from Regroup to Salesforce by learning the new system to start building newsletters and move away from Regroup and Constant Contact. This included working with IT to import our specific email lists and ensure that our sender profile is set up correctly (i.e. make sure the emails are sent from the OTL and not University of Denver). OTL newsletter templates were developed to enhance and streamline OTL communications.

Fully adopted in July 2024



*Photo bottom left of the page
OTL Crimson Connect group page*



*Photo bottom right of the page
Salesforce logo*

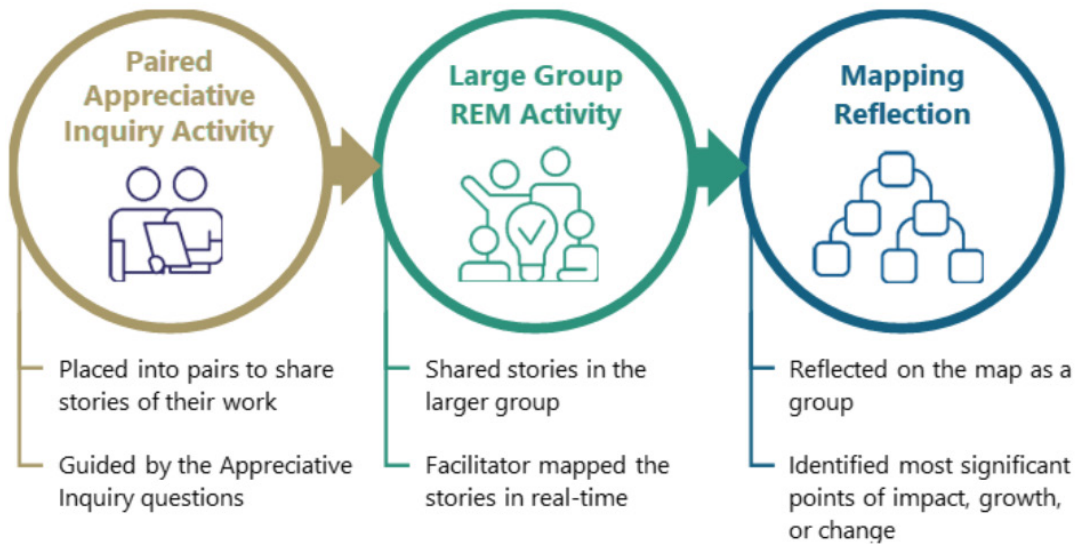
OTL RIPPLE EFFECTS MAPPING REPORT

In addition to traditional data collection such as our survey, the OTL participated in a Ripple Effects Mapping (REM) session. The session participants included OTL staff and Faculty Fellows. The goal of the session was to better understand positive impacts of our work across the university from the perspective of the staff and Fellows.

Participants were paired to share their stories from their work. In partnership with Leslie Alvarez, the Assistant Vice Provost and Director of the OTL, Lexi Schlosser developed three Appreciative Inquiry questions to guide these conversations:

- Tell a story about an OTL program or initiative that you are most proud of.
- What has been a highlight of working in/with the OTL?
- What impact or change has occurred as a result of the OTLs work?

Ripple Effects Mapping is a participatory, strengths-based qualitative protocol aimed at capturing intended and unintended consequences of an initiative or program. The process involves (see figure).



*Photo bottom center of the page
Ripple Effects Mapping methodology*

OTL RIPPLE EFFECTS MAPPING

REPORT

Continued

FINDINGS FROM OUR REM SESSION INDICATED FOUR DOMINANT THEMES:

Cultivating Community and Connection, in which participants described the OTL as a place for people to come together from different areas of campus for social and professional connections. The OTL's work leads participants to describe the "OTL [is] like a live organism," for humanizing connections to take place.

Creating Space to be a Teacher-Scholar, in which the OTL provides opportunities for faculty to learn, adapt, and embrace the Teacher-Scholar model through educational development. Faculty are encouraged to learn new approaches to teaching by reflecting and applying creative, innovative, and research-based teaching practices. When the OTL "creates space" for learning and development to take place, faculty embrace their own learning process, feel more empowered to make changes to their teaching, and seek out additional opportunities to conduct research in their classroom.

The work done in the OTL has contributed to a Shift in Narratives in the way teaching and learning is received, appreciated, and applied. A particularly salient narrative that continues to shift through the OTLs work involves the perceptions that faculty have surrounding educational development. Faculty are moving from seeing educational development as a "means of survival," to a more intentional "care for learning."

Impacting Teaching at DU and Beyond, the final theme, involved the OTL being seen as a "place of revival" where faculty to come together, receive support, and grow their own knowledge and abilities for supporting student learning. Participants mentioned the OTL's promotion of High Impact Practices, and its centrality to the institution. Within the DU community, the OTL is positioned as a key partner and collaborator for strategic initiatives. In recent years this has included the institution's response to the COVID-19 Pandemic, campus-wide efforts for student accessibility accommodations, and leadership on teaching evaluation changes. Within the wider educational development community, the OTL is also deeply committed to advancements in educational development innovations and initiatives. This has resulted in national and international publications, presentations, and involvement in professional organizations.



*Photo bottom center of the page
REM Session findings*

STRATEGIC IMPERATIVE

02

“Create a unique global, holistic, ‘4D’ student experience

Any curricular innovation should include robust faculty development. Our office supports faculty as they innovate in the classroom to deliver the 4D experience through High Impact Practices such as the use of ePortfolios.

This section describes programs and services that support strategic initiative two including our work on launching a new ePortfolio platform, Digication, our Student-Faculty Partnerships, and the ways that we’ve partnered with Academic Affairs to engage with faculty in discussions around our core curriculum (general education).

DU PORTFOLIO REPLACEMENT PROJECT

DIGICATION ADOPTION

Digication was officially launched as a replacement technology for DUPortfolio in winter 2023. Summer 2024 saw the final migration of content and official sunset of DUPortfolio. In 23-24, Kellie Ferguson transitioned from our Instructional Design team to lead the OTL's High Impact Practices programming, specifically focusing on ePortfolios as an avenue reflective and integrative learning.

Programming and content on Digication includes web resources, building templates in Digication, and delivering workshops, both on the technology and its pedagogical applications.

Digication Basics

Designing Assignments in Digication

4D COLLABORATION: AAC&U INSTITUTE FOR EPORTFOLIOS (IN PROGRESS)

The AAC&U Institute on ePortfolios (IeP) is designed for those seeking to instantiate ePortfolios beyond a single course or major” and will “help teams of faculty, staff, and administrators design and implement ePortfolios in large-scale adoptions” (AAC&U). The current goal of the IeP team is to implement a faculty learning community, an ePortfolio peer mentor program, and support wider adoption and use of Digication, DU’s new ePortfolio platform. Through the leadership of Laura Perille, Executive Director, 4D Experience, the OTL collaborated on the application and the DU team was accepted for the 24-25 institute.



Photo top right of the page
Kellie Ferguson, Faculty Developer of Integrative and Experiential Learning

ALREADY USING DIGICATION? DIGICATION KORA WEBINAR (WITH APARNA VAIDYANATHAN)

As we have rolled out this new technology, the faculty developer for integrative and experiential learning has also made Classroom Visits for Digication These tutorials are approximately an hour long, in person session. and in person. Courses impacted:

- April Chapman Ludwig: FSEM
- Elizabeth Escobedo: HIST 2645
- Nancy Sasaki: FSEM, BIOL 1271, BIOL 3090
- Heather Martin: FSEM
- Michele Tyson: Higher Ed Master's Program
- Barbekka Hurtt: Graduate Student Mentors

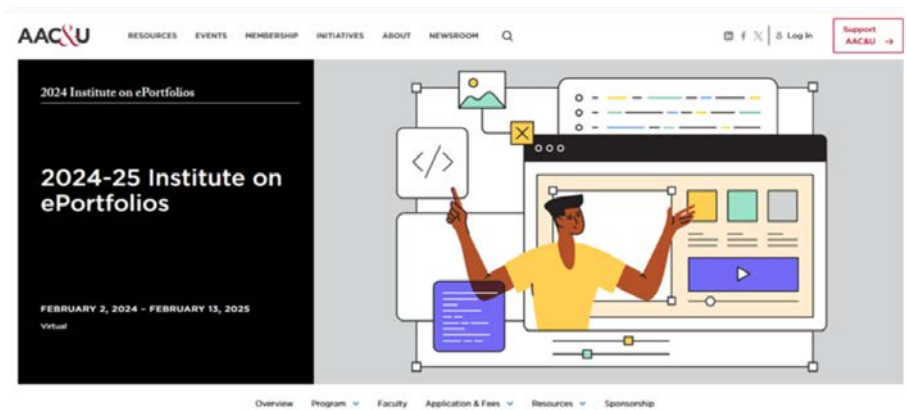


Photo lower left of the page
AAC&U 2024 Institute on ePortfolios website

STUDENT-FACULTY PARTNERSHIPS

The Student-Faculty Partnership program is in its 8th year on campus and ran in Spring 2024. Eight students and six faculty members were “paired up” as partners for a quarter. Each week throughout the quarter, students visited their faculty partner’s class and took detailed observation notes (usually related to a focus question/topic that they and their faculty partner are interested in exploring), and then student-faculty partners met with each other to discuss their respective observations, wonderings, and insights. Additionally, student partners designed (in collaboration with their faculty partner) and facilitated a mid-quarter focus group/survey of the students in their faculty partner’s class, and discussed the results with their faculty partner. Students also met weekly as a group to support each other in this work and discuss what they were learning from this experience.

NEW IN 2024

MULTIPLE STUDENT PARTNERS

Last year, for the first time, there were two faculty members who had two student partners each (as a way to provide both the students and faculty members the opportunity to hear from multiple student perspectives and thus deepen the opportunities for learning).

“GET A STUDENT PERSPECTIVE” PROGRAM

A total of **5 faculty members** had one-time consultations with a student; each of these consultations consisted of one or two class observations and/or the conducting of a mid-quarter feedback session with students. Five student partners/consultants were part of this program - all of whom had been in the quarter-long partnership program in previous years.

