OFFICE OF TEACHING & LEARNING
SEPT. 2024- AUG. 2025
ANNUAL REPORT

Office of
Teaching & Learning

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MESSAGE FROM
THE DIRECTOR

Leslie Cramblet Alvarez

Dear DU community,

This year has been one of meaningful evolution for the Office of Teaching and Learning as we continued to advance our mission of supporting exceptional teaching, learning, and faculty development at the University of Denver. Across the 2024–2025 academic year, our work has deepened in impact, broadened in reach, and adapted to the rapidly changing landscape of higher education.

Responding to this moment required creativity, collaboration, and resilience. Despite staffing reductions over the last several years and the conclusion of pandemic-era funding, our team remained steadfast in its commitment to faculty support. Together, we had over 1,100 interactions across 110 unique events, provided 351 consultations, and supported academic programs that collectively impacted nearly 10,000 students. The OTL continues to serve faculty of all ranks and series, ensuring that teaching excellence remains central to the DU experience.

This report is framed around the University's five strategic imperatives, highlighting the many ways our work contributes to DU's vision for a thriving academic community. Under Strategic Imperative 1, you will read about our operational innovations, including the full launch of Crimson Connect for events, strengthened communications, and the development of a multi-year strategic plan that will guide us into 2025–2026 and beyond.

Aligned with Strategic Imperative 2, we expanded our support for the 4D Experience through programs that cultivate integrative learning and reflective practice. This year marked the first full cycle of campus-wide Digication adoption, including template design, student tutorials, and our ePortfolio Innovations Circle (ePIC) as part of our participation in the AAC&U's ePortfolio Institute. Our Student-Faculty Partnership Program and the expanded Get a Student Perspective option further exemplify our commitment to fostering deep engagement between students and instructors.

Our long-standing leadership in inclusive teaching, tied to Strategic Imperative 3, remains a distinctive strength of the OTL. Through the Faculty Institute for Inclusive Teaching (FIIT), the Neurodiversity Institute, inclusive policy and accessibility workshops, and multiple cohort-based learning initiatives, we continued to support faculty in developing equitable, accessible, and humanizing learning environments. Faculty across campus engaged with Universal Design for Learning, participated in communities of practice, and collaborated in cross-unit efforts to support our most vulnerable students.

Consistent with Strategic Imperative 4, we strengthened our commitment to the teacher-scholar model. The SoTL Faculty Fellows program, now in its third cohort, continues to build a growing community of scholarly educators whose research contributes to DU's global reputation for high-impact teaching. Our collaborations on the Teacher-Scholars Lecture Series, staff publications, national conference presentations, and COIL initiatives further underscore our shared dedication to advancing research-informed teaching.

Under Strategic Imperative 5, we expanded our leadership in academic excellence and instructional innovation. As generative AI transforms higher education, DU faculty looked to the OTL for guidance. Our Teaching with AI Workshop Series, Course Design for and with AI Institute, Thriving with AI FLC, and AI Showcase collectively offered faculty space to explore opportunities, challenges, and ethics surrounding AI in the classroom. We also launched the Canvas Dashboard and Canvas Academy, expanded microcredential programs—including Teaching and Learning Online, Teaching for Inclusion and Equity, and Course-Level High-Impact Practices—and continued to deliver robust instructional design consultations, assessment support, and course design programming such as the Course Design Institute, which reached its 272nd participant this year.

Across all of these programs, a consistent theme emerges: our faculty are deeply committed to student-centered, reflective, and research-informed teaching, and the OTL is honored to support their work. What we accomplish each year is possible only because of the dedication, creativity, and care that DU faculty bring to their teaching—and the collaborative spirit of the OTL staff, who steward this work with purpose and heart.

It is a privilege to share these accomplishments with you. Thank you for your engagement, your partnership, and your commitment to shaping transformative learning experiences for our students.

Warmly,

Leslie Cramblet Alvarez

LESLIE CRAMBLET ALVAREZ
Director of the Office of Teaching & Learning

OFFICE OF TEACHING & LEARNING
ORGANIZATIONAL CHART

Business Analyst - IT
Aparna Vaidyanathan

Assistant Vice Provost & Director
of the Office
of Teaching & Learning
Leslie Cramblet Alvarez

OTL Faculty Fellows

Director of University
Teaching
Virginia Pitts

Director of Inclusive
Teaching Practices
Jasmine Yap

Director of Academic
Assessment
Stephen Riley

Director of the Scholarship
of Teaching & Learning
and Faculty Learning
Communities
Kayoung Kim

Faculty Developer
of Online Learning
Lexi Schlosser

Faculty Developer of
Integrative and Experiential
Learning
Kellie Ferguson

Senior Faculty Developer
Terri Johnson

Web Content Designer
Elise Rosado Brewer

Work Study
Olivia Reich

OFFICE OF TEACHING & LEARNING
A YEAR IN REVIEW

2024

◀ SEPTEMBER 2024
Digication Basics
Teaching with AI: Enhancing your Syllabus with AI
Canvas Basics Webinar
Teaching with AI: Enhancing your Syllabus with AI (Zoom Session)
UDL Your Course Series: Building a Trusting Foundation with Accessibility Surveys and Classrooms Norms
Creating Community Online – Short Courses
Teaching with AI: Building Rubrics and Grading (Virtual Session)
UDL Your Course Series: Applying UDL Principles to ePortfolios
Teaching with AI: Building Rubrics and Grading
Exploring AI as a Learning Tool Community of Practice
Thriving Across Borders 24-25 FLC Begins
Thriving with AI FLC Begins
Heart of Higher Education Conversations

◀ OCTOBER 2024
UDL Your Course Series: Flexible Assessment
Teaching with AI: AI-Supported Reflection for ePortfolios – In person option
Teaching with AI: AI-Supported Reflection for ePortfolios – Virtual Option
Thriving in the Classroom FLC Begins
SoTL Faculty Fellows Monthly FLC begins
UDL Your Course Series: Flexible Assessment
Assessment Espresso: Assessment and AI
UDL Your Course Series: Inclusive Classroom Participation
Teaching with AI: Infusing the UDL Framework
GSPP Custom Workshop – Perusall
Teaching with AI: Infusing the UDL Framework (Zoom session)
SoTL Research Symposium 2024
Exploring AI as a Learning Tool Community of Practice
Cultivating a Culture of Civil Discourse in the Classroom
Your Course Series: UDOIT (Universal Design Online Inspection Tool) and Design Tools in Canvas (Virtual Session)
Teaching with AI: Preparing for Finals with AI (Virtual Session)
Teaching with AI: Preparing for Finals with AI

◀ NOVEMBER 2024
SoTL Faculty Fellows Monthly FLC
Exploring AI as a Learning Tool Community of Practice
Heart of Higher Education Conversations

◀ DECEMBER 2024
Law Cohort – Neurodiversity Institute
Course Design Institute: UDL Edition
COIL Institute
FIIT – Law Cohort begins
Exploring AI as a Learning Tool Community of Practice
SoTL Faculty Fellows Winter Retreat
Designing Courses for and with AI

2025

◀ JANUARY 2025
OTL Virtual Drop-in Hours
Teaching with AI: Enhancing your Syllabus with AI
Digication Basics
Exploring AI as a Learning Tool Community of Practice
FIIT Thursday Cohort
Heart of Higher Education Conversations
FIIT Monday Cohort – Module 1
FIIT Wednesday Cohort – Module 1
Teaching with AI: AI-Supported Reflection for Integrative Learning
Drop in Coffee Hour with Jay Dolmage
Exploring AI as a Learning Tool community of Practice
Academic Ableism, Accessibility, and Universal Design

◀ FEBRUARY 2025
Digital Accessibility Short Course
SoTL Faculty Fellows Monthly FLC
Teaching with AI: Preparing for Finals with AI
FIIT Monday Cohort – Modules 2-3
Teaching with AI Panel Discussion: Leveraging AI in Coursework
FIIT Wednesday Cohort – Modules 2-3
FIIT Thursday Cohort – Modules 2-3
Heart of Higher Education Conversations
Exploring AI as a Learning Tool Community of Practice
Supporting Our Most Vulnerable Students: Faculty Discussion Hour
UDL Your Course: UDOIT (Universal Design Online Inspection Tool) and Design Tools in Canvas

OFFICE OF TEACHING
& LEARNING
A YEAR IN REVIEW

Continued

2025 CONT.

MARCH 2025
SoTL Faculty Fellows Monthly FLC
FIIT Monday Cohort - Modules 4-5
FIIT Wednesday Cohort - Modules 4-5
FIIT Thursday Cohort - Modules 4-5
Heart of Higher Education Conversations
Exploring AI as a Learning Tool Community of Practice
Creating Community Online
Teaching with AI: Enhancing Your Syllabus with AI
Student-Faculty Partnership Program Spring 2025 Kick-
    Off
Designing for Significant Learning

APRIL 2025
Learn & Play with the New Canvas AI Features Webinar
Digication Basics
SoTL Faculty Fellows Monthly FLC
Heart of Higher Education Conversations
Exploring AI as a Learning Tool Community of Practice
Supporting Our Most Vulnerable Students: Faculty
    Discussion Hour

MAY 2025
SoTL Faculty Fellows Monthly FLC
Heart of Higher Education Conversations
UDL Your Course: UDOIT (Universal Design Online
Inspection Tool) and Design Tools in Canvas
2025 Global Accessibility Awareness Day
Exploring AI as a Learning Tool Community of Practice

JUNE 2025
Heart of Higher Education Conversations
In the Age of AI, Is Education Just an Illusion?
Thriving with AI Faculty Showcase
SoTL Faculty Fellows Summer Retreat
Designing High-Impact Courses- Short Course- Summer 2025

JULY 2025
Experiential Learning- Short Course-Summer 2025
Creating Community Online Short Course- Summer 2025
Integrative Learning and Reflection- Short Course-Summer
    2025
July 28th-August 11th Digital Accessibility Short Course -
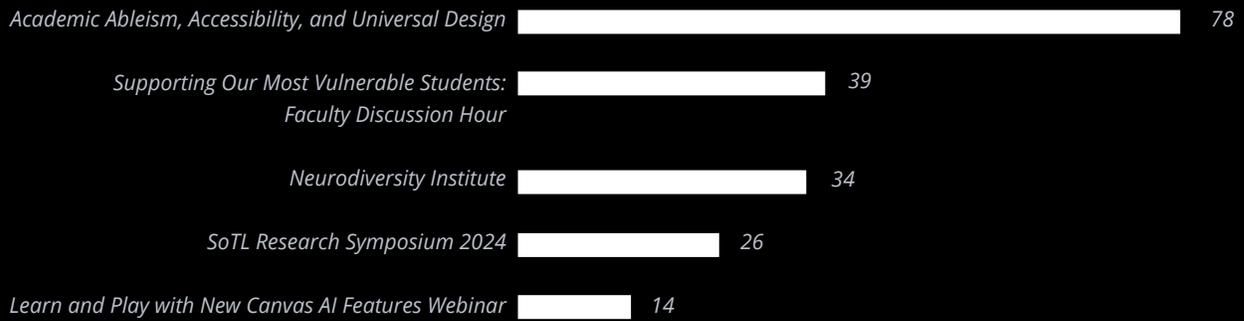   Summer 2025

AUGUST 2025
Course Design Institute Summer 2025
Canvas Academy
Assessing Course Level High-Impact Practices- Short Course-
Summer 2025
Teaching with Technology Short Course - Summer 2025
Neurodiversity Institute
SoTL Faculty Fellows Fall Retreat