THEMES FROM EVALUATIONS

- Students and faculty indicate that a highlight of the program is the relationship they developed with their partner.
- Because of the nature of these relationships, students and faculty members develop greater empathy for, and understanding of, each other.
- Students and faculty talked about how this work would change their approach to teaching and learning both in the near term and moving forward.
- Both students and faculty indicated that participating in this program gave them a greater sense of efficacy.



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



“This is a way to learn about teaching from the lens of the students in the classroom. I just think that’s so powerful. This is a way for you to expand your ability as a teacher and have a different type of relationship with a student and different insights. It’s really lovely and powerful. I think everybody should try it out.” – Faculty partner



“This is a program that is vital to the future of DU. Not only is it amazing to connect students with faculty members, but it also exposes students to views and experiences they never would otherwise have done. The feedback we shared with each other helped improve the quality of teaching at the University and will continue to be for the benefit of the student body in the future.” – Student partner

**TOTAL FACULTY
PARTICIPANTS
(SINCE 2017)**

79

**TOTAL STUDENT
PARTICIPANTS
(SINCE 2017)**

64

STUDENT-FACULTY PARTNERSHIP PAIRINGS

KEY:

Student participant

+

**NAME OF COURSE
OBSERVED**

Faculty participant

Henry Baehler,
German

+

**INTRO. TO DATA STRUC-
TURES & ALGORITHMS**

Iffat Anjum,
Ritchie School of
Engineering &
Computer Science

Klaire Cherryhomes,
Strategic
Communication

+

**ELEMENTARY
FRENCH**

Frederique Chevillot (Sister
Fred!), College of Arts, Human-
ities, and Social Sciences,
Languages, Literatures, and
Cultures

Matthew Valdez,
Physiology of Health
& Disease

+

**DYNAMICS I
WITH LAB**

Rachel Horenstein,
Ritchie School of
Engineering & Computer
Science, Mechanical and
Materials Engineering

Prasamsa Sapkota,
Marketing
and Public Policy

+

**ANTIRACIST, FEMINIST
LEADERSHIP**

Trisha Tieg,
University Academic
Programs, PLP and
CWC Leadership Scholars
Program

Claire Fox,
Psychology and
Sociology

+

**LEADERSHIP AND SOCIAL
MOVEMENTS**

Joe Walsh,
University Academic
Programs, PLP

Leonardo Gonzalez,
Accounting

Anastasia Arango,
Music Performance

+

**BETWEEN MEMORY AND
IMAGINATION**

Kate Willink,
College of Arts,
Humanities, and Social
Sciences

Kiersten Philavanh,
International Studies
and Public Policy

COLLABORATING TO SUPPORT GENERAL EDUCATION

As the central professional development hub for teaching and learning, the OTL supports cross-campus efforts that intersect with classroom level innovation, course design, and student success. To that end, we partnered with the Vice Provost for Academic Affairs and the Faculty Director of General Education to offer two opportunities.

CONNECTING THE DOTS: HIGH IMPACT GENERAL EDUCATION, A PANEL DISCUSSION

This panel sought to answer the question, "How can we help students make meaning out of general education rather than viewing the common curriculum as a checklist of disparate classes?" Academic Affairs and OTL joined forces to consider that and other questions with a panel of faculty and staff experts.

PANELISTS

Richard Colby, *Writing Program, Faculty Director of General Education*

Jared Del Rosso, *Sociology*

Helen Hazen, *Geography*

Julie Morris, *Biological Science*

Virginia Pitts, *Office of Teaching and Learning*

Rachel Walsh, *Languages, Literatures & Cultures*

Jennifer Karas, *Vice Provost for Academic Affairs, Moderator*

COURSE DESIGN INSTITUTE FOR THE COMMON CURRICULUM

This Course Design Institute (CDI), which took place in December 2023, was the first CDI offered solely to faculty members who were designing or re-designing a course that is part of DU's Common Curriculum. The CDI's focus on designing for significant learning directly aligns with the Common Curriculum's emphasis on supporting students in connection-making across diverse experiences and areas of knowledge, cultivating critical and creative thought, and preparing students for leadership and citizenship in our global society. Stipends for faculty participants were funded by the Vice Provost for Academic Affairs.

“

“I like hearing about the ways other disciplines tackle questions about assessment and learning. It helps me interrogate my own pedagogy and make sure each thing I do in my classroom is deliberate and based in the best practices in my field.” – from end-of-institute survey, CDI for the Common Curriculum



*Photo bottom right of the page
Panelists*



*Photo bottom center of the page
Panel attendees*

STRATEGIC IMPERATIVE

03

“Cultivate an exceptionally diverse, inclusive, equitable, and welcoming community”

DU's commitment to the campus and broader community includes a dedication to diversity, equity, and inclusion. This commitment is embedded in many areas of the university. The OTL is unique in that our programming supports changes to practice that lead to more inclusive classrooms.

This section describes programs and services that support strategic imperative three including our portfolio of inclusive teaching programs like the Faculty Institute for Inclusive Teaching (FIIT), and our accessibility efforts including those focused on Universal Design for Learning and the Neurodiversity Institute. This section also reviews our Microcredentials, programs that cultivate belongingness like our Faculty Learning Communities (FLCs), and the celebration of our 25th anniversary.

INCLUSIVE TEACHING

FACULTY INSTITUTE FOR INCLUSIVE TEACHING (FIIT)

The Faculty Institute of Inclusive Teaching (FIIT) is a self-paced, asynchronous, online program for faculty members that is housed in Cornerstone (i.e., Talent@DU). According to a report received from Talent Acquisition & Development, FIIT was assigned to 453 faculty members. Of that, 269 (59.38%) completed the required 1 module of FIIT.

During the Summer Quarter of 2024, the 5 modules of FIIT were updated and redesigned by the Director of Inclusive Teaching Practices (DITP) and our Web Content Designer, Elise Brewer.

59.38%

**Faculty completed the required
1 module of FIIT.**



*Photo center right of the page
Jasmine Yap, Director of Inclusive Teaching Practices FIIT
Program welcome video*

TEACHING FOR INCLUSION & EQUITY PROGRAM

The Teaching for Inclusion and Equity (TIE) Micro-credential Program equips faculty with research-based strategies to create equitable and inclusive classroom environments. Participants learn to assess and respond to bias and microaggressions, engage in discussions about race and equity, and design inclusive practices that support diverse learners.

In the 2024 Spring Quarter, the Psychology Department reached out to process 3 intermediate badges that had been started and completed during the transition period between the previous and current director of inclusive teaching. The current director was invited to engage with the Psychology Department's DEI Faculty Learning Community (FLC) in Spring 2024. Members of the DEI FLC were encouraged to submit their projects for TIE Intermediate badges. In August 2024, 1 foundational badge was issued to one Writing faculty member who completed the badging requirements in the summer of 2023.

CONTENT CREATION - INCLUSIVE TEACHING PRACTICES (ITP) WEBPAGE

In the Summer Quarter 2024, Justin Stoeckle, Associate Director of Prevention and Masculinities Engagement, Health & Counseling Center – Health Promotion, reached out about collaborating on an identity module for the ITP webpage that is focused on [Masculine Identity Module](#). The module went live on the ITP webpage on August 15, 2024.

UNIVERSAL DESIGN FOR LEARNING (UDL)

YOUR COURSE SERIES

The UDL (Universal Design for Learning) Your Course Series of workshops aims to equip faculty with essential skills for designing inclusive and accessible learning environments. Participants explored topics such as creating accessible materials and using digital tools, thus enhancing their teaching practices and fostering student success. The series was offered 3 times in the past academic year.

FALL 2023 (ONLINE)

- Welcome to UDOIT Accessibility: Your Universal Design Online Inspection Tool
- Designing in Canvas with Accessibility in Mind
- Inclusive Classroom Participation

WINTER 2024 (ONLINE)

- Building a Trusting Foundation: Accessibility Surveys and Classroom Agreements

SPRING 2024

- Building a Trusting Foundation: Accessibility Surveys and Classroom Agreements (OTL)
- Be C.A.L.M. and Create Accessible Learning Materials (asynchronous, online, Canvas) – 21 enrolled in Canvas
- Introducing UDOIT – The Universal Design Online Inspection Tool (OTL)
- Kaltura Captioning and Accessible Instructional Videos (OTL)
- Applying UDL Principles to ePortfolios (OTL)
- Inclusive Classroom Participation (OTL)
- Flexible Assessment (OTL)
- Honoring the Student Perspective (OTL)

LAW FACULTY FELLOWS UDL WORKSHOP

The OTL collaborated with Denver Law Faculty Fellows to provide a customized workshop on Universal Design for Learning. Six law faculty members were in attendance.



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



*Photo bottom right of the page
Jasmine Yap, Director of Inclusive Teaching Practices*

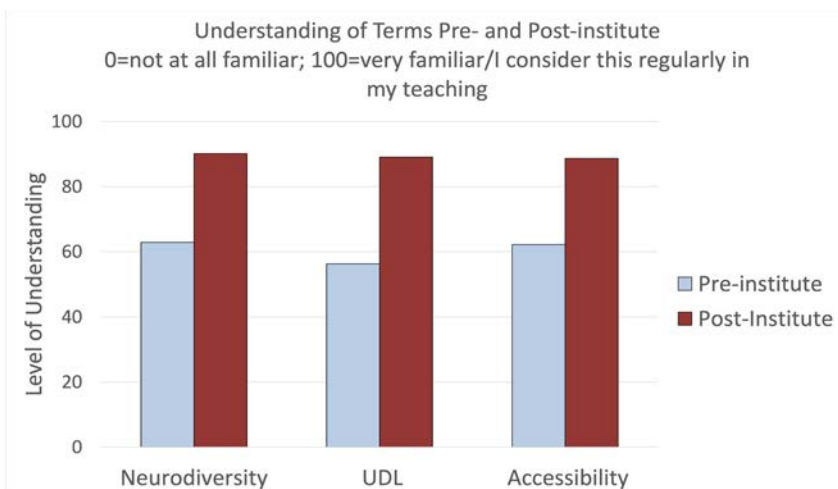
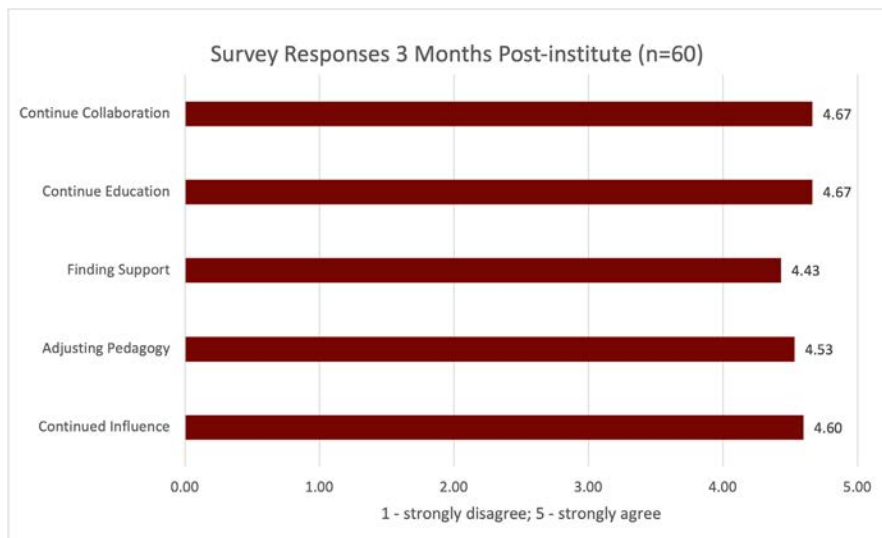
**TOTAL UNIQUE
PARTICIPANTS**

64

NEURODIVERSITY INSTITUTE

The Neurodiversity Institute, a collaboration between the Vice Provost of Faculty Affairs, the Office of Teaching and Learning, and the Learning Effectiveness Program (LEP), is a two-day interactive experience designed to equip faculty with tools to support neurodiverse students in the classroom. Participants engage in self-reflection, departmental collaboration, and strategic planning for systemic changes, leading to a better understanding of accessibility, neurodiversity, and Universal Design for Learning (UDL), and fostering innovative departmental approaches to support neurodiverse students.

Since the first NDI in August 2021, 115 faculty and administrators have participated in the institute across 6 sessions. All reported increases in knowledge and a better understanding of the needs of neurodivergent students. Data for all past NDIs are summarized below.



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

*Photo center left of the page
Neurodiversity Institute survey responses 3 months post-institute chart*

*Photo lower left of the page
Neurodiversity Institute participants familiarity with terms pre-and post-institute chart*

DECEMBER 2023

20 faculty participants across 12 programs and departments

AUGUST 2024

24 faculty participants across 12 programs and departments

NEURODIVERSITY INSTITUTE

RIPPLE EFFECTS MAPPING

Ripple Effects Mapping (REM) is a strengths-based, qualitative protocol for identifying intended and unintended impacts of an initiative. From the full report, REM is an “approach that aims to illuminate diverse perspectives and reveal both anticipated and unanticipated outcomes of an initiative. REM celebrates accomplishments through a process that combines elements of Appreciative Inquiry, mind mapping, group interviewing, and qualitative data analysis to gather stories of impact. Participants’ stories and reflections are mapped in real-time to demonstrate connections and relationships.”

The OTL worked with the Butler Institute for Families’ Dr. Amy He and her team to complete a REM session to capture the impacts of the Neurodiversity Institute.

The approximately 20 past NDI participants were asked:

1. What does the NDI do exceptionally well?
2. What are you most proud of doing or accomplishing since attending the NDI?
3. What have been some highlights for you in efforts related to neurodiversity since NDI?
4. What are short or long-term outcomes of NDI-related work that stand out to you?

Five themes emerged from this process: 1) ways in which participants have applied NDI practices in their classrooms and beyond, 2) advocating for student learning, 3) personal and professional impacts, 4) foundational knowledge and common language about neurodiversity, and 5) the NDI creating a space of support and community. See the OTL publications page for the complete REM report.



Photo top right of the page
Ripple Effects Mapping participants



Photo center right of the page
Butler Institute for Families’ Dr. Amy He and her team

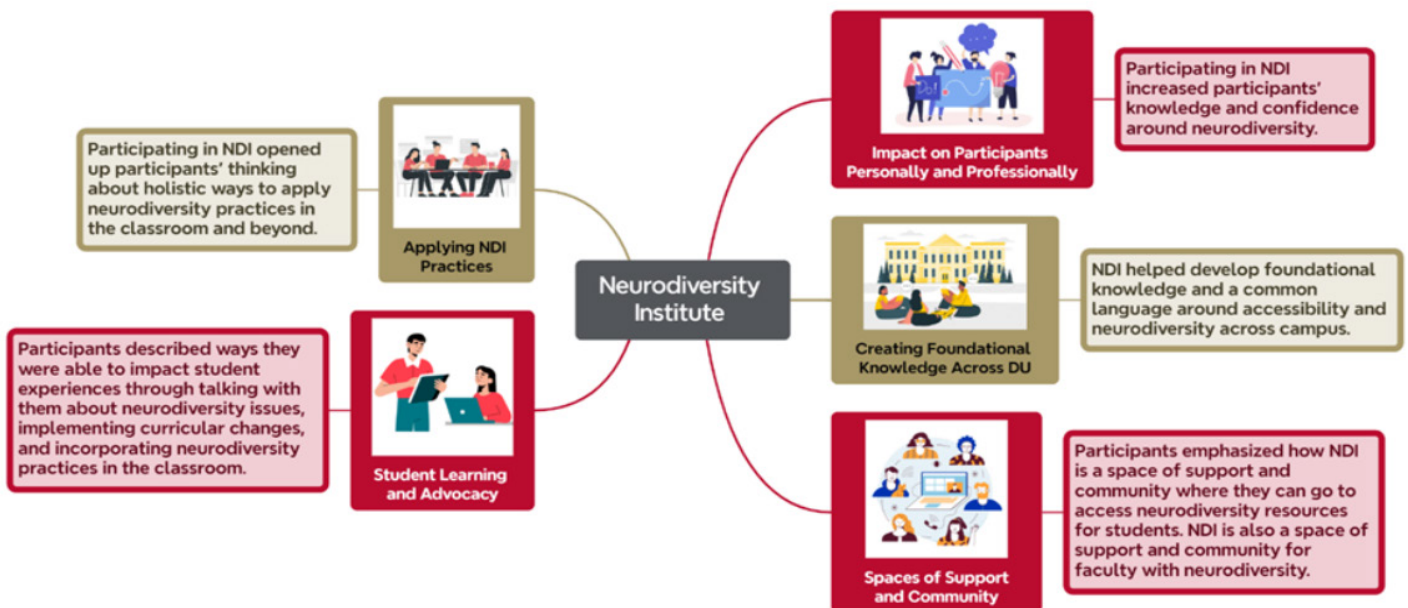


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Neurodiversity Institute Ripple Effects Mapping

Photo top right of the page
Ellen Hogan and Leslie Cramblet Alvarez



Photo center right of the page
Georgetown University Equity Summer
Institute website



NEURODIVERSITY INSTITUTE ON THE ROAD

Ellen Hogan and Leslie Cramblet Alvarez's proposal *Opening Hearts and Minds: Cultivating a Culture of Support for Neurodiverse Students* was accepted for presentation at the American Association of Colleges and Universities annual meeting in Washington DC in January 2024.

As a result of our presentation at the AAC&U, we were invited to provide a workshop during Georgetown University's Red House's Opportunity Institute.

Collaborating to Cultivate a Culture of Support for Neurodiverse Students was an interactive workshop designed to engage participants in a discussion on collaborations and opportunities to support neurodiverse students. We described the efforts at DU by campus partners including the OTL, SDS, student affairs, and the Learning Effectiveness Program, to engage faculty in an educational campaign. We shared our successes, discussed common challenges, and encouraged participants to consider ways to meet these challenges in their own contexts.

FACULTY LEARNING COMMUNITIES (FLCS) & COMMUNITY OF PRACTICE (COP)

THRIVING ACROSS BORDERS FLC

To address the need of international faculty, who are an integral part of the vibrant DU community, this FLC was developed and offered during 2023-24 academic year. This group focused on a place for international faculty to connect on matters intersecting with teaching and increasing opportunities for international faculty to receive peer support, mentoring, professional development, an amplified, cultivated sense of community, and a sense of belongingness.

The call for the group was not made public; to make sure we are being mindful of faculty members' privacies regarding their immigration status and self-identities, it was a targeted outreach within the trusted network. The information was made available to those interested in applying.

This FLC was co-facilitated with Dr. Trishula Patel and met for a total of 10 times during the academic year.

THRIVING IN COLOR FLC

In light of the success of the first cohort, a modified version of this faculty learning community was offered for a second year. Instead of a three co-facilitator structure, the director of SoTL and FLCs partnered with Dr. Lauren DeCarvalho, as a co-facilitator. This group met for a total of 12 times during the academic year.

Six themes were identified at the beginning of the group gatherings, and two meetings were dedicated to each theme: language, microaggressions in academia and the classroom, navigating academia, navigating white fragility, on diversity, and on belonging. Each theme included scholarly reading and other discussion prompts, which the participants were expected to review prior to the meeting.



*Photo upper right of the page
Kayoung Kim, Director of the Scholarship of Teaching
& Learning and Faculty Learning Communities*



*Photo center right of the page
Thriving Across Borders program logo*



*Photo center left of the page
Thriving in Color program logo.*

KEEPIN' IT REAL COP

With the new Director of Inclusive Teaching Practices joining January 2024, the director of SoTL and FLCs developed a community of practice to co-facilitate.

This CoP centered around the book, *Eloquent Rage*, by Brittney Cooper. While this book covers many of the intersecting themes, such as how gender and race play in professional success, our goal was to connect every theme to that of teaching and learning. A total of 7 meetings were held between April and May 2024.