OFFICE OF TEACHING & LEARNING
BY THE NUMBERS

Event & Consultation Data

MOST POPULAR EVENTS

Academic Ableism, Accessibility, and Universal Design — 78

Supporting Our Most Vulnerable Students: Faculty Discussion Hour — 39

Neurodiversity Institute — 34

SoTL Research Symposium 2024 — 26

Learn and Play with New Canvas AI Features Webinar — 14

EVENTS AND ATTENDANCE

UNIQUE EVENTS 110

UNIQUE FACULTY 230
31% of faculty

UNIQUE ADJUNCT FACULTY 68

UNIQUE STAFF 83

UNIQUE IMPACTED STUDENTS* 9800
76% of students

TOTAL INTERACTIONS 1118

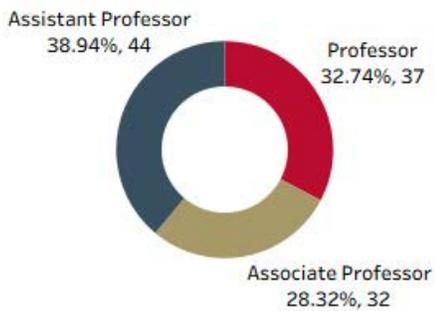|	Total Registered	Unique Registered	Total Attended	Unique Attended
Consultations	333	185	333	185
Events	934	351	785	296

* Impacted students signifies total number of students enrolled in courses taught by faculty attendees.
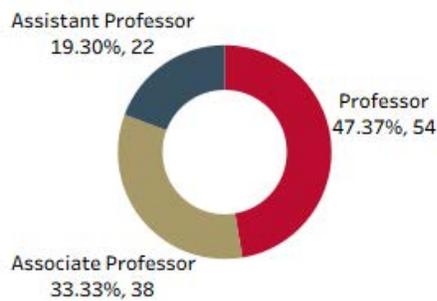
OFFICE OF TEACHING & LEARNING
BY THE NUMBERS

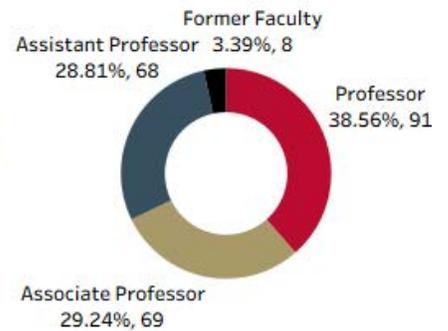*Faculty Demographics by Rank, Series, and Department*

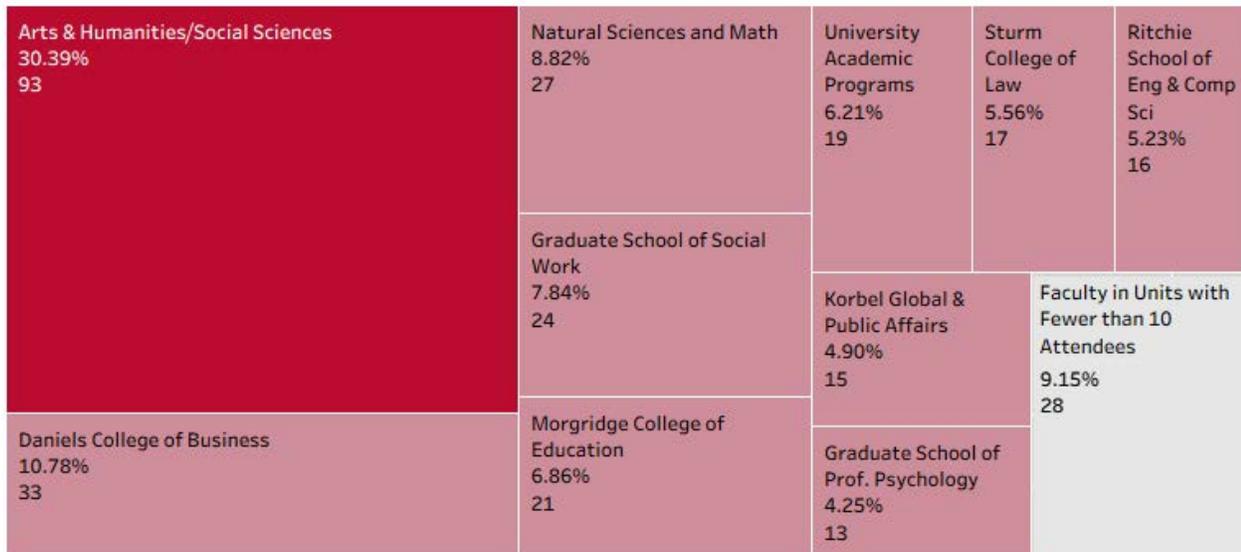### Unique Teaching and Professional Faculty by Rank

- Assistant Professor 38.94%, 44
- Professor 32.74%, 37
- Associate Professor 28.32%, 32

Unique Tenure Line Faculty by Rank

- Assistant Professor 19.30%, 22
- Professor 47.37%, 54
- Associate Professor 33.33%, 38

Unique Appointed Faculty by Rank

- Former Faculty 3.39%, 8
- Assistant Professor 28.81%, 68
- Professor 38.56%, 91
- Associate Professor 29.24%, 69

Unique Faculty by Unit

Arts & Humanities/Social Sciences 30.39% 93	Natural Sciences and Math 8.82% 27	University Academic Programs 6.21% 19	Sturm College of Law 5.56% 17	Ritchie School of Eng & Comp Sci 5.23% 16
	Graduate School of Social Work 7.84% 24	Korbel Global & Public Affairs 4.90% 15		Faculty in Units with Fewer than 10 Attendees 9.15% 28
Daniels College of Business 10.78% 33	Morgridge College of Education 6.86% 21	Graduate School of Prof. Psychology 4.25% 13		

Unique Faculty by Series

- Tenure Line Faculty — 37.25% / 114
- Teaching and Professional Faculty — 36.93% / 113
- Adjunct Faculty — 22.22% / 68
- Former Faculty — 2.61% / 8
- Research Faculty — 0.98% / 3
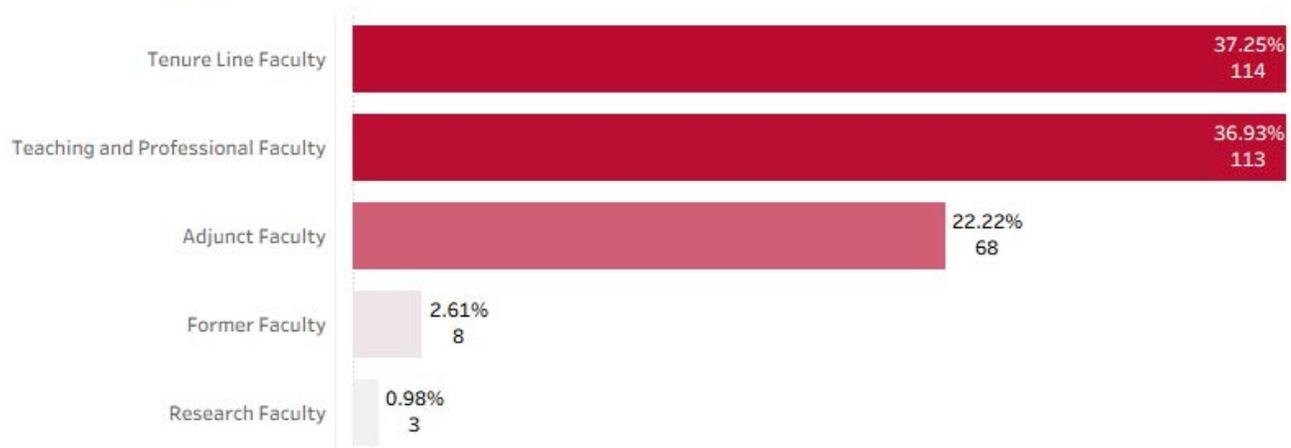
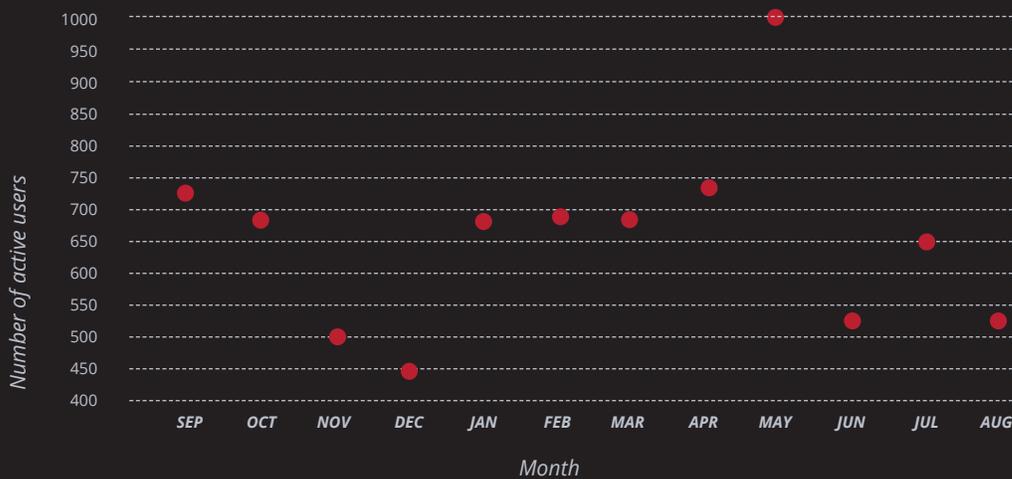# OFFICE OF TEACHING & LEARNING
BY THE NUMBERS

Website & Communications

OTL WEBSITE USER ENGAGEMENT SEP 2023 - AUG 2024

Fig. 1

Note: In the winter of 2025, the OTL website migrated from WP Engine to Pantheon hosting, a transition that now delivers enhanced performance, version control, automated Dev/Test/Live environments, and improved workflow tools, and was supported by a comprehensive site audit and full site-wide cleanup to ensure a smooth and optimized move.

OTL WEBSITE & COMMUNICATIONS CONTENT CREATION

Fig. 2

474 OTL INBOX INTERACTIONS & REQUESTS

42 REVISED WEBPAGES

10 GRAPHIC DESIGN PROJECTS

45 NEWSLETTERS & EMAIL BLASTS

17 NEW WEBPAGES

1 WEBSITE MIGRATION

STRATEGIC IMPERATIVE 01

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

OTL
OPERATIONS

CRIMSON CONNECT FULLY LAUNCHED

In 23-24, the OTL began the transition to Crimson Connect, sunsetting our homegrown events page. In 24-25 we completed this transition, using Crimson Connect exclusively for events.

COMMUNICATIONS

During the 24-25 reporting period, we sent 13 all-faculty OTL Newsletters, 28 specialized announcements, and 4 adjunct newsletters.

Photo center left of the page
Crimson Connect logo

Photo center right of the page
January 2025 Office of Teaching and Learning Newsletter on new term preparation

SUMMER RETREAT AND STRATEGIC PLANNING

Beginning in 2021, the Office of Teaching and Learning (OTL) initiated a reflective and collaborative process to revise its mission and define Faculty Learning Outcomes (FLOs). Through a series of retreats and mini-retreats in 2022 and 2023, the team identified five categories of FLOs, each aligned with the mission and containing 2–4 specific outcomes. The 2025 retreat focused on the development of three strategic goals, each with 3-4 objectives. The 25-26 annual report will be organized with these goals in mind. The strategic plan will be published in fall 2025.