**THRIVING
ACROSS
BORDERS
PARTICIPANTS**

13

**THRIVING IN
COLOR
PARTICIPANTS**

11

**KEEPIN' IT REAL
PARTICIPANTS**

8

FACULTY LEARNING COMMUNITIES (FLCS) & COMMUNITY OF PRACTICE (COP)

Continued

“

This was a very different experience. Meeting people and having a safe space were the most important components for me. It felt quite natural to share with all the other people present, even if I did not know them at first. It gave me a sense of community. It made me feel like I belong here.

“

TAB was one of the highlights of DU. Our group meetings made me think about many important things and helped me realize my experiences weren't unique or different from those of other international faculty. It was definitely a very positive experience and something I will treasure.

“

This program provided a safe and a caring environment, which allowed me to show up authentically. Our facilitator, Kayoung, and all the positive energy she puts into others. She has been a beacon of light as I learn how to navigate the academy.

“

TAB was the only safe and comfortable environment where I could freely express my thoughts without worrying about being judged. It was also the place where I gained the most intercultural experience. I am very grateful for the privilege to be part of this group. I wish more international faculty could join and benefit from this group, which would greatly enrich their DU experience.

“

It really stood out to me the ability to be in community with a diverse set of persons who understand the challenges of being a person of color in a PWI. It was much more of a safe space— where we could talk about real issues we face in our jobs without fear of being judged.

“

Having community with other faculty of color was something that is immeasurable. It was a place where we could discuss how we all navigate academia in our different roles, yet we can all relate to the hardships.

STRATEGIC IMPERATIVE

04

“Define and model a global, engaged research university”

The teacher-scholar model is foundational to DU’s identity. Excellence in scholarly and teaching endeavors are not mutually exclusive, rather, teaching practice informed by research and research informed by teaching practice complement one another. The OTL facilitates DU’s commitment to the teacher-scholar model by cultivating a culture of life-long learning and the practice of Scholarship of Teaching and Learning. OTL staff engage in scholarly pursuits through contributions to regional and national conversations in the form of conference presentations and publications. DU’s commitment to global engagement is supported through programs focusing on supporting faculty in integrating global learning and intercultural understanding in their courses. The OTL is also nurturing international collaborations with DU’s partners, particularly Lund University. This section summarizes our SoTL programs, support of the Teacher Scholar Series, COIL programming and international partnerships, and staff scholarship.

SCHOLARSHIP OF TEACHING & LEARNING FACULTY FELLOWS YEAR 2



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

The SoTL Faculty Fellowship is a yearlong cohort-based program that was launched in 2022. The program, designed under the Community of Care framework, fosters the exploration of innovative approaches to understanding and assessing student learning while enhancing belonging and leadership skills. In 23-24 cohort 1 presented their work as cohort 2 began their yearlong experience.

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. Through cohort-based activities, fellows engage in professional and emotional support, fostering a collaborative environment across campus.

The program is retreat and FLC-based, although the retreats have now moved to on-campus due to budgetary limitations. During the year, Faculty Fellows participated in three SoTL trainings (Fall retreat: Aug 29-31; Winter retreat: Dec 12-13; Summer retreat: June 17-18). Similar to the inaugural year, each training is geared specifically towards the 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, 2024).

SCHOLARLY TEACHER TRACK PARTICIPANTS

Names	Department/Unit
Jillian Blueford	Counseling Psychology
April Chapman-Ludwig	University Writing
Ellie Dannenberg	Mathematics
Kelly Elliott	Graduate School of Professional Psychology
Rachel Horenstein	Engineering
Barbekka Hurtt	Biological Sciences
Sabine Lang	Mathematics
Tia Quinlan-Wilder	Marketing
Denisse Solis	Digital Collections
Madison Sussmann	Exhibits
Beth Suter	Communications Studies



*Photo center on the page
Kayoung Kim, Director of the Scholarship of Teaching & Learning and Faculty Learning Communities*



*Photo center right of the page
Cohort 2 SoTL Faculty Fellows*



*Photo bottom center of the page
Laura Spansler, SoTL Faculty Fellow Scholar*

SCHOLARSHIP OF TEACHING & LEARNING

FACULTY FELLOWS YEAR 2

Continued

ADVANCED PRACTITIONER TRACK PARTICIPANTS

Starting this year, a second track was added to the fellowship structure to accommodate the varying SoTL research needs of faculty members. The Advanced Practitioner track is geared towards advanced SoTL researchers who will continue their SoTL work throughout the year.

Names	Department/Unit
Kellie Keeling	Business Information Analytics
Susan Walter	Spanish Language, Literary and Cultural Studies

The structure of this track is designed to be mostly asynchronous. In addition to the Getting Started and the Final Module, the Advanced Practitioner track course was created on Canvas to contain six modules: Why do we do SoTL, Inclusive & Accessible Assessment, Going Public, Quantitative analysis for Advanced SoTL Practitioners, Qualitative Analysis for Advanced SoTL Practitioners, and Situating SoTL in Your Career. The Faculty Fellows were expected to complete two online modules and two consultations by mid-December, and then two additional online modules and two consultations by mid-June. There are three deliverables they must complete: SoTL proposal, a mid-year review, and the data report, all of which prepare the fellows for the presentation of the completed SoTL poster at the SoTL Research Symposium in October, 2024.

PROGRAM PARTICIPANTS & SYMPOSIUM PRESENTERS

Presenters	Project Title	Presentation Type
Jillian Blueford	School Counseling Advocacy Training	SFF Presentation
April Chapman-Ludwig	Transforming the Transfer Student Experience in 1533	SFF Presentation
Ellie Dannerberg & Sabine Lang	Student Success in Business Calculus	SFF Presentation
Rachel Horenstein	"Want To" vs "Need To:" Leave: The Impact of EF Deficits	SFF Presentation
Barbekka Hurtt & Anne DePrince	Near Peer Mentoring to Support Signature Work	SFF Presentation
Kellie Keeling	Assessing MSBA Students' Coding and Modeling Skills V.2	SFF Presentation
Diane Kraft	Law Student Reading Strategies	SFF Presentation
Madison Sussmann	Enhancing Student-Curators' Exhibit Label Writing Skills	SFF Presentation
Elizabeth Suter	Changes in Perspective-Taking During a Critical Adoption Studies Course	SFF Presentation
Leslie Cramblet Alvarez & Jasmine Yap	Elevating Neurodiversity and UDL at DU Through the Neurodiversity Institute	Invited Project
Virginia Pitts	Fostering Empathy Through Student Faculty Partnerships	Invited Project

“

I have loved the experience, truly one of the best things I've done at DU.

“

The retreats are fantastic. I have been given a dedicated space to continue my work and to do so while learning from brilliant and caring colleagues. I have learned so much from these colleagues whether it was about different kinds of technologies to use for data collection or how to incorporate a different methodology or even learning to embrace “failures.” I really value the time we have spent together.

“

It has made me think more about not only the “why” of what I'm doing, but also the “does this really work” of what I'm doing.

“

I am more reflective and purposeful in my teaching. I find myself reevaluating everything that I am doing and questioning “why.” I also want to find even more opportunities to evaluate my teaching approaches and how it is impacting student learning.

SCHOLARSHIP OF TEACHING & LEARNING

FACULTY FELLOWS YEAR 2

Continued

Evaluation surveys were administered at the beginning of the fellowship and repeated after the completion of the fellowship. Following the results from the inaugural year that showed changes in faculty participants' perception regarding how central the SoTL identity is in their professional self, as well as their perceived likelihood of repeated participation, this year a more thorough review of participant feedback was administered, as well as observing if the pattern of participants' perceived benefits of fellowship participation was replicated between the cohorts.

SOTL RESEARCH SYMPOSIUM

The culmination of the first SoTL Faculty Fellow cohort's work was presented at the inaugural SoTL Research Symposium on October 12, 2023. The Symposium featured a keynote speaker, social gathering, and the presentation of the 12 completed projects in the format of a poster presentation. The posters were later showcased in a library exhibit at the main campus library (Anderson Academic Commons) with the goal of reaching a wider campus audience.

The Symposium also provided an opportunity to acknowledge and celebrate the work of the inaugural SoTL Fellows as well as the SoTL Faculty Scholar. The second cohort started their program by the time the Symposium was offered and attended to learn from the previous cohort's completed projects, to connect and network with other SoTL researchers on campus, and to expand the SoTL community at DU.

Photo top right of the page
SoTL participant reports on the benefits of SFF participation: A comparison



COMPLETED PROJECTS

12



Photo center right of the page
Vice Provost Jenn Bellamy discussing participant's research with other event attendees.

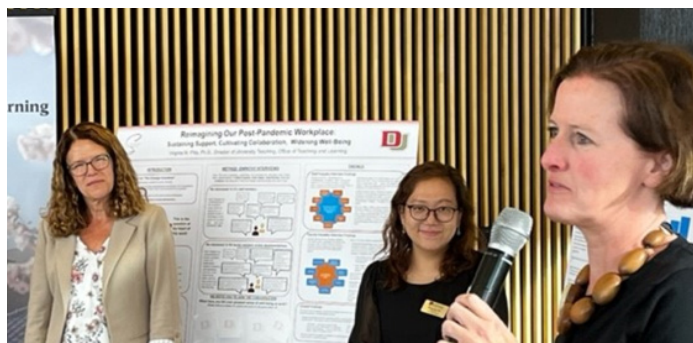


Photo lower left of the page
Provost Mary Clark giving opening remarks at the SoTL Research Symposium



Photo lower right of the page
SoTL Research Symposium attendees viewing participant posters.

CELEBRATING TEACHER-SCHOLARS

LECTURE SERIES

A colloration with the Office of the Provost

Beginning 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.



*Photo top right of the page
Lecture event attendees.*

23-24 INVITED TEACHER-SCHOLAR SPEAKERS



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page
Dr. Deb Ortega*

DR. DEB ORTEGA

Director, Latinx Center
Professor, Graduate School of Social Work

October 4, 2023

Professor Ortega's lecture titled, "It's not 'either or'...it's 'yes and'..." highlighted how teaching extends well beyond the classroom, permeating the work of faculty, as well as the importance of scholarship born out of teaching as a means by which to advance disciplines.



*Photo center left of the
page
Dr. Steve Iona*

DR. STEVE IONA

Teaching Professor, Physics and Astronomy

February 7th, 2024

In his talk entitled, "Can you Teach Teaching?," Professor Steve Iona, Department of Physics and Astronomy, explores characteristics of good teachers and good teaching. The questions of who could be a teacher, what teachers need to know, and what teachers need to be able to do to be good teachers, are essential for teacher-scholars.



*Photo lower left of the
page
Dr. Julie Morris*

DR. JULIE MORRIS

Teaching Professor, Biological Science

May 8, 2024

In her talk titled, "Planting Seeds & Cultivating Curiosity," Dr. Morris shared her journey as an educator and emphasized the importance of fostering a growth mindset and a love for learning in students.

COIL INSTITUTE

The Team

In August 2024, we held the third annual Collaborative Online International Learning (COIL) Institute, a partnership between the Office of Internationalization and OTL. There were 11 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). This year, the format was adjusted to a 1-day institute rather than 2-day and focused on helping participants complete the COIL course proposal application for submission to the Internationalization Council for approval and funding.



*Photo center left of the page
Internationalization Grant to develop expertise and cultivate COIL partnerships*

Lexi Schlosser, Faculty Developer of Online Learning received an Office of Internationalization's International Partnership and Development Grant, and traveled to DU partner institution, the University of Glasgow, in Glasgow Scotland to collaborate with our strategic partners on Collaborative Online International Learning (COIL) Initiatives. During her trip, she participated in many networking and knowledge exchange meetings to learn about their efforts and share DU highlights related to online learning. She facilitated a series of three workshops for three pre-identified stakeholder groups, including the School of Education Faculty, the College of Arts and Humanities Faculty, and a select group of Department Chairs and Deans across institutional programs interested in program-level COIL work. The workshops included an overview into the foundations of COIL, best practices for COIL course design, and key considerations when facilitating COIL.

PROGRAM

Attendees

Stefan DuBois, *Center for World Languages and Cultures*

Ann Gow, *University of Glasgow*

Barbekka Hurtt, *Biological Sciences*

Jessica Johnson, *Communications*

Rebekah Layton, *Sociology and Criminology*

Betsy Leonard, *Morgridge*

Tracy Mahvan, *University of Wyoming*

Keith Miller, *Chemistry and Biochemistry*

Pallab Paul, *Marketing, Daniels College of Business*

Roma Sur, *Media, Film, & Journalism Studies*

Alena Wolfink, *Political Science*



*Photo bottom right of the page
Lexi Schlosser, Faculty Developer of Online Learning,
presenting in Glasgow*

LUND WORKSHOPS



LUND UNIVERSITY

*Photo top right of the page
Lund University logo*

Office of Internationalization & OTL Leadership

Lund University in Lund, Sweden is one of DU's Global Key Partnerships. These partnerships are aimed at advancing robust engagement across disciplines and universities. Following OTL participation in the Lund Delegation in May 2023, Casey Dinger (Internationalization) and Leslie Cramblet Alvarez (OTL) were invited by Alice Kjellsson (International Coordinator, Strategic Partners and Relationships) and Isabelle Nilsson (International Offices, Strategic Partners and Relationships) to deliver a COIL workshop for Lund faculty (referred to as "Academic Staff" in Sweden). Susanne Brokop (Lecturer, Human Movement: Health and Rehabilitation) coordinated another COIL session for the Medical Faculty (academic staff in the medical school). This trip was funded by Lund University.



*Photo upper left of the page
Academic staff in the
Medical School*



*Photo upper right of the page
Casey Dinger presenting*



*Photo center left of the page
Leslie Cramblet Alvarez*



*Photo lower left of the page
Casey Dinger, Isabelle
Nilsson, Alice Kjellsson,
Leslie Cramblet Alvarez*



*Photo lower right of the page
Casey Dinger presenting*

STAFF SCHOLARSHIP, AWARDS, & GRANTS

CONFERENCE PRESENTATIONS

Cramblet Alvarez L. D., & Landrum, R. E. (April, 2024). From stress to success in the graduate school application process. Psi Chi program at the Rocky Mountain Region Psychological Association, Denver, Co.

Hogan, E., & Cramblet Alvarez, L. D. (January 2024). Opening hearts and minds: Cultivating a culture of support for neurodiverse students. Discussion session at the general meeting of the American Association of Colleges and Universities, AAC&U, Washington D.C.

Hogan, E., & Cramblet Alvarez, L.D. (June, 2024). Empowering every mind: Collaborating to cultivate a culture of support for neurodiverse students. Invited workshop, 2024 Opportunity Institute: Colleges & Universities Working to Improve the Student Academic Experience and Outcomes, Georgetown University, virtual.

Kim, K. (November, 2023). The power of PEOPLE: A SoTL Community of Care. 48th Annual POD Conference, Pittsburgh, PA.

Kim, K. (April, 2024). It's about the PEOPLE: Centering the Community of Care in SoTL Work. POD SoTL SIG Webinar.

Sponsler, L., Cramblet Alvarez, L. D., & Dinger, C. (April, 2024). Intentionally internationalizing teaching and learning. Internationalization Summit, University of Denver, Denver, Co.

Yap, J. (July, 2024). Current questions and hot topics in the classroom [Panel discussion]. In First-Year Seminar Faculty Workshop: Pathways to Civil Discourse, Disagreement, and Debate, University of Denver, Denver, CO.

PUBLICATIONS

Cramblet Alvarez, L. D., & Willink, K. (2023). University of Denver: From Crisis response to institutional change. In R. A. R. Gurung, & D. Plaza, (Eds.) *Onward to Better: How Facing a Pandemic Will Improve Higher Education in the 21st Century*, Stylus Press.

Hogan, E., Ciancanelli, B., & Cramblet Alvarez, L.D. (in press). Supporting neurodiversity: A partnership for faculty development centering Universal Design for Learning. *Journal of Postsecondary Education and Disability*.

Moussa Rogers, M., Cuccolo, K., McKinney, C., Edlund, J. E., Grahe, J. E., Zlokovich, M. S., Bauer, L. M., El-Kour, T., Hässler, B., Jia, F., Norvilitis, J., Shane-Simpson, C., Yockey, R. A., Cramblet Alvarez, L. D., Eisner, L., Rhys Evans, T., Farahani, H., Haden, S., Hawkins, G., Kawabata, Y., Stoppa, T., ... Kalibatseva, Z. (2024). Understanding family dynamics in a cross-cultural sample: A multi-national study. *Psi Chi Journal of Psychological Research*, 29(2), 140-149. <https://doi.org/10.24839/2325-7342.JN29.2.140>

AWARDS/GRANTS

Graduate Student, Professional Student, and Postdoctoral Scholar Development (GPPD) Career Development Grant Recipient - POD Network: Lexi Schlosser

POD Network Early Researcher Grant Recipient (\$1,800) - Supporting Student Success Through Data Driven Changes to Online Teaching Practices - Lexi Schlosser and Aparna Vaidyanathan

Partnership Development Through Exchange Internationalization Grant Recipient - Collaborative Online International Learning (COIL) in Action: Building Partnerships and Facilitating COIL Course Development Among University of Glasgow Faculty and Staff - Office of Internationalization, University of Denver: Lexi Schlosser

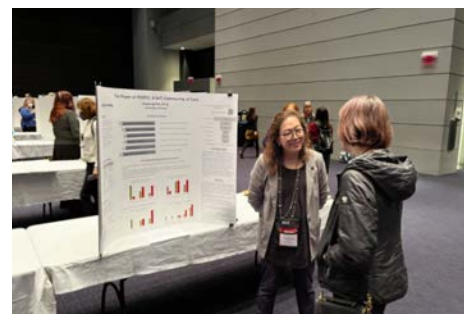


Photo right of the page
Koyoung Kim at the PODNetwork Conference, Nov 2023



Photo lower right of the page
Leslie Cramblet Alvarez & Ellen Hogan present at the AAC&U General Meeting in January 2024



Photo bottom right of the page
Leslie Cramblet Alvarez with co-author, Eric Landrum (Boise State University) at the Rocky Mountain Psychological Association conference, April 2024

STRATEGIC IMPERATIVE

05

“*Ensure academic excellence with a signature portfolio of academic programs and a relentless pursuit of quality*”

The OTL is a critical partner for excellence across teaching and learning modalities. To remain competitive and deliver on our promise to students, DU must respond to the rapidly changing higher education landscape. Supporting faculty as they adapt to advances in classroom practice, emerging technologies, and changing demographics is core to the mission and the function of the OTL. As our mission states, we *“support faculty in advancement of transformative, inclusive, and impactful teaching and learning across all disciplines and modalities to actualize DU’s educational promise to all students.”*

This section summarizes our work in emerging technologies such as AI in the classroom, signature programs like our short courses, and our Course Design institute, and support for educational technology like Canvas through instructional design and our Teaching and Learning Online microcredential. The OTL also plays a critical role in accreditation through the annual assessment cycle and advances campus-wide efforts related to teaching excellence such as our facilitation of *R1 Our Way* funded programs.

ARTIFICIAL INTELLIGENCE IN THE CLASSROOM

Responding to a changing educational landscape, a collaborative office initiative

The OTL began responding to growing concerns about the impacts of AI on the college classroom in early 2023. In 23-24, we created a series of workshops to allow a space for faculty to engage with the technology, share concerns, and learn from one another.

The Teaching with AI Workshop Series invited faculty to discover innovative and creative ways to integrate artificial intelligence (AI) into their classrooms. Sessions explored pedagogical concepts, practices, and strategies for leveraging AI to create personalized, adaptive, and engaging learning environments that cater to 21st century teaching and learning. The goal for the series was that upon completion, faculty will be able to design and implement AI-enhanced teaching methods that foster student learning experiences, effectively utilizing AI tools to adapt instruction, assess student progress, and enhance student engagement in the classroom.