Photo bottom left of the page
Office of Teaching and Learning staff memebers partici-pating in Summer Retreat activities

ATTENDANCE TRENDS

Following the record high attendance of the pandemic era, total faculty interactions (all engagements across events and consultations) have decreased in the past 5 years. Unique faculty served has remained relatively flat during the last two reporting periods.

Numbers of event participants have also been relatively flat over the last two reporting periods, but consultations have decreased. This is largely attributable to decreases in staff during the last few years. Pandemic-era "one time" funds that supported 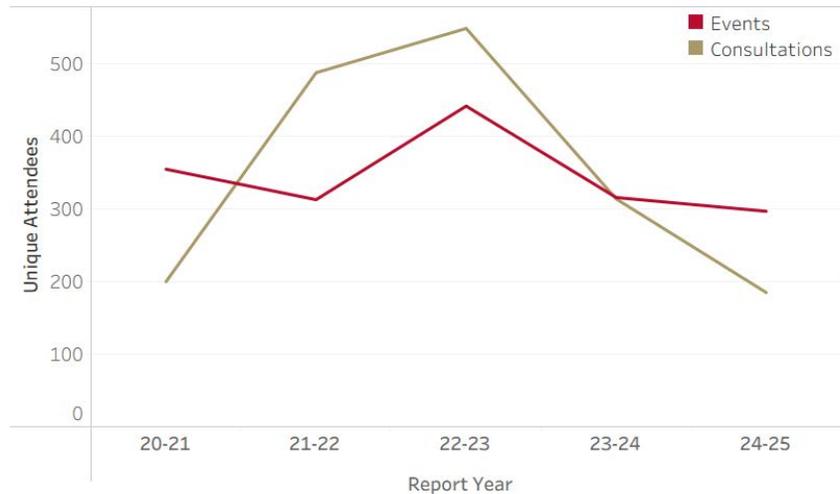our instructional design team were not renewed and two positions were lost within the last two years. Additionally, due to funding cuts, faculty no longer recieve stipends for participating in OTL signature programs. Currently, our OTL staff to appointed faculty ratio is 1:105.
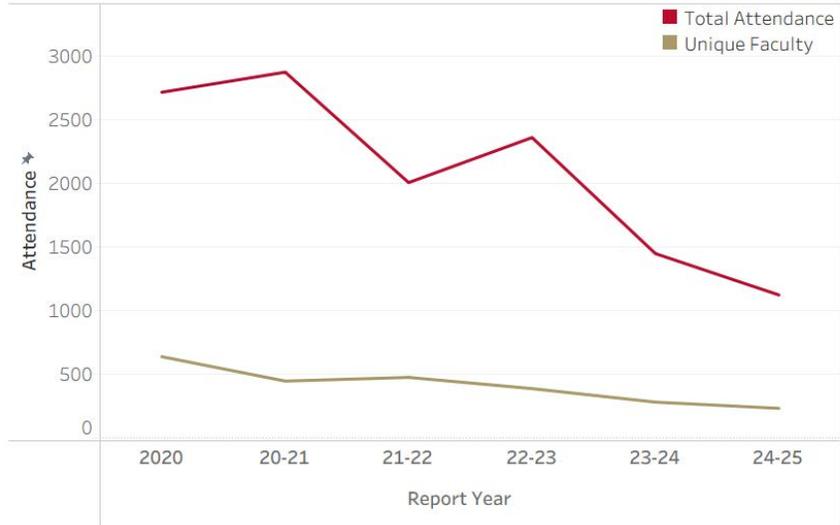
Photo upper right of the page
Graph of faculty attendance rates

Photo center right of the page
Graph of consultation and event attendance

PROGRAMMING MODALITY PREFERENCES

In response to faculty feedback on our 2024 needs assessment survey, we offered certain programs in both in-person and online formats. Though faculty indicated a preference for virtual workshop series, we found higher attendance for in-person workshops. Subsequently, we have increased offerings for in-person workshops, offering hybrid or online programs rarely or by request.

OVERALL IN-PERSON VS. VIRTUAL ATTENDANCE
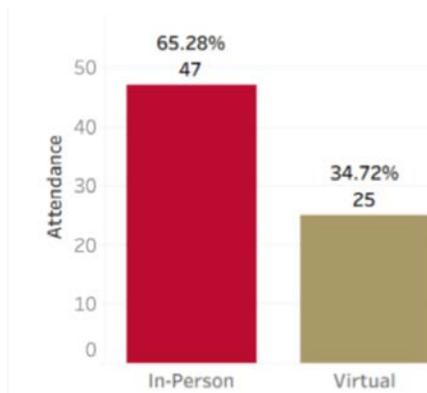
Photo bottom centert of the page
Graph of overall in-person versus virtual attendance

EPORTFOLIO
DIGICATION ADOPTION

ADVANCING EPORTFOLIOS AT THE UNIVERSITY OF DENVER
In summer 2024, the OTL's homegrown "DU Portfolio" was officially sunset following the adoption of Digication as our ePortfolio platform. In 24-25, DU participated in the AAC&U's Institute on ePortfolios and developed a project aimed at integrating ePortfolios more broadly across campus.

AAC&U INSTITUTE ON EPORTFOLIOS
This institute involves a year-long, online program for teams interested in broadening student engagement with ePortfolios. Our team joined for guidance on designing and implementing a large-scale ePortfolio adoption strategy. Our goals were to advance ePortfolios across disciplines, earn buy-in across DU, develop models for scaffolded reflection, and simplify the process for both faculty and staff.

Laura Perille, PhD // Executive Director, 4D Experience
Leslie Alvarez, PhD // Assistant Vice Provost, Teaching and Learning
Kellie Ferguson, MA // Faculty Developer of Integrative and Experiential Learning, Office of Teaching and Learning
Richard Colby, PhD // Teaching Professor and Director of First-Year Writing, University Writing Program // Faculty Director of General Education
Paula Adamo, PhD // Associate Dean for Academic Planning and Student Success, College of Arts, Humanities, and Social Sciences (CAHSS) // Teaching Professor, Dept. Of Spanish Language, Literary and Cultural Studies
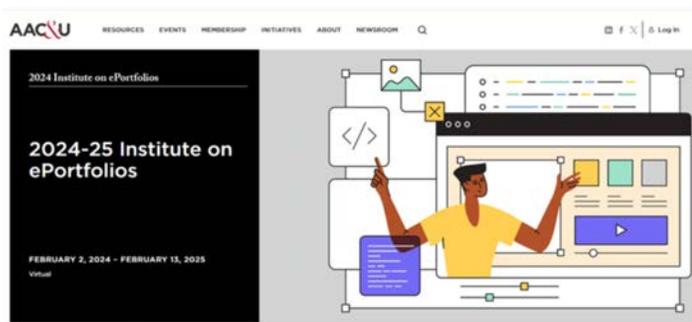
Photo center left of the page
AAC&U 2024 Institute on ePortfolios website

Photo center right of the page
ePortfolio Innovations Circle (ePIC) Reflections
Digication web page

THE PROJECT: EPORTFOLIO INNOVATIONS CIRCLE (EPIC)
The resulting project was a learning community; a collaborative effort between the OTL and the DU 4D Experience. The focus of this group was to gather faculty and staff across DU who were interested in prompting integrative learning, reflection, and ePortfolios within their work with students, and for an opportunity to learn about and share practices while developing projects that promoted integrative learning and reflection.

Co-facilitators Kellie Ferguson (OTL) and Dr. Cindy Cragg (College of Professional Studies) worked with 9 participants, including faculty and staff, to help them integrate ePortfolios into their courses. The group's final deliverable, the ePIC Guidebook, was a compilation of faculty projects and implementation guidance, presented at the 2025 4D Symposium.

CLASSROOM VISITS & TEMPLATE BUILDS

To support Digication adption OTL has offered tutorials to students whose instructors are using Digication in their courses. These tutorials are approximately 30 -60 minutes and in person.

Faculty who have taken advantage of this service include:

- Kathie Novak, FSEM Fall 2024
- Heather Martin, FSEM Fall 2024

Template Builds/Assignment Design

The Faculty Developer of Integrative & Experiential Learning supports DU faculty with partial template builds (i.e., a page or section for an already built template) or full template builds (i.e., multiple pages, full template, etc.). Once completed, customized templates are supplied to faculty members to synch with Canvas and integrate into their course assignments. These template builds/assignment design represent ongoing projects requiring multiple consultations with each faculty member.

Full Template Builds:

- Kathie Novak, FSEM Fall 2024
- Tia Quinlan-Wilder, Advertising Template
- Kate Willink, COMM template

Partial Template Builds:

- Stefan Chavez-Norgaard, PPOL 3300
- Julie Morris, ASEM Summer 2025 Template

DIGICATION ACTIVITY INSIGHTS

ALL TIME USAGE

TOTAL USERS	**11447**
TEMPLATES CREATED	**57**
PORTFOLIOS CREATED	**11124**

AY 24-25 USAGE

NEW USERS	**1641**
TEMPLATES CREATED	**16**
PORTFOLIOS CREATED	**3768**
STUDENT PORTFOLIOS	**3526**
FACULTY PORTFOLIOS	**94**
FACULTY TEMPLATES	**9**

EPORTFOLIO ADOPTION

Student E-Portfolios by Unit

Unit	Count
Social Sciences	764
Business	743
Professional Studies	559
Natural Sciences & Mathematics	501
Arts and Humanities	260
Global and Public Affairs	194
Education	161
Engineering & Computer Science	142
Undergraduate General	131
Professional Psychology	59
Social Work	10
Law	1
Joint PhD in Study of Religion	1
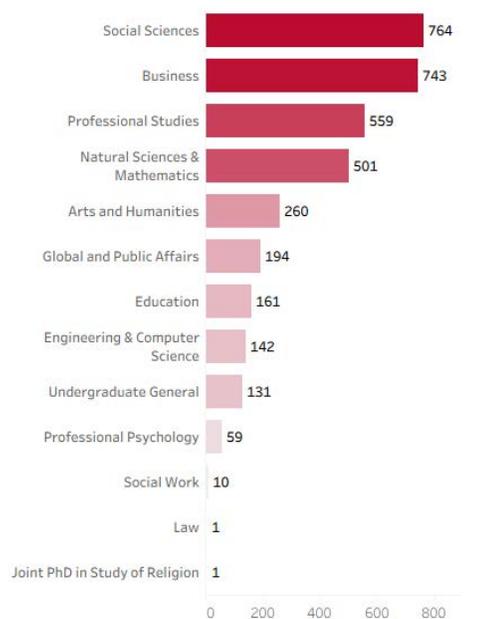
Faculty E-Portfolios by Unit

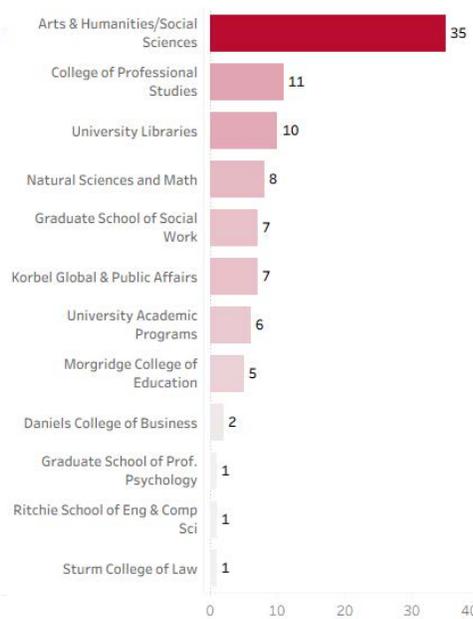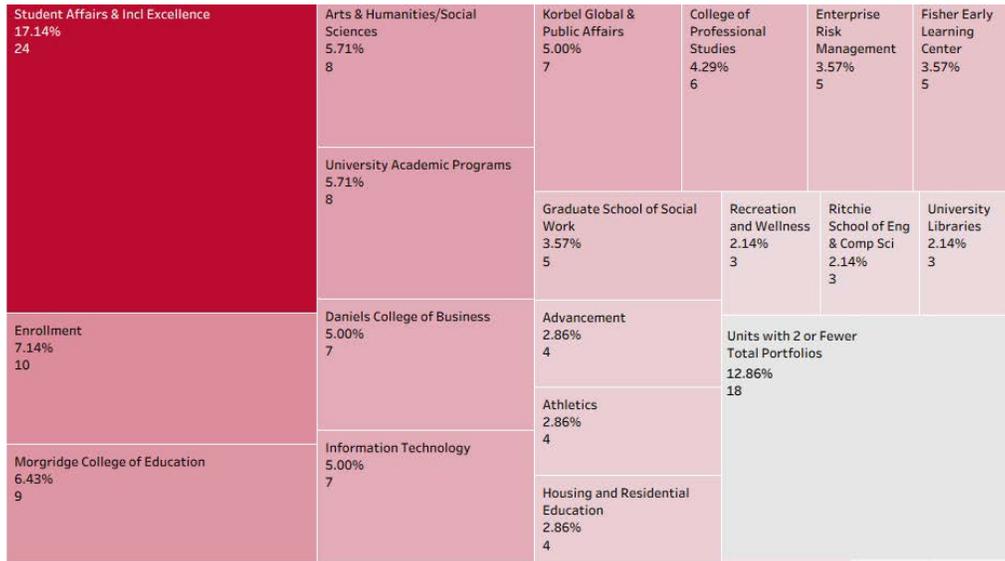| Unit	Count
Arts & Humanities/Social Sciences	35
College of Professional Studies	11
University Libraries	10
Natural Sciences and Math	8
Graduate School of Social Work	7
Korbel Global & Public Affairs	7
University Academic Programs	6
Morgridge College of Education	5
Daniels College of Business	2
Graduate School of Prof. Psychology	1
Ritchie School of Eng & Comp Sci	1
Sturm College of Law	1

Photo bottom left of the page
ePortfolio student use by unit data visualization

Photo bottom center of the page
ePortfolio faculty use by unit data visualization

STAFF USAGE

Student Affairs & Incl Excellence 17.14% 24	Arts & Humanities/Social Sciences 5.71% 8	Korbel Global & Public Affairs 5.00% 7	College of Professional Studies 4.29% 6	Enterprise Risk Management 3.57% 5	Fisher Early Learning Center 3.57% 5
	University Academic Programs 5.71% 8	Graduate School of Social Work 3.57% 5	Recreation and Wellness 2.14% 3	Ritchie School of Eng & Comp Sci 2.14% 3	University Libraries 2.14% 3
Enrollment 7.14% 10	Daniels College of Business 5.00% 7	Advancement 2.86% 4	Units with 2 or Fewer Total Portfolios 12.86% 18		
		Athletics 2.86% 4			
Morgridge College of Education 6.43% 9	Information Technology 5.00% 7	Housing and Residential Education 2.86% 4			

PORTFOLIOS CREATED BY STAFF **140**

Photo top right of the page
ePortfolio staff usage data visualization

* *Digication programming is led by Kellie Ferguson, Faculty Developer of Integrative and Experiential Learning*

STUDENT FACULTY
PARTNERSHIPS

FACULTY PARTICIPANTS **11**

STUDENT PARTICIPANTS **9**

STUDENTS IMPACTED **1206**

PROGRAM OVERVIEW
The Student-Faculty Partnership program, established in 2017, involves student and faculty members "paired" as partners for a quarter. Each week throughout the quarter, students visit their faculty partner's class and take detailed observation notes and then student-faculty partners meet with each other to discuss their respective observations, wonderings, and insights. Additionally, student partners design (in collaboration with their faculty partner) and facilitate a mid-quarter focus group/survey of the students in their faculty partner's class, and then discuss the results with their faculty partner. Students also meet weekly as a group to support each other in this work and discuss what they are learning from this experience.

GET A STUDENT PERSPECTIVE
This program offers faculty members the opportunity to get input on some aspect of their teaching through a shorter-term engagement with a student consultant/partner. Through this program, faculty could have a student observe just one or two of their classes and take observation notes, or run a focus group session with the students in their class to learn more about their experience, or give feedback on their syllabus or an activity they were planning. This was the second time this program was offered (it was first piloted in Spring 2024)

This year, the Get a Student Perspective pilot involved:
Observations: 1 faculty, 1 student
Student-run focus groups: 1 program director, 6 student partners, 14 graduating senior focus group participants

IMPACTS

- Faculty: Enhanced teaching through reflective dialogue and nuanced feedback.
- Students: Gained confidence, communication skills, and deeper understanding of pedagogy.
- Both groups: Humanized relationships, strengthened community connection, and shifted dynamics from "us vs. them" to "us, together."
- Described as unique, rewarding, and essential for equity and inclusion.

* *Student Faculty Partnership program is led by Virginia Pitts, Director of University Teaching*
  Note: For more information on faculty and student participant pairings, please refer to Appendix

STUDENT-FACULTY PARTNERSHIP **PAIRINGS**

KEY:

Student participant
+
NAME OF COURSE OBSERVED
Faculty participant

Claire Patterson
International Studies
+
WRITING AND RESEARCH
Angela Sowa
UAP, Writing Program

Genesis Cabrera
Environmental Science
+
FOOD FOR THOUGHT (AND WRITING)
Heather Martin
UAP, Writing Program

Sofia Lendino
Socio-Legal Studies
+
INTRODUCTION TO DATA STRUCTURES AND ALGORITHMS II
Iffat Anjum
Ritchie School of Engineering and Computer Science

Hannah Schubkegel,
Socio-Legal Studies & English
+
LIVING IN THE MICROBIAL WORLD III
Jimmy deMayo
NSM, Biological Sciences

Carly McClear
Psychology/French/English
+
PHYSIOLOGICAL SYSTEMS
Bethany Waddington
NSM, Biological Sciences

Jonathan Velotta
NSM, Biological Sciences

Jerica Engle
Environmental Science/Socio-Legal Studies
+
BEGINNING SPANISH
Kiersten Hillkirk
CAHSS, Center for World Languages and Literatures

Mason Wegeman
Computer Science and English
+
WRITING AND RESEARCH
Matt Hill,
UAP, Writing Program

Katie Mittelstadt
History
+
BEGINNING SPANISH
Rocio Rubio Moiron
CAHSS, Center for World Languages and Literatures

Betanya Esayas
Psychology with CogNeuro concentration
+
INTRODUCTION TO LAW AND SOCIETY
Leslie Stewart,
CAHSS, Political Science

INTRODUCTION TO MARKETING
Amrita Dey,
Daniels College of Business, Marketing

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 311 faculty members. Of that, 206 (66.24%) completed the recommended 1 module of FIIT.
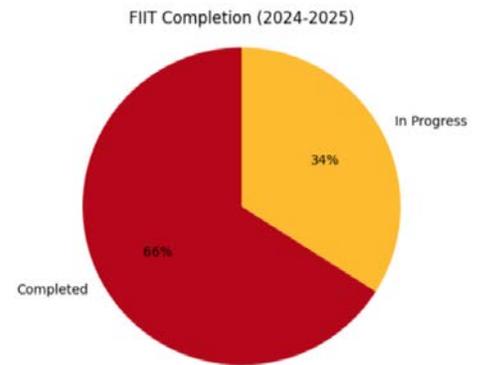
Photo upper right of the page
FIIT Completion rates for 2024-2025

311

Total individual faculty assigned to the FIIT training

206

Faculty who completed at least one module

FACULTY INSTITUTE FOR INCLUSIVE TEACHING (FIIT) COHORTS: 2024–2025

The Faculty Institute for Inclusive Teaching (FIIT) continues to serve as a cornerstone of DU's commitment to inclusive excellence by equipping faculty with strategies to create equitable and engaging learning environments. While FIIT is available asynchronously through Talent@DU, cohort participation offers faculty the added benefit of collaborative learning, peer dialogue, and shared application of inclusive teaching principles.

DECEMBER 2024 LAW COHORT
Designed specifically for the Sturm College of Law, this cohort brought together **7 participants** for focused discussions on applying FIIT principles in legal education.

WINTER TERM 2025 COHORT
Three groups—**two virtual and one in-person**—met throughout the quarter to complete the five-module FIIT curriculum. These cohorts collectively engaged **16 participants**, fostering interdisciplinary dialogue and practical application of inclusive teaching strategies.

> **I really appreciated the engagement of Jasmine and my colleagues on each of the Zoom sessions. Hearing others' experiences helped me with ideas to implement for myself.**

> **The material was really rich and I felt like we almost always ran out of time during our discussions. The people in our group were really open and great about sharing successes as well as challenges.**

* Inclusive teaching programming is led by Jasmine Yap, Director of Inclusive Teaching Practices

INCLUSIVE TEACHING
CONTINTUED

UDL Your Course Series
In-Person vs. Virtual Attendance
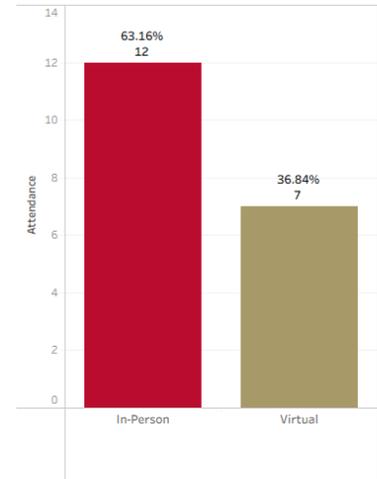
UDL YOUR COURSE SERIES

The UDL Your Course Series was designed to help faculty integrate Universal Design for Learning (UDL) principles into their teaching practices, focusing on accessibility, flexibility, and inclusive participation.

INDIVIDUAL SESSIONS AND ATTENDANCE

- **Building a Trusting Foundation with Accessibility Surveys and Classroom Norms**
- **Applying UDL Principles to ePortfolios**
- **Flexible Assessment**
- **Inclusive Classroom Participation**
- **UDOIT and Design Tools in Canvas**

Photo center right of the page
UDL Your Course Series in person vs. virtual attendance

Due to consistently low attendance at these workshops, we have discontinued the series in favor of cohorted, continuous learning opportunities that foster deeper engagement and sustained faculty development.

PROVOST CONFERENCE: UNIVERSAL DESIGN FOR LEARNING, PAVING THE WAY FOR MEANINGFUL CHANGE

UDL YOUR COURSE: UDOIT AND CANVAS

The Office of Teaching and Learning held a session that allowed faculty to learn about UDOIT (Universal Design Online Inspection Tool), an accessibility checker integrated directly into Canvas, led by Terri Johnson.