SERIES WORKSHOPS

FALL QUARTER:

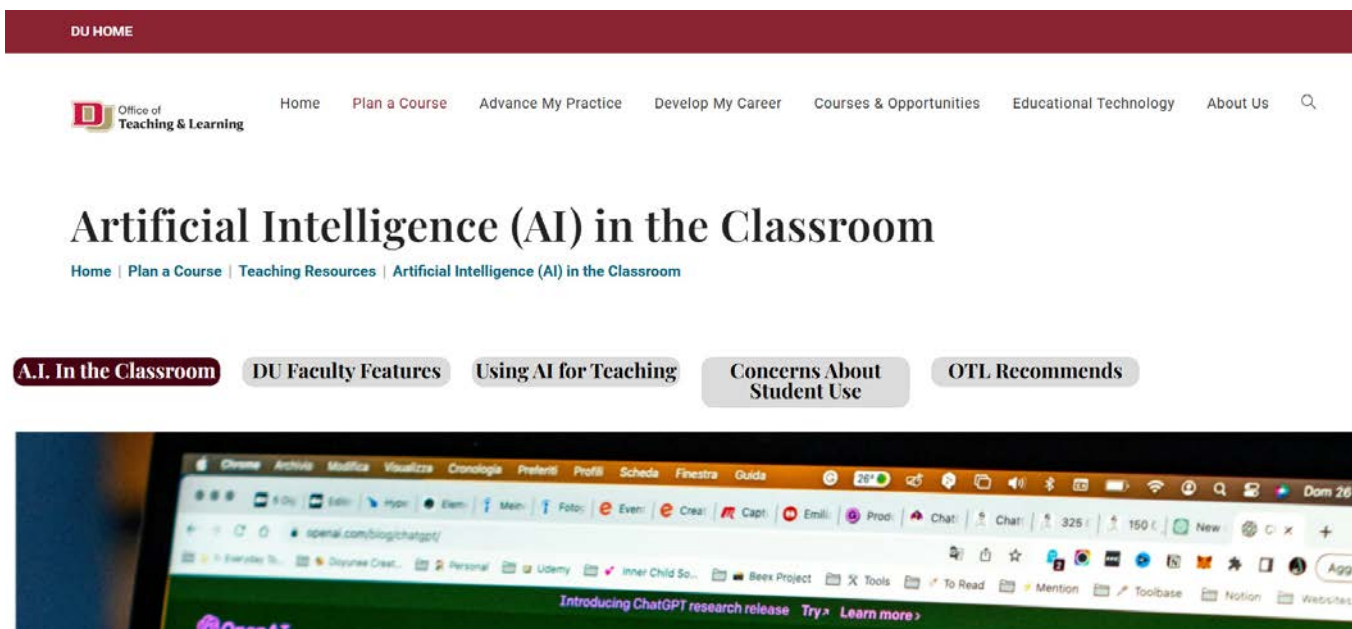
- Incorporating AI into Course Assignments
- Building Rubrics with AI
- Play with AI
- Building AI into Authentic Assessment
- Preparing for Finals with AI in Mind

WINTER QUARTER:

- Using AI to Enhance your Syllabus
- AI for Teaching and Research
- AI and Course Discussions
- Enhance Course Content
- Infusing the UDL Framework

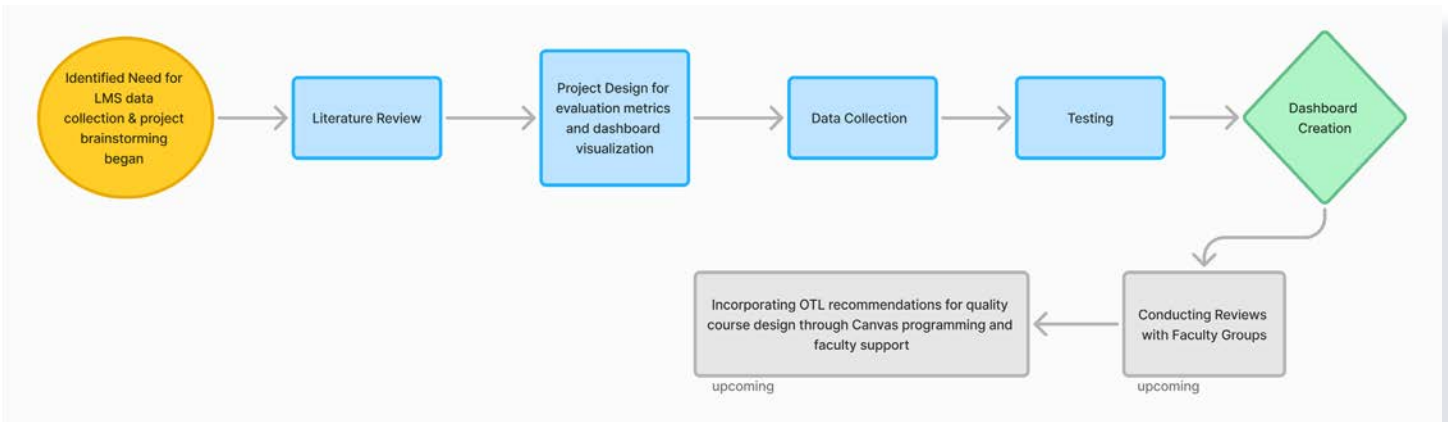
TOTAL
PARTICIPANTS **48**

SESSIONS
OFFERED **10**



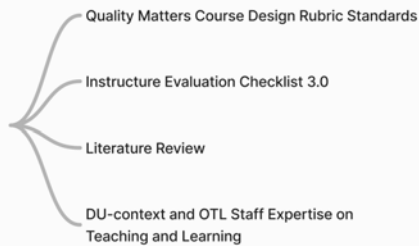
*Photo bottom center of the page
Beginning in 2024, our new digital resource
hub for Teaching with AI.*

LMS COURSE EVALUATOR TOOL PROJECT



*Photo top center of the page
Methodology timeline*

What has informed our data collection



*Photo center left of the page
Influences on Data Collection for LMS Evaluator Tool*

In our 22-23 annual report we presented a Canvas Lookback charting Canvas adoption rates prior to and since the pandemic. Currently, use of Canvas is hovering around 90% of courses. In other words, 90% of DU courses have an active, published Canvas shell, whether the course is in-person or online. During the pandemic, all faculty were asked to use their Canvas shell and minimally, include course materials, use assignment features, upload a syllabus, use the gradebook, and (if relevant) quizzing/testing features.

This Dashboard project is the next step in understanding the Canvas use with a focus on quality of Canvas shells across campus. Students frequently complain about disorganized, inconsistent, and confusing Canvas shells. This project utilized instructional design principles and data reporting capabilities within the Learning Management System (LMS) to inform the design of an interactive dashboard used to review and report on current and past LMS usage across the institution. The review aims to communicate whether courses meet our recommendations for basic LMS use or include intermediate or advanced LMS functionality, sorting courses into multiple tiers of usability. Our goal was to extend our institutional understanding of LMS use beyond course publication rates and take a deeper look into how courses are structured to make data-informed recommendations for more effective instructional design. For example, the dashboard allows us to examine the percentage of courses within a college/program that incorporate specific instructional design practices, like the integration of course syllabi, use of various instructional pages, placeholders for students to submit assignments, alignment with course outcomes and rubrics, and even integration of additional educational technologies. These data will help us as we design training opportunities and consult with departments on course design.

This project received funding from the PODNetwork Early Researcher Grant. Lexi Schlosser was awarded this grant in the amount of \$1,800 to fund a research assistant to build the dashboard in Tableau.

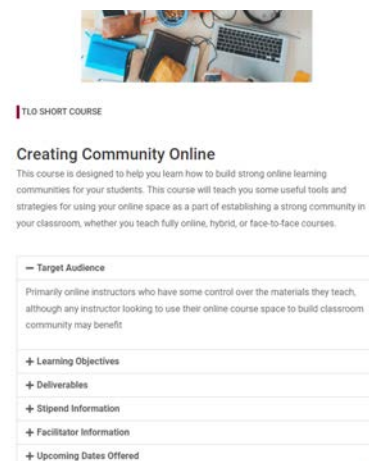
SHORT COURSES & TEACHING & LEARNING ONLINE (TLO) MICROCREDENTIALS

Collaborative program led and facilitated by the Faculty Development team

Short Courses have been a staple offering in the OTL as an online, asynchronous way 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. Last year, many of these short courses were revised. In 23-24 the newly revised short courses were offered again including:

- Creating Community Online
- Digital Accessibility Short Course
- Teaching with Technology

**COURSE
COMPLETERS 17**



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

TLO MICROCREDENTIAL

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 digital 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.

- [Heather Martin](#) | University Writing Program | 2024
- [Keely Gohl](#) | Daniels College of Business | 2024
- [Namrata Chatterjee](#) | Department of Geography & the Environment | 2024
- [Brad Benz](#) | University Writing Program | 2023
- [Carrie Olson](#) | Morgridge College of Education | 2023
- [Clayton Kuklick](#) | Graduate School of Professional Psychology | 2023
- [Kathleen Novak](#) | Daniels College of Business | 2023
- [Mei Yin](#) | Department of Mathematics | 2023
- [Michael Gallagher](#) | Department of Communication Studies | 2023
- [Stefan DuBois](#) | Center for World Languages and Cultures | 2023

TLO INTERMEDIATE BADGE PROGRAM

The Teaching and Learning Online (TLO) Intermediate badge program invites faculty to engage deeper in an area of online learning relevant to their professional teaching goals. Participants will employ reflective practice, independent research, project design, networking, and presentation skills. Upon completion, participants will be able to discuss and address actionable ways to integrate online learning practices into their discipline.

- [Clayton Kuklick](#) | Graduate School of Professional Psychology | 2024
- [Michael Gallagher](#) | Department of Communication Studies | 2024

COURSE DESIGN INSTITUTE

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



The Summer Course Design Institute (CDI), which ran July 29 through August 2 this year, is a week-long, immersive experience focused on designing courses for significant learning. Now in its eighth year, the institute, led by OTL's Director of University Teaching Dr. Virginia Pitts, brings faculty members together to engage in meaningful guided discussions, hands-on workshops, and working sessions to design or redesign a course in which all components (outcomes, assessments, and activities) align to result in significant learning.

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

“

Prior to this institute, I was pretty uninformed on pedagogy and taxonomies of learning. I think the entire framework for this course will change how I view my own curriculum and how to spot courses and instructors who are also very intentional about their course design.

“

Thank you so much for offering this institute - it is a fantastic resource for new and continuing faculty. I know it takes a lot of planning and effort to pull together such an effective experience, and I am grateful to be a part of a community that supports faculty learning in this way.

INSTRUCTIONAL DESIGN TEAM



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



Photo top right of the page
Instructional Designer, Jeff Schwartz

The OTL grew to an instructional design team of 5 at the height of the pandemic. Over the past few years those temporary positions have expired and only one position was made permanent. In 23-24 the ID team included the Senior Faculty Developer and one Instructional Designer.

The ID team provides support to events, services, and facilitates or co-facilitates programs including:

- Online Short Courses
- Neurodiversity Institute
- UDL Your Course Series
- Canvas Basics Webinar
- AI Series
- Course Development Consultations

OTL INBOX

Our inbox serves as a virtual front door which is overseen by the ID team. This support includes technology troubleshooting and time-sensitive support as well as referral within the OTL.

**SUPPORT
REQUESTS** **876**

NEW TERM TECH DROP-INS

The OTL Instructional Designer and Faculty Developers hold drop-in hours at the beginning of each term to support faculty in real-time with:

- Importing and updating Canvas course content
- Developing and uploading your syllabus
- Designing your assessments
- Incorporating Universal Design for Learning (UDL) into your courses

CONTENT CREATION

Instructional design often includes course builds in which designers work closely with faculty to bring their course design to life in a virtual space. For example, building out modules in Canvas that support the in-person work done in the classroom. Our instructional design team works closely with the Faculty Developer team which may also support deep consultations around course builds. This year, there were customized course templates and pages developed directly in Canvas for faculty members. These are represented below as either partial course builds (i.e., templates for individual course pages) or full course builds (i.e., multiple templated pages, modules, etc.). Once completed, customized templates were supplied to faculty members to begin adding their own content.

Partial Course Builds:

- COMN-2450-1; Spring Quarter 2024; Kate Willink
- LAWS-4410-1; Autumn Semester 2024; John Culver

Full Course Builds:

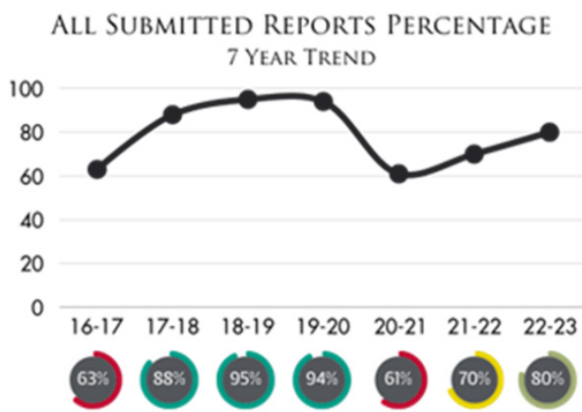
- ASEM-2713-1; Summer Quarter 2024; Kate Willink
- COMN-2210-1; Summer Quarter 2024; Kate Willink
- LAWS-4227-105; Autumn Semester 2024; Roberto Corrada

ACADEMIC ASSESSMENT

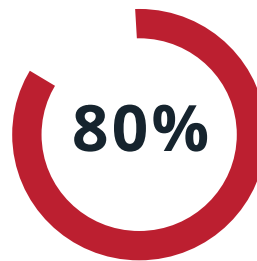


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Stephen Riley, Director of Academic Assessment*

DU's Director of Academic Assessment is housed in the Office of Teaching and Learning and leads and refines the annual assessment cycle. He holds course-level assessment professional development programs, works with departments on their annual assessment plans, and creates an annual assessment report that is distributed to campus constituents. Some highlights of the 2023 report are shared below. See the 23-24 assessment report for more detail.



*Photo center left of the page
Data on All Submitted Reports Rubric Scoring which showcases a seven year trend beginning in 2016 and ending in 2023.*



total percentage of submitted reports by all units AY 22-23

DEPARTMENT CONSULTATIONS AND PROJECTS

Department/Program/Faculty	Project
History	Thesis assessment set up and dashboard
Chemistry and Biochemistry	Faculty, Student, and Alum assessment survey and dashboard
Kinesiology	Canvas Outcomes Project
Alex Huffman, Chemistry and Biochemistry	Research Project alum survey
Center for World Languages and Cultures	Canvas Outcomes evaluation and visualization
Religious Studies	Assessment redesign
Sociology and Criminology	Assessment redesign and implementation
Morgridge College of Education	Accreditation Reaffirmation
University College	Credit for Prior Learning Assessment Plan

ASSESSMENT & ACCREDITATION COMMITTEE

A new committee was formed and convened in 23-24. The group's aim is to help establish and maintain a culture of continuous growth and reflection related to student learning. The group meets monthly to discuss issues related to assessment and accreditation and then to help communicate best practices.

- Andrea Stanton-College of Arts, Humanities, and Social Sciences
- Paula Adamo- College of Arts, Humanities, and Social Sciences
- Cindy Cragg-University College
- Clayton Kuklick-Graduate School of Professional Psychology
- Neomi Vin Ravi-Graduate School of Social work
- Tia Quinlan-Wilder-Daniels College of Business
- Virginie Cassidy-Center for World Languages and Cultures

DOCUSIGN LAUNCH

This year, we implemented the use of DocuSign for all programmatic assessment reports. The Director for Academic Assessment was able to send reports to all program assessment directors and track when they had submitted reports easily via DocuSign's signing process. Giving feedback on the reports was also made easier, as the rubric for feedback was embedded in the document, which allowed the director to give feedback as part of signing of the document before it returned to the author and any other academic leaders.

COLORADO ASSESSMENT ASSOCIATION: AI WORKING GROUP

The Director of Academic Assessment represented DU as a member of the summer AI workgroup of the Colorado Assessment Association. For his project, he worked on developing a chatbot that was trained on OTL as well as other teaching and learning, assessment, and accreditation materials. The goal of the chatbot was to have a trained assistant who could reliably answer questions about OTL services and best practices. He presented my work at the Colorado Assessment Association's fall assessment gathering.

DEPARTMENT FEATURES

ASSESSMENT

DEPARTMENT FEATURE: GRADUATE SCHOOL OF PROFESSIONAL PSYCHOLOGY

The Director of Academic Assessment worked with Clayton Kuklick, Clinical Associate Professor in the Graduate School of Professional Psychology, to import all program and course learning outcomes into Canvas so that the Kinesiology programs could begin collecting student learning data on signature assignments in every course in the program. Each assignment is aligned with program outcomes and the data collected is being put into a Tableau dashboard for ongoing reflection. The program is working toward specialized accreditation.

GSPP faculty in the program finalized all program and course level outcomes and these outcomes were imported into Canvas. Training videos were created to help faculty understand how to access the outcomes in their course and attach them to assignments.

After the first quarter of using the outcomes, the Director of Academic Assessment ran the Canvas reports on the learning outcomes and then used to create a Tableau dashboard for the director and program faculty to use in their assessment work. Going forward, the faculty will continue to evaluate student learning in their courses and the quarterly reports will be fed into the dashboard to enable data-informed decision making for the program.

With the success of this pilot, Kinesiology has begun work on their Master's program outcomes and importing them into Canvas. All of this will help the program as they seek professional accreditation in the next few years.

DEPARTMENT FEATURE: CHEMISTRY & BIOCHEMISTRY

The Director of Academic Assessment worked with Scott Horowitz, Associate Professor in the Department of Chemistry & Biochemistry, on a survey of faculty, students, and alumni. The survey asked current faculty, students, and alumni respondents about courses and services, seeking advice on which elements to keep and what should be changed. After the survey was administered, the Director of Academic Assessment helped analyze the data and present it to the department's assessment committee through a Tableau dashboard. The survey results were used to create an action group that will determine the next steps for the department.



0% Survey Completion

Welcome to the student survey for the Graduate Program in Chemistry & Biochemistry. Please answer the following questions to help us assess the strengths and areas for growth of our program. The results will be analyzed by the assessment committee and discussed with faculty in order to determine our next steps. The survey should take approximately 10 minutes. Thank you for your help!

Next page >

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Department survey

Outcome Average

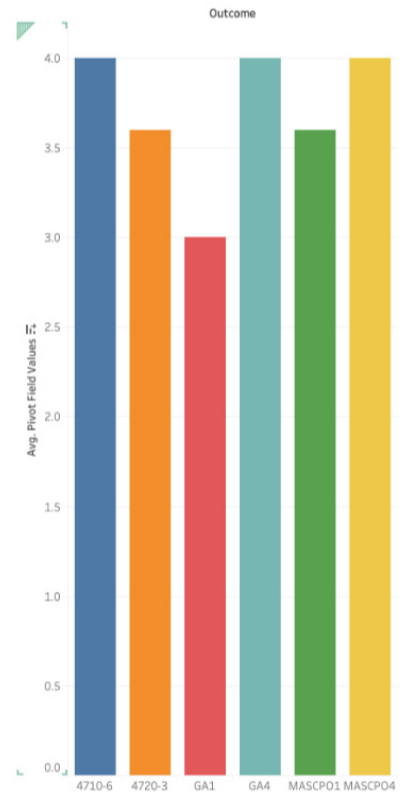


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Average score on each outcome

4.1.1.1 Kinesiology and Sports Studies UG Program Outcomes

Search within 4.1.1.1 Kinesiology and Sports Studies UG Program Outcomes

All 4.1.1.1 Kinesiology and Sports Studies UG Program Outcomes 6 Outcomes

- > KSSUG.1 COMMUNICATION (CO)
Students will demonstrate the ability to communicate effectively to multiple au...
- > KSSUG.2 INTELLECTUAL ENGAGEMENT AND REFLECTION (IER)
Students will demonstrate the ability to plan, implement, reflect, and engage in...
- > KSSUG.3 ENGAGEMENT WITH HUMAN DIVERSITY (HD)
Students will understand multiple ethical principles and ways of knowing includi...
- > KSSUG.4 COMMUNITY ENGAGEMENT (CE)
Students will demonstrate the ability to communicate in a scholar-practitioner...
- > KSSUG.5 DISCIPLINARY KNOWLEDGE & PRACTICE (DNP)
Students will demonstrate a deep understanding of content and instructional kn...