FROM CLASSROOMS TO PROGRAMS: INCLUSIVE POLICIES FOR ACADEMIC LEADERS

Sheila Carter-Tod & Leslie Cramblet Alvarez led a breakout session. Description: Classroom based policies are the purview of the individual faculty member, but what happens when those policies create accessibility barriers for students, or worse, contradict university-level policies? This session considers the challenges academic leaders face and their role in charting department or program policy guidelines.

PROVOST CONFERENCE
Universal Design for Learning

Paving the Way
for Meaningful Change

Friday, November 1, 2024
8:30 a.m. – 3:00 p.m.
Burwell Center

Who's invited?
Faculty, Staff, and Student Employees are all welcome to attend.

Why UDL matters?
Universal Design Learning (UDL) is a framework to improve and optimize teaching and learning for all students based on scientific insights into how humans learn.

What to expect?
This is a highly participatory event with multiple workshops organized by topic. Panels and workshops are in-person, with two virtually accessible workshops options.

Events | Classroom | Digital Accessibility | Hybrid

Office of the Provost
UNIVERSITY OF DENVER

1

Photo center right of the page
Provost Conference Fall 2024 Sessions Universal Design for Learning - Paving the Way for Meaningful Change logo

*The UDL Your Course Series is an office wide collaboration between OTL staff members

NEURODIVERSITY
INSTITUTE

The **Neurodiversity Institute (NDI)** is a collaborative initiative led by the Vice Provost of Faculty Affairs, the Office of Teaching and Learning, and the Learning Effectiveness Program (LEP). Since its launch in August 2021, NDI has provided a two-day immersive experience for faculty and administrators, equipping them with tools to support neurodiverse students through **Universal Design for Learning (UDL)**, accessibility practices, and inclusive pedagogy.

Photo top right of the page
Neurodiversity Institute participants.

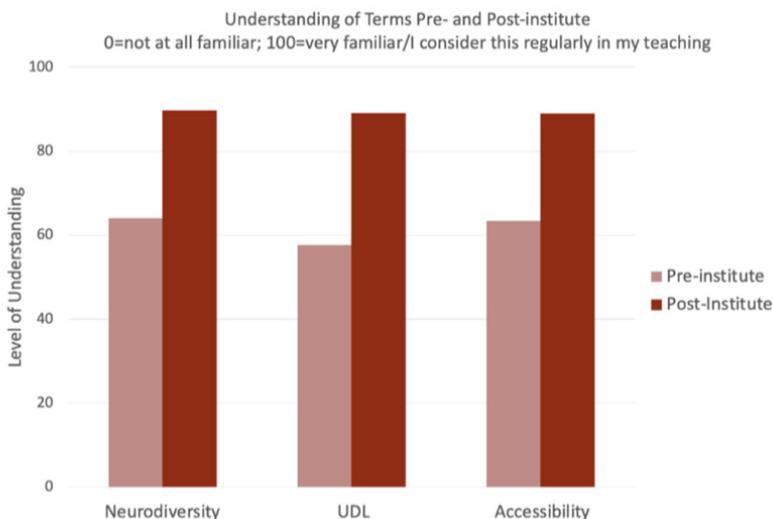## PROGRAM REACH AND IMPACT (2021–2025)

8
Sessions held

162
Faculty and administrators

100%
Reported increased understanding of neurodiversity and accessibility

2024–2025 HIGHLIGHTS

December 2024 – Sturm College of Law NDI: **13 participants**
August 2025 – University-wide NDI: **34 participants from 17 departments**

FACULTY ENGAGEMENT OUTCOMES

- Over **90%** expressed strong personal commitment to inclusive teaching.
- Many pledged to revise syllabi, adjust pedagogy, and pursue further research.
- Faculty described the NDI as **transformative**, citing increased awareness and practical strategies.

EMERGING THEMES

Faculty are not only applying what they learned individually but also driving systemic change:

- **Course Redesign:** Integration of UDL and accessibility audits.
- **Departmental Advocacy:** Book clubs, faculty presentations, and resource development.
- **Strategic Partnerships:** Continued collaboration with OTL, LEP, and VPFA.

> **These presentations forced me to consider accessibility in ways I previously had not.**

FACULTY ATTENDEES **28**

STUDENTS IMPACTED **2127**

Photo bottom left of the page
Neurodiversity Institute survey responses pre and post institute comparison showing reported higher levels of understanding accessibility, UDL, and neurodiversity

* Inclusive teaching programming is led by Jasmine Yap, Director of Inclusive Teaching Practices

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 for the first time during 2023-24 academic year. The members approached OTL staff at the end of the academic year to continue this group for the second year, so the second cohort participated in this FLC during 2024-25 academic year. The focus of this FLC was on increasing opportunities for international faculty to receive peer support, mentoring, professional development, an amplified, cultivated sense of community, and a sense of belongingness.
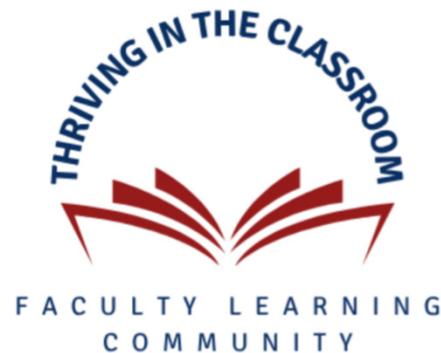

Photo center right of the page
Thriving Across Borders program logo

> " First time, across many different institutions in US that I have been a part of, that I finally do not feel so much like an outsider. This group is more than a group – it's a community.

> " I am grateful to have had a space to explore topics that I would have been afraid to discuss elsewhere, for fear of judgment. Meeting people with shared experiences and having a safe space to connect with one another were the most important components for me.

Photo center right of the page
Thriving in the Classroom program logo

THRIVING IN THE CLASSROOM FLC

This inaugural group was created for the "graduates" of the SoTL Faculty Fellows (SFF) program. The invitation was shared to all those that have experienced/completed SFF program, with the intention of the group members developing and engaging in a group SoTL project. Comprised of interdisciplinary faculty members, the goal was to bring together different disciplinary expertise and perspectives in developing advanced group SoTL projects at DU that systematically explores student learning experiences. During this year, we identified the use/incorporation of AI as the main topic of research focus.

> " I hope that this will develop into research/publication opportunities that will have professional benefits. Currently we are planning to submit our manuscript once we have two year's worth of data. I love the people in the SoTL community and have found a nice group that makes my life at DU better.

THRIVING ACROSS **9**

PARTICIPANTS

THRIVING IN THE CLASSROOM **11**

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* Faculty learning communities are led by Kayoung Kim, Director of the Scholarship of Teaching and Learning and Faculty Learning Communities

COLLABORATION WITH
DIVISION OF COMMUNITY SUPPORT AND ENGAGEMENT

In 2024–2025, the Director of Inclusive Teaching Practices partnered with Dr. Lauren Hammond, Assistant Vice Chancellor of the Division of Community Support and Engagement – Academic Engagement, to co-host workshops and facilitate discussion hours designed to advance inclusive pedagogy and foster community engagement across campus:

WORKSHOPS

SHIFTING THE SPOTLIGHT: DECENTERING THE INSTRUCTOR FOR DEEPER STUDENT ENGAGEMENT
College of Professional Studies (ca. 40 instructors on Zoom)
Summary: This session explored strategies for creating student-centered classrooms by shifting from instructor-led discussions to student-driven inquiry and peer interaction. Participants learned practical techniques to enhance engagement, critical thinking, and inclusion by decentering the professor's role.

#### *BRIDGING THE BLACK/BROWN DIVIDE: EMBRACING INTERSECTIONALITY IN PEDAGOGY AND PRACTICE*
Latinx Heritage Month (ca. 10 attendees)
Summary: Following guest speaker Dr. Kimberly Simmons' keynote presentation on Afro-Dominican female identity, this workshop explored the historical and cultural experiences of Afro-Latin Americans as a framework for intersectionality in teaching. The discussion addressed the Black/Brown divide in higher education and provided strategies for incorporating intersectional pedagogy into classroom practice.

CULTIVATING A CULTURE OF CIVIL DISCOURSE IN THE CLASSROOM
Hosted at OTL (11 registered; 5 attended)
Summary: This interactive session provided faculty with strategies to foster respectful dialogue, manage conflict, and encourage inclusive participation. The workshop emphasized building classroom environments that support constructive exchange and diverse perspectives.
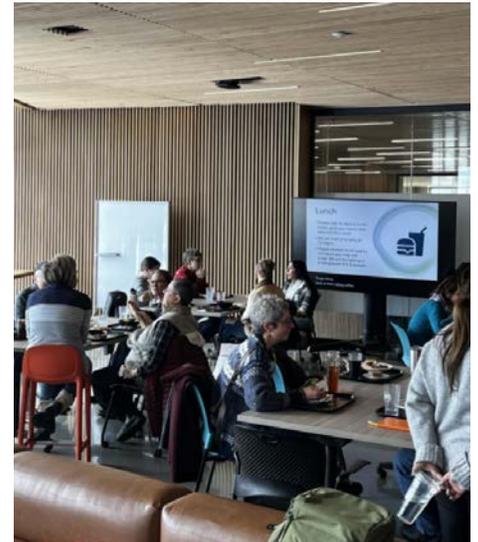
Photo center right of the page
Faculty Discussion Hour in the Faculty Lounge

FACULTY DISCUSSION HOURS: SUPPORTING OUR MOST VULNERABLE STUDENTS
In winter and spring 2024, two discussion hours, Supporting Our Most Vulnerable Students, provided space for faculty to share experiences and strategies for supporting students during challenging times, fostering inclusive classrooms, and balancing academic rigor with compassion.

A key outcome from the February 21 discussion was the idea to share guidance and resources for flexibility with students at the end of term, which the OTL distributed through a follow-up email to faculty. Additionally, a comprehensive resource document titled Faculty Discussion Hour Resources and Contacts was shared with faculty at both sessions. Created collaboratively by the Office of Teaching and Learning, the Division of Community Support and Engagement, and the Dean of Students Office, this document outlines key student support services and referral pathways to help faculty connect students with appropriate campus resources.

SCHOLARSHIP OF
TEACHING AND LEARNING

> "
> **SoTL has inspired me to become much more thoughtful about how I construct and implement my courses. It has helped me stay aware of evidence-based best practices and consider ow I can incorporate them in my courses.**

FACULTY FELLOWS YEAR 3

The SoTL Faculty Fellowship is a yearlong, cohort-based program launched by the Office of Teaching and Learning in 2022. Grounded in a Community of Care framework, the fellowship supports faculty in exploring innovative approaches to understanding and assessing student learning, while enhancing belonging and leadership skills. Each fellow is guided through the full cycle of a Scholarship of Teaching and Learning (SoTL) project-from initial inquiry to public presentation-benefiting from ongoing feedback and peer exchange. This program is emblematic of the ways the Office of Teaching and Learning promotes the Teacher-Scholar ideals that are foundational to the University of Denver's identity.

SOTL RESEARCH SYMPOSIUM

The second SoTL Research Symposium was held on October 17, 2024. At this Symposium, the culmination of the second cohort's SoTL work was presented. The Symposium featured a keynote speaker, a social gathering, and the presentation of the 15 completed projects in the format of a poster presentation. The posters were also showcased in the form of a library exhibit at the main campus library with the goal of reaching wider campus audience.

Photo center leftt of the page
SoTL Research Symposium poster presentations

Photo center right of the page
Cohort 3 SoTL Faculty Fellows

THE THIRD COHORT: AUGUST 2024-OCTOBER 2025

Building on the success of the previous cohorts, further efforts have been made to infuse theme-based approach to SoTL projects. Starting this year, the Director of Inclusive Teaching Practices has been invited as a co-facilitator of the program, as the program invited projects that are specifically focused on exploring inclusive teaching practices. For example, these would include, but are not limited to, studies exploring how to integrate UDL principles into the curriculum successfully, evaluating the accessibility of course materials for students with learning disabilities, and developing culturally responsive activities and assessments.

* SoTL is led by Kayoung Kim, Director of the Scholarship of Teaching and Learning and Faculty Learning Communities

CELEBRATING TEACHER-SCHOLARS
LECTURE SERIES

A colloration with the Office of the Provost

The OTL continues to partner with the Provost's office on the teacher-scholar speaker series. 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.

24-25 INVITED TEACHER-SCHOLAR SPEAKERS

Photo upper left of the page
Dr. Paul Michalec

DR. PAUL MICHALEC
Clinical Professor, Department of Teaching and Learning Sciences

October 1, 2024
Emergence of a Teacher-Scholar," Professor Paul Michalec explored the scholarship and practice of teaching and learning in higher education that is transcendence, healing, and holistic.

Photo center left of the page
Dr. Sheila Carter-Tod

DR. SHEILA CARTER-TOD
Executive Director of the University Writing Program, Professor in the Department of English and Literary Arts, and Director of the Black Studies Minor

February 1, 2025
In her talk entitled, "Navigating Roles/Negotiating Identities: Teacher, Scholar, Administrator Oh My," Dr. Carter-Tod shared her insights on the interconnected roles of teacher, scholar, and administrator. to be good teachers, are essential for teacher-scholars.

Photo lower left of the page
Dr. Kellie Keeling

DR. KELLIE KEELING
Teaching Professor, Biological Science

May 6th 2025
"Ruminations" reflected on her 30 years of teaching, exploring the topics of humor, humility, and humanity in her teaching, scholarship, and administration.

STAFF SCHOLARSHIP,
AWARDS, & GRANTS

PRESENTATIONS

Arend, B., Hosler, K.A., Umaña, N., Pitts, V.M., Cottrell, B.. (April 2025). Toward Holistic College Teaching: A Scoping Review of the Taxonomy of Significant Learning [Poster Presentation]. American Educational Research Association Conference, Denver, CO.

Cragg, C. & Ferguson, K. (May, 2025). An ePIC Guidebook for Integrative Reflection."4D Symposium. University of Denver, Denver, CO.

Cramblet Alvarez, L. D. (August, 2025). Through the looking-glass: Reflections on what matters during inverted times. Distinguished Lecturer, Psi Chi the International Honor Society in Psychology, American Psychological Association, Denver, Co.

Cramblet Alvarez, L. D. (April, 2025). Going global without leaving the classroom: An introduction to Collaborative Online Internation Learning (COIL). Rocky Mountain Psychological Association, Denver, Co.

Kim, K. & Yap, J. (June, 2025). Two educational developers of color walk into the room, and... Virtual Gathering: Leading with Our Values, Online conference.

Kim, K. (July, 2025). Invisible Disabilities in the Classroom. Disability Advocacy Group, Online conference.

Kim, K. (June, 2025). Centering the PEOPLE in Higher Ed: The Importance of Community of Care Framework in SoTL Work. Virtual Gathering: Leading with Our Values, Online conference.

Kim, K. (November, 2024). PEOPLE First: Expanding the Community of Care Framework for SoTL. 49th Annual POD conference, Chicago, IL.

Kim, K., Majestic, B., & Cramblet Alvarez, L. D. (November, 2024). Not Disabled Enough: The Inevitable Wall of Invisible Disabilities. Panel, 49th Annual POD conference, Chicago, IL.

Morrison, M., & Kim, K. (October, 2024). Peer Tutoring and Mentoring: Incorporating Empirical Research Articles and Reflection into the Service-Learning Experience. Annual Conference on Teaching, Society for Teaching of Psychology, Louisville, KY.

PUBLICATIONS

Cramblet Alvarez, L. D., & Dinger, C. (Summer, 2025). Going global without leaving the psychology classroom. Eye on Psi Chi, 29(4), https://www.psichi.org/page/294Summer25EyeAlvarez

Cramblet Alvarez, L.D. & Hakala, C. M. (2025). Understanding educational developers: Tales from the center. Routledge: New York.

Hogan, E., Ciancanelli, B., & Cramblet Alvarez, L.D. (2024). Supporting neurodiversity: A partnership for faculty development centering Universal Design for Learning. Journal of Postsecondary Education and Disability.

AWARDS/GRANTS

POD Network Graduate Student, Professional Student, and Post-doctoral Scholar Development (GPPD) Career Development Grant. Received by Kellie Ferguson (Nov. 2024).

COIL
INSTITUTE

Photo bottom right of the page
COIL Institute logo

OTL and Internationalization have an ongoing faculty development partnership around Collaborative Online International Education (COIL). In 24-25, OTL supported this work through COIL-specific consultations for faculty with accepted COIL proposals and maintenance of the COIL Partners Canvas course container.

ARTIFICIAL INTELLIGENCE
IN THE CLASSROOM

Responding to a changing educational landscape, a collaborative office initiative

To provide ongoing support to faculty as they navigate the changing landscape of generative AI in the classroom, the OTL provided workshops, learning communities, and showcased the work of faculty to the campus community.

COURSE DESIGN FOR AND WITH AI

In this half-day workshop, faculty members learned and worked together to explore how AI can support students with their learning and support faculty members with their teaching. This workshop consisted of a series of mini-lectures, guided discussions, and hands-on activities/ working sessions to support faculty members in drafting their own plan for incorporating AI in their teaching. Our intent was that, as a result of participating in this workshop, faculty members would be better prepared to:

- Consider/articulate their own personal philosophy and values regarding the integration of AI in teaching and learning, and use this to inform their course policies and instructional decisions.
- Reflect upon and refine (possibly even reimagine!) their course learning outcomes in light of AI advancements, including those related to creativity, critical thinking, and other essential skills for the evolving workplace.
- Design or adapt assessments – aligned with learning outcomes – that promote the ethical and productive use of AI, while also considering how to prevent misuse and foster integrity in student work.
- Design or adapt learning activities – aligned with learning outcomes – that utilize AI to foster engagement and support student learning, reflection, and metacognition.
- Communicate effectively with students about the role of AI in the classroom, including setting clear expectations through syllabus statements, classroom discussions, and ongoing feedback.
- Use AI tools to support and enhance both the practical aspects and creative work of teaching.

Twenty-two faculty members from across DU participated. This workshop was a great success, as indicated by post-surveys and in person participant feedback. As one workshop participant put it "Wow. The science and art of how you all ran this workshop from beginning to end was wonderful … I of course wouldn't have expected anything different from the OTL, but to experience it first-hand was really something quite amazing."

TEACHING WITH AI WORKSHOP SERIES

The Teaching with AI Workshop Series invites faculty to discover innovative and creative ways to integrate artificial intelligence (AI) into their classrooms. In this series, participants 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.

Individual Sessions

- Enhancing Your Syllabus with AI
- AI-Supported Reflection for Integrative Learning
- Infusing the UDL Framework
- Building Rubrics and Grading
- Preparing for Finals with AI

> **Certainly gained some nice connections with faculty in other programs, and with OTL staff… understanding of how different units on campus are using AI and how those uses can help inform my own.**

> **Ethical dilemmas – not sure that I solved anything, but they have me thinking!!**

Photo bottom left of the page
Virginia Pitts with Course Design For and With AI workshop paricipants

ARTIFICIAL INTELLIGENCE
IN THE CLASSROOM

Responding to a changing educational landscape, a collaborative office initiative

THRIVING WITH AI FACULTY LEARNING COMMUNITY

The Thriving with AI Faculty (TAI) Faculty Learning Community (FLC) is a year-long cohort of faculty members dedicated to understanding principles, applications, and implications of artificial intelligence in educational contexts. The group met once a month through the academic year 2024-2025 to discuss topics related to teaching with AI including AI Literacy, addressing bias in AI, creative/innovative use cases for AI, accessibility considerations, ethics, and policies and practices with AI related to their own educational practice. To culminate their experience, faculty participants will complete a project-based learning deliverable that advances their understanding and applies AI in their teaching practice.

EXPLORING AI AS A LEARNING TOOL COMMUNITY OF PRACTICE

This Community of Practice is centered on the exploration of AI as a learning tool in the classroom, with aims to provide an open space for participants to engage in shared, authentic, and scholarly conversations while examining various aspects of potential concerns, interest, and insights of AI adoption. Faculty members participated in opportunities throughout the year to examine and discuss current literature on AI use in the classroom and explore productive ways in which AI could be a learning resource for students, while also engaging in meaningful conversations to address issues such as that of ethics, equity, and technology use. Participants were encouraged to propose a scholarly way to systematically incorporate AI in their classroom and examine its efficacy with empirical evidence.

> " **Learning about how AI exists and is being used in other departments and disciplines was the most valuable take away for me, because it gave me perspective for engaging with a rapidly evolving field.**

> " **The connections with others working to navigate the integration of AI into educational spaces was invaluable. Loved hearing how others are thinking about and using AI effectively in their practice.**

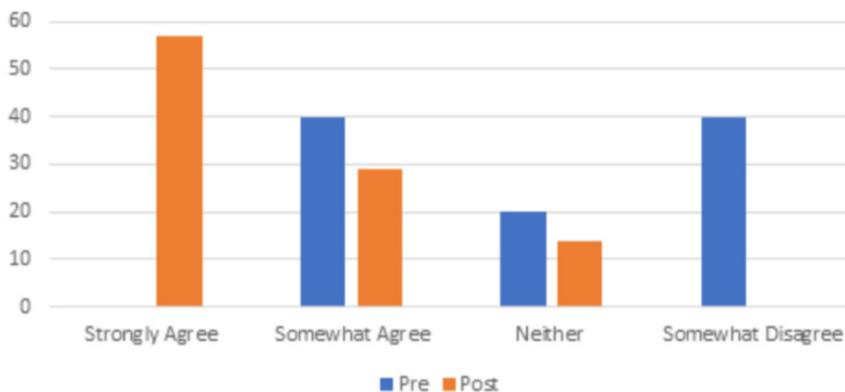**COMMUNITY OF PRACTICE PARTICIPANTS** **11**

> " **I thought this was an amazing experience. There was a good balance between formal and informal structure allowing for conversations to flow organically. I learned so much from our group about AI and appreciated having interdisciplinary perspectives and resources.**

I have an understanding of how AI can be unsed in higher education.

Legend: ■ Pre ■ Post

Bar chart values (approximate):
- Strongly Agree: Post ≈ 57
- Somewhat Agree: Pre ≈ 40, Post ≈ 29
- Neither: Pre ≈ 20, Post ≈ 14
- Somewhat Disagree: Pre ≈ 40

COMMUNITY OF PRACTICE

Photo top right of the page
Exploring AI as a Learning Tool Community of Practice logo

Photo bottom left of the page
Pre- and post-survey self-reported ratings. Participants reported having a better understanding of how AI can be used in higher education following the Community of Practice experience.

ARTIFICIAL INTELLIGENCE
IN THE CLASSROOM

Responding to a changing educational landscape, a collaborative office initiative

WORKSHOP: LEARN & PLAY WITH THE NEW AI CANVAS FEATURES WEBINAR

This webinar session invited faculty to learn more about the three new AI features now available in Canvas. It included time to demo the features, to field faculty questions, and allowed faculty to play around in their own course(s). Facilitated by OTL staff Terri Johnson, Lexi Schlosser, collaborating with Thom Gulino (DCB)

LEARN & PLAY PARTICIPANTS **14**

PROVOST PROGRAMMING
PANEL DISCUSSION: NAVIGATING THE ETHICAL LANDSCAPE OF AI IN THE CLASSROOM (PROVOST CONFERENCE: AI AND THE PUBLIC GOOD)

This panel consisted of DU faculty members across disciplines and is focused on the impacts, challenges, and opportunities for AI in teaching and learning. Panelists will address how they are grappling with ethical considerations, student concerns, AI and digital literacy, sourcing and citing learning materials, and incorporating AI in the classroom with the public good in mind.

- **Alejandro Cerón**, Associate Professor and Chair, Department of Anthropology
- **Keith Gehring**, Teaching Associate Professor, International Studies
- **Bruce Klaw**, Associate Professor and Chair, Department of Business Ethics and Legal Studies
- **Rolfe Larsen**, Assistant Teaching Professor, University College
- **Julianne Mitchell**, Clinical Associate Professor, Graduate School of Social Work
- **Angela Sowa**, Teaching Professor, Writing Program

AI SHOWCASE

This event showcased faculty members' work with artificial intelligence as a result of their participation in the Thriving with AI Faculty Learning Community (FLC) and Exploring AI as a Learning Tool Community of Practice (CoP). The event included mini presentations and the opportunity to ask questions to each faculty presenter.

Photo center right of the page
Lexi Schlosser speaking at the AI Showcase

Photo bottom right of the page
AI Showcase attendees

Photo bottom left of the page
Leslie Alvarez with panelists

Photo center right of the page
Provost Clark opening the AI panel discussion

SHORT COURSES &
MICROCREDENTIALS

Collaborative program led and facilitated by the Faculty Development team

COURSE-LEVEL HIGH-IMPACT PRACTICES BADGE—PILOT PROGRAM SUMMER 2025

The Course-Level High-Impact Practices (CL-HIPs) program is a micro-credential program designed to support DU faculty in their journey to creating courses that are engaging, inclusive, and impactful learning experiences. This program explores broader High- Impact Practices but really focuses in on the 8 Key Elements of HIPs (Kuh & O'Donnell, 2013) to provide faculty with a framework for designing and implementing these practices in their courses.

A series of short courses was designed to help faculty consider how they are designing their courses around the quality elements of High-Impact Practices (HIPs). The short courses that comprise this badge ran over the summer of 2025. Each course is asynchronous, online and two weeks in length.

Course Overviews:
- Foundational Course
- Designing High-Impact Courses

Badge Earners
- **Ashley Campbell** CL-HIPs Foundational badge
- **Robyn Thomas-Pitts** CL-HIPs Foundational badge

TEACHING AND LEARNING ONLINE (TLO)

The Teaching and Learning Online (TLO) micro-credential program allows faculty at DU to develop skills and competencies, collaborate with a community of colleagues, and showcase practices related to teaching and learning in the online environment. This program is open to all faculty of any rank, title, and discipline.

As participants engage within each un-leveled stag of the program, they will have the opportunity to collaborate with their peers, engage with research and resources, develop activities and resources applicable to their own teaching practice, and increase their knowledge, skills, and confidence with navigating the current landscape of teaching and learning online at DU.

This program offers three opportunities for un-leveled stackable badges:
- TLO Applied Practices
- TLO Community of Practice
- TLO Project Implementation

The Teaching and Learning Online (TLO) Applied Practices Badge (offered 24-25) provides professional development opportunities for faculty interested in learning about how to effectively and creatively teach online courses. As participants engage with TLO Short Courses, they will work through content related to various topics centered in foundations of online learning. As a product of their experience and to demonstrate their learning, participants will create an artifact focused on something impactful they learned and plan to apply to their teaching practice.

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

Badge Earners
- **Paula Adamo,** Spanish Language, Literary & Cultural Studies
- **Andrea Stanton,** Islamic Studies and Digital Religion

TEACHING FOR INCLUSION AND EQUITY (TIE) MICROCREDENTIAL PROGRAM

The Teaching for Inclusion and Equity (TIE) Microcredential Program empowers faculty to apply research-based strategies that promote equitable and inclusive learning environments. Through this program, participants gain skills to identify and address bias and microaggressions, lead meaningful conversations about race and equity, and design inclusive practices that support the success of all learners.

In the 2024–2025 academic year, 14 faculty members enrolled in the TIE Foundational badge. Two participants successfully met the requirements and earned their badges in Summer 2025. The remaining 12 faculty are actively working toward completion. Follow-up emails outlining badge criteria and offering additional support will be sent during the fall quarter and winter interim.

COMING NEXT YEAR: FOUNDATIONS OF TEACHING AS PART OF NEW FACULTY ACADEMY

In 2025 we began work on Foundations of Teaching, a new teaching badge in collaboration with Faculty Affairs. This micro-credential is aimed at early-career faculty as one of the pillars of the New Faculty Academy experiences. It will include a combination of self-contained modules and opportunities to engage with OTL staff, resources, and programs.

With a focus on building a strong foundation in effective teaching practices, this self-paced program covers essential topics such as learning-centered teaching, course design and assessment strategies, inclusive teaching methods, educational technology, the teacher-scholar model, and university citizenship. Upon completion of the course's modules, participants will receive the Foundations of Teaching Credly badge.

COURSE DESIGN
INSTITUTE

The Course Design Institute (CDI) supports faculty in designing courses for significant learning—learning that is lasting, meaningful, and transformative. This year, the CDI was offered in three formats:

- **CDI: UDL Edition (Dec 2024)** – Fully online and mostly asynchronous, emphasizing Universal Design for Learning (UDL) principles to promote inclusivity and accessibility.
- **Summer CDI (Aug 2025)** – A hybrid week-long institute integrating UDL and new content on AI in course design. Faculty engaged in-person and online to collaboratively and independently develop course designs.
- **CDI: Self-Study (Launched Aug 2025)** – A fully asynchronous, self-paced experience offering flexible engagement options. Evaluation data is forthcoming.

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Course Design Institute participants

PARTICIPATION & IMPACT

- **19 faculty members** participated across the UDL and Summer formats, bringing total CDI participation since 2017 to **272.**
- **100% of survey respondents** agreed the institute improved their ability to design for significant learning and was a worthwhile use of time.
- **All respondents** would recommend CDI to a colleague.
- **Summer CDI participants** reported stronger community connection, likely due to the likely due to the opportunities to connect in person. Evaluation data is forthcoming.

FACULTY ATTENDEES **19**

STUDENTS IMPACTED **1455**

FACULTY REFLECTIONS

> **This has been the best professional development I have attended at DU. I really appreciated the facilitation, the balance of learning and worktime, social and individual, and the modeling of teaching strategies.**

> **This institute has introduced to me new ways / better ways to teach my classes. I wish I had taken this course a few years earlier..... The feedback I received from my team members was invaluable in revising my course syllabus.**

* The Course Design Institute is led by Virginia Pitts, Director of University Teaching

INSTRUCTIONAL DESIGN
SUPPORT

COURSE BUILDS

New this year, we began offering instructional design support that includes building customized course templates and pages directly in Canvas for faculty members. These are summarized 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:

- INTS-4459-1, Winter 2025, Josiah Hatch, **12 students**

- INTS-4964-1, Winter 2025, Josiah Hatch, **24 students**

FULL COURSE BUILDS:

- JAPN-2002-1, Winter 2025, Madoka Hammine, **17 students**

- JAPN-2200, Winter 2025, Madoka Hammine, **18 students**
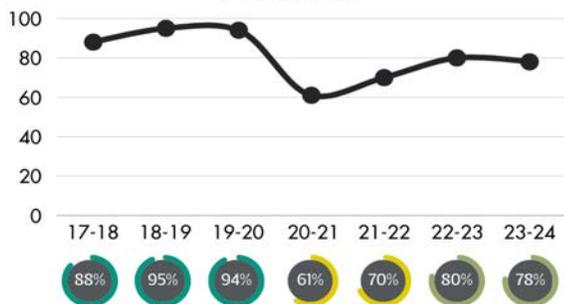
COURSE DESIGN SUPPORT

All faculty have access to OTL support for course design in Canvas through consultations. Each year we work with department/programs and Units on more extensive course design consultations including:

- U.S.-India Higher Education Institution Collaborations and Partnerships , **297+ participants**

- KINE 1005 Resistance Training Methods , **20 students**

- COMN 3140 Advanced Intercultural Communication , **21 students**

- INTZ 2502 Global Citizenship in Practice , **51 students in Fall quarter**

ACADEMIC
ASSESSMENT

The OTL oversees the academic assessment cycle for the University of Denver. Our director of academic assessment is responsible for advancing institutional assessment through strategic leadership, innovative resource development, and collaborative initiatives.

ASSESSMENT CYCLE IMPROVEMENTS

- Moved annual assessment reports from Docusign format to new Canvas Course.

- Revised rubric for feedback and implemented Canvas Outcomes to track annual assessment report data.

- Updated Assessment Contacts across the university.

- Produced an assessment report summarizing good assessment practice at DU

ASSESSMENT HIGHLIGHTS

- 78% of programs submitted an assessment report in 2024 continuing the trend of higher than 75% reporting during the last 4 cycles.

- Evaluation of assessment reports using the rubric for feedback reveals positive growth in all areas.

DEPARTMENT CONSULTATIONS AND PROJECTS

All faculty have access to OTL support for course design in Canvas through consultations. Each year we work with department/programs and Units on more extensive course design consultations including:

78%

Percentage of
Reports Submitted
AY 23-24

*total percentage of
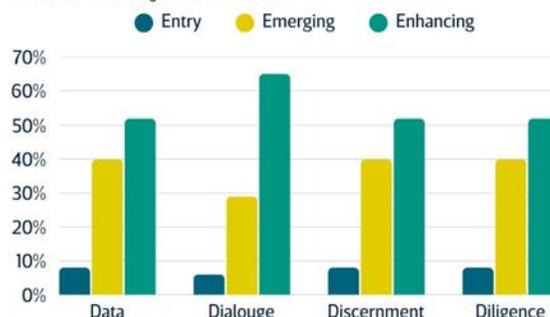submitted reports
by all units AY 23-24*

ALL SUBMITTED REPORTS PERCENTAGE
7 YEAR TREND

	17-18	18-19	19-20	20-21	21-22	22-23	23-24
	88%	95%	94%	61%	70%	80%	78%

ALL SUBMITTED REPORTS RUBRIC SCORING

The percentage annual assessment reports scored in each category on the rubric. For example, 8% of the reports scored "entry" while 40% score "emerging and 52% score "enhancing in their use of data.

● Entry   ● Emerging   ● Enhancing

Photo bottom left of the page
Data on All Submitted Reports Rubric Scoring which showcases a seven year trend beginning in 2017 and ending in 2024

Photo bottom right of the page
Data on All Submitted Reports Rubric Scoring

ACADEMIC
ASSESSMENT

ASSESSMENT CONSULTATIONS

The director of academic assessment meets with individual faculty and departments on a variety of topics related to assessment. Some key projects included:

- Non-credit assessment pathways for prior learning (PSC)
- Reduced credit bachelor's degree proposal (PSC & Academic Affairs)
- Department-level integration of Canvas Outcomes (GSPP, CWLC, FSEM)
- Revision of credit for prior learning handbook (MCE)
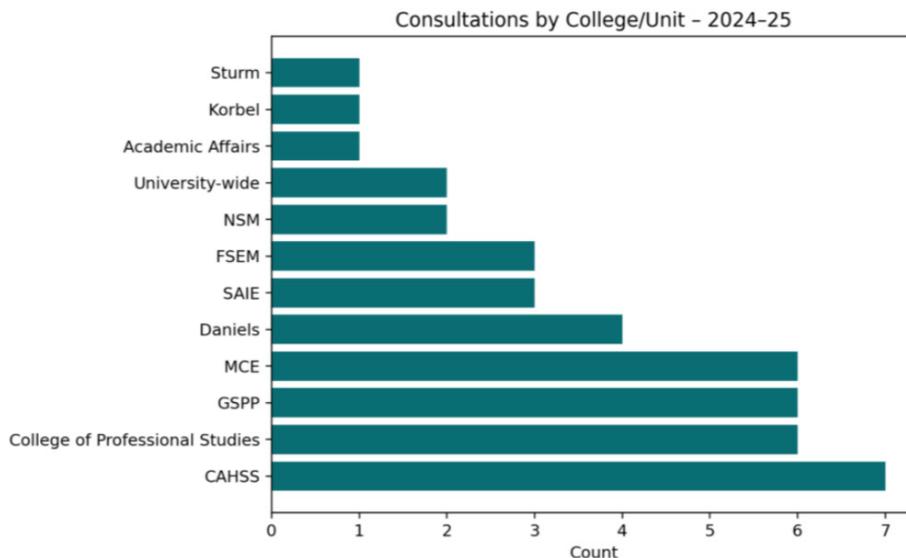
Photo upper right of the page
Data on consultations by college/unit from 2024-25

HIGHER LEARNING COMMISSION & ACCREDITATION-RELATED ACTIVITIES

UNIVERSITY-LEVEL:
- Leadership role in DU 2024 4-year Review argument
- Collaboration with IR and IT to move Tableau dashboards to Data Insights

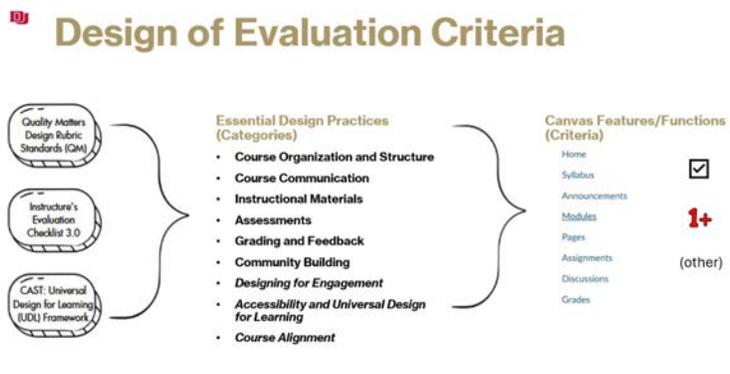#### DEPARTMENT/COLLEGE LEVEL:
- Support MCE with CAEP accreditation activities
- Consultation with Daniels for AACSB accreditation visit.
- Reviewer for MCE Library Accreditation argument.
- Worked with GSPP Dean on getting HLC approval for Physical Therapy degree

CANVAS DASHBOARD
& CANVAS ACADEMY

CANVAS DASHBOARD

The Canvas Dashboard (referred to as LMS Evaluator Project in 23-24) has been under development in collaboration with IT during the last two years. Because inconsistent design across Canvas courses is a common pain point for students, this project utilizes instructional design principles and data reporting capabilities within the Learning Management System (LMS) to populate an interactive dashboard allowing OTL staff to examine current and past LMS usage across the institution. In 24-25, key milestones of the project include, (1) the identification of essential design practices; (2) building the Canvas Dashboard; and (3) pilot of the Canvas Academy, a faculty development program that uses the dashboard to assist participants in making data-informed changes to their Canvas Course Design.

ESSENTIAL DESIGN PRACTICES

Using internal and external sources, we determined "essential design practices" that are associated with engaging, effective Canvas course design (course organization, communication, instructional materials, assessments, grading and feedback, community building, designing for engagement, accessibility, and course alignment). We then identified Canvas features and functions that demonstrate the integration of these key design elements.

CANVAS DASHBOARD

The resulting Canvas Dashboard was developed in 24-25 and is currently undergoing final testing. This dashboard allows us to examine publication rates and the presence or absence of essential design practices across courses offered in a given term. These data can be examined at the unit, department/program, and course level.

In the examples, we are able to see the percentage of courses published, the percentage that use the assignments, quiz, and discussion board features, and the percentage that include multiple assessments and collaborative assignments.

Photo upper right of the page
Flow chart of essential design practices

Photo center right of the page
Canvas data insights on minimum recommendations
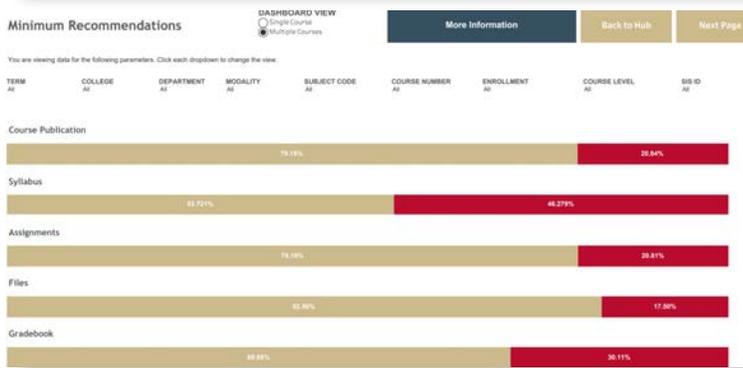
Photo bottom right of the page
Assignment percentages

CANVAS ACADEMY PILOT

The Canvas Academy, launched in August 2025, is a new program designed to help faculty deepen their understanding of course design in Canvas and apply that knowledge to begin to redesign one of their own courses. Grounded in principles of Universal Design for Learning (UDL) and accessibility, the academy emphasizes inclusive, student-centered course design that promotes clarity, flexibility, and engagement. This program utilizes the Canvas Dashboard to provide individualized course reviews and tailored recommendations to each participant.

PILOT PARTICIPANTS 4

WORKSHOPS, DROP-INS,
& PARTNERSHIPS

EXTERNAL CONSULTATIONS & COLLABORATIONS

University of Maine, College of the Holy Cross (USA)
- Representatives from these universities contacted us to learn more about the Neuro-diversity Institute as they initiated similar efforts on their own campuses.

University of Siena (Italy)
- Representatives of this university's teaching and learning center requested a tour and overview of services during their attendance at the American Educational Research Association annual conference which was held in Denver in April, 2025.

University of KwaZulu-Natal (South Africa)
- A visitor from this partner institution requested a tour and overview during DU's annual Internationalization Summit.

Metropolitan State College of Denver (Colorado)
- Psyched to Work Site—annually host 1-2 undergraduate psychology majors who are interested in future careers in educational development and are participating in Metro State's Psyched to Work program.

University of Hawai'i at Mānoa
- A representative from this university requested a meeting/consultation to learn more about the Student-Faculty Partnership Program as they considered initiating a similar program on their campus.

CLASSROOM VISITS:

Designing Learning Experiences, for students in Dakota Park-Ozee's community-engaged class on "Campaign Communication". This was a session designed to support ~15 students in designing a badge workshop for the Girl Scouts of Colorado. (Virginia Pitts)

Digication Demonstration for students in Kathie Novak's FSEM-1111-15. This was a 1-hour tutorial and support session to get students started with their Digication assignment. 18 students. (Kellie Ferguson)

Digication Demonstration for students in Heather Martin's FSEM-1111-75. This was a 1-hour tutorial and support session to get students started with their Digication assignment. 18 students. (Kellie Ferguson)

How Learning Works, for students in Mark Siemens' FSEM "STEM Out – Science, Technology, Engineering, and Math Outreach". This was a session designed to support ~15 students in considering perspectives on how people learn in planning K-12 STEM outreach. (Virginia Pitts)

Inclusive by Design: Assessing Students in Meaningful and Authentic Ways, for students in Laura Sponsler's HED 4201 graduate course, Assessment in Higher Education. This was a session designed to show students how designing inclusive learning experiences requires inclusive assessment and was part of the Fundamentals of Assessment unit. 15 students. (Jasmine Yap)

CONTRIBUTIONS TO FACULTY AFFAIRS INITIATIVES

OTL COFFEE HOURS IN THE FACULTY LOUNGE

SUPPORT FOR NEW FACULTY ACADEMY
- Participation in New Faculty Orientation
- Support for revisions to New Faculty Academy
- Collaboration with Director of Faculty Development to begin development of new microcredential, Foundations of Teaching (proposed launch, Oct. 2025)

NEW ADJUNCT ORIENTATION
Although most adjuncts learn important policies and expectations from their departments and colleges, this orientation offers a connection to resources at the campus level, as well as a chance to connect with faculty in similar roles. This event fulfills part of the requirements of the Adjunct Teaching Excellence Program (ATEP). **37 participants**

WORKSHOPS
- Canvas Basics Webinar (Fall 2024, Winter 2025)
- Canvas AI Tools Webinar (Winter 2025)
- Canvas Admin Trainings **(17 total)**
- OTL Virtual Ed-Tech Drop-In Hours (Winter 2025)

CUSTOM
PROGRAMS

This includes sessions or programs that were designed specifically for a group/department and/or workshops for external audiences.

4D "Designing for" series. Collaborated with members of the 4D team to co-design/co-lead a "Designing for" series of workshops to support DU community membersin utilizing design thinking processes and tools in Designing for Curiosity, Designing for Collaboration, Designing for Compassion, and Designing for Courage, Virginia Pitts.

AI Lunch and Learn, Law School, Lexi Schlosser and Leslie Alvarez, [~30 attendees]

Before the "Warm Hand-Off": Pedagogical Responses to the Academic Readiness & Mental Well-Being Needs of Students, with Rachael Liberman (Director of FSEM & ASEM), Justin Stoeckle (Associate Director of Wellness & Prevention), and Kristy Firebaugh (Assistant Vice Provost, Student Success). Workshop for FSEM and ASEM faculty; Virginia Pitts, [~20 attendees]

Department Canvas Training, University Health and Counseling Services, Lexi Schlosser, [5 attendees]

Department Digication Tutorials Career Services "All Career Teams" Meeting

Discussion on ePortfolios with Richard Colby, General Education Workshop, Kellie Ferguson, [~20 attendees]

Gen Ed Meeting: Discussion on ePortfolios with Richard Colby

H5P Training, University Health and Counseling Services, Lexi Schlosser, [5 attendees]

Highlighting Career Competencies: Design Considerations. Workshop/discussion for the CAHHS Competencies Faculty Learning Community; Virginia Pitts, [~8 attendees]

Intro to Neurodiversity, Accessibility, & UDL, Butler Institute (Graduate School of Social Work) all-staff meeting, Leslie Alvarez & Jasmine Yap, [34 Butler staff attendees]

Lunch and Learn, Law School, [~30 attendees]

NSSE Data Walk Presentation

Re