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Program outcomes in Canvas

R1 CELEBRATION

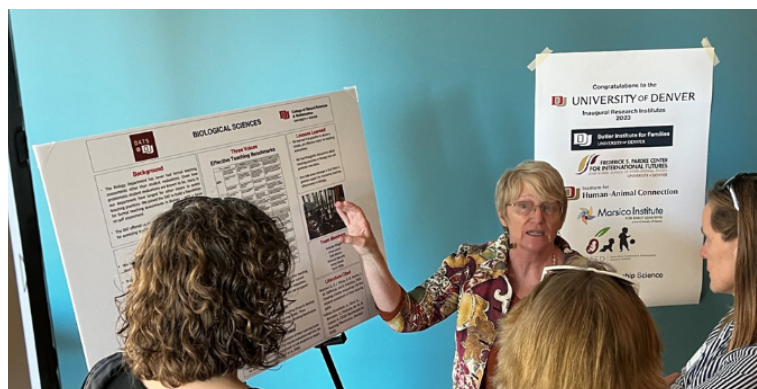
DATS@DU COHORT 2 GALLERY WALK

October 2023 marked two full years of DATs led by local facilitators, the OTL's Dr. Virginia Pitts and Faculty Fellows of Teaching and Learning, Dr. Barbekka Hurtt and Dr. Jared Del Rosso.

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.

The R1 celebration ended with a gallery viewing and DAT teams were available to discuss their work. While they are at the end of the 10-month facilitated experience, their work continues as they begin the implementation stage.



*Photo upper right of the page
Nancy Sasaki presents her team's DAT proposal*



*Photo center right of the page
Mark Siemens presents his team's DAT proposal*



*Photo bottom right of the page
R1 Celebration attendees seated at round tables.*

DEPARTMENTAL ACTION TEAMS

COHORTS 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

PHYSICS AND ASTRONOMY

Davor Balzar,
Chair, Associate
Professor

Steve Iona,
Teaching Professor
(Team Lead)

Dinah Loerke,
Associate Professor

Mark Siemens,
Professor

BUSINESS INFORMATION AND ANALYTICS

Valerie Bartelt,
Assistant Professor

Tamara Hannaway,
Assistant Teaching
Professor

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

Kerry-Ann Lewis
Pearcy,
Assistant Teaching
Professor

Holly Roof,
Assistant Teaching
Professor

OTL FACULTY FELLOWS

Jared Del Rosso,
Associate Professor
of Sociology &
Criminology

Barbekka Hurtt,
Assistant Teaching
Professor of Biologi-
cal Sciences

DEPARTMENT ACTION TEAMS

COHORT 3

Two new Departmental Action Teams (DATs) began work on examining and refining teaching evaluation practices in their respective areas. The DATs met over the course of the year for three working sessions on “voices” of evaluation: self-voice, peer voice, and student voice.

DATs worked with their facilitators, the Faculty Fellow of Teaching and Learning, Dr. Rashida Banerjee and the OTL’s Virginia Pitts including a working retreat during summer 2024. DATs apply the [Teaching Quality Framework](#) and ensure three voices (self, student, peer) are reflected in teaching evaluation for annual and consequential review.



*Photos center of the page
DAT Cohort 3 groups working together.*



*Photo top right of the page
Dr. Rashida Banerjee, Faculty Fellow of
Teaching and Learning 2023-2024*

DANIELS DEPARTMENT OF MARKETING

Michelle Cunningham,
Teaching
Professor

Tia Quinlan-Wilder,
Teaching Associate
Professor (Team
Lead)

Amrita Day, Assistant
Professor

DEPARTMENT OF SPANISH LANGUAGE, LITERATURE & CULTURAL STUDIES

Chad Leahy, Chair
and Associate Pro-
fessor (Team Lead)

Kathleen Guerra,
Teaching Assistant
Professor

Lina Renicek-Par-
rado, Teaching
Assistant Professor

Murat Rodri-
guez-Nacif, Teaching
Associate Professor

CUSTOM PROGRAMS

DESIGNING FOR SIGNIFICANT LEARNING WORKSHOPS:

In December 2023, Virginia Pitts led a 90-minute, in-person workshop open to all faculty, including those pursuing the adjunct teaching certificate. Participants were introduced to the concept of designing for significant learning. During the workshop, they became familiar with two tools/frameworks – the Taxonomy of Significant Learning and the Three-Column Alignment Table – which support this design work. Attendees had the opportunity to practice applying these tools/frameworks to the design of their own courses. Ten faculty members attended this workshop.

In March 2024, Virginia Pitts conducted a 60-minute, online version of this workshop via Zoom. This session also saw the participation of ten faculty members.

CUSTOM PROGRAMS:

UDL Workshop for CAHSS, Ellen Hogan

AI for Teachers Professional Development Day Workshop, Morgridge College of Education, Lexi Schlosser & Virginia Pitts 22 attendees

Teaching with Perusall Professional Development Day Workshop, Internationalization, 11 attendees (Schlosser)

Law Faculty Fellows UDL Training, Sturm College of Law, Jasmine Yap, 6 attendees

Computer Science Adjunct Faculty Canvas Workshop, RSECS, Lexi Schlosser(?) 10 attendees

Teaching and Learning with ChatGPT, CWLC, Virginia Pitts & Stephen Riley

Teaching to Support Well-Being, collaboration with 4D, Virginia Pitts

Free Expression and Civic Engagement in Your FSEM: A Learning-Centered Design Approach, First-year Seminar, Virginia Pitts

APPENDIX A

SERVICE

OTL 25th Anniversary Committee (Alvarez, Brewer, Pitts, Schlosser, Schwartz)

- Alvarez
- Brewer
- Pitts
- Schlosser
- Schwartz

Crimson Connect Committee (Schlosser, Johnson, Vaidyanathan, Brewer, Alvarez)

OTL AI website and resources committee (Schlosser, Ferguson, Johnson)

OTL/VPFA Communications committee (Alvarez, Bellamy, Brewer, Johnson)

ID Management Peer Group (Johnson)

OTL Podcast Subcommittee (Ferguson, Johnson, Schlosser, Yap, Riley)

OTL Assessment Committee (Riley, Kim, Vaidyanathan, Alvarez)

DU Survey Strategy Group (Riley)

DU Grad Council (Riley)

DU Undergraduate Council (Riley)

Consulting Editor, Teaching of Psychology Journal, Society for Teaching of Psychology (Kim)

QUE Executive Board, Advocacy Coordinator (Schlosser)

DU Earth Day Volunteering, Office of Sustainability (Schlosser, Ferguson)

DU Sistah Network Graduate Student Women of Color Writing Workshop, 4/19/2024, PhD Writing Consultant (Yap)

Campus Visits for Engineering and Biology Searches. (Pitts)

Staff Senate (Pitts, Senator)

SEARCHES:

Director of Student Employment Search Committee (Schlosser)

Faculty Developer of Integrative and Experiential Learning (Johnson, chair, Alvarez)

4D Assistant Director of Reflection (Ferguson)

Director of Inclusive Teaching Practices (Kim, Hogan, Alvarez)

APPENDIX B

CONTENT CREATION

ASYNCHRONOUS RESOURCES:

- Ferguson, K. (November, 2023). Digication and ePortfolio Resources. OTL Website Asynchronous
- Ferguson, K. (November, 2023). Designing Good ePortfolio Prompts. OTL Website Asynchronous
- Ferguson, K. (November, 2023). ePortfolios for Course Level Assessments. OTL Website Asynchronous
- Ferguson, K. (November, 2023). Using ePortfolios to Make Connections. OTL Website Asynchronous
- Ferguson, K. (November, 2023). Supporting Students with Digication. OTL Website Asynchronous
- Ferguson, K. (November, 2023). Accessibility tips for ePortfolios. OTL Website Asynchronous
- Ferguson, K. (March, 2024). Professional vs. Academic ePortfolios. OTL Website Asynchronous
- Ferguson, K. (March, 2024) Presentations/Lectures. OTL Website Asynchronous
- Ferguson, K. (March, 2024) Motivating Students to Come to Class Prepared. OTL Website Asynchronous
- Updates to the [Teaching with AI webpage](#) include more faculty features, resources for teaching, library resources, writing center resources, career and professional services resources
- Johnson, T. (TBD, 2024). Contingency Planning for Your Teaching. OTL Website Asynchronous
- Ferguson, K., Johnson, T. & Schlosser, L. (TBD, 2024). Artificial Intelligence (AI) in the Classroom. OTL Website Asynchronous
- Kim, K. (2024). SoTL Faculty Fellows Resources page. OTL Website.

BLOG POSTS:

- Ferguson, K & Riley, S. (July 23, 2024). Connecting the Dots with ePortfolios Part 4: Using ePortfolios for Programmatic Assessment. OTL Blog
- Ferguson, K & Riley, S. (July 3, 2024). Connecting the Dots with ePortfolios Part 3: Using ePortfolios for Summative Assessments. OTL Blog
- Ferguson, K & Riley, S. (May 30, 2024). Connecting the Dots with ePortfolios Part 2: Using ePortfolios for Formative Assessments. OTL Blog
- Ferguson, K & Riley, S. (March 6, 2024). Connecting the Dots with ePortfolios Part 1: Digication Tools and the Power of ePortfolios. OTL Blog
- Ferguson, K & Hogan, E (February 5, 2024). Empowering Learning Diversity: Applying UDL Principles to ePortfolios. OTL Blog
- Schwartz, J & Ferguson, K (March 6, 2024). Pulling Apart the Venn Diagram: When Should You Use Digication vs. Canvas? OTL Blog

NEWSLETTER AND COMMUNICATION RESOURCES:

Johnson, T. & OTL Staff (September 2023 – August 2024). OTL Newsletter.

- Bi-weekly general newsletters – 20
- Specialized announcements – 19
- Adjunct faculty newsletters - 5



ACKNOWLEDGEMENTS

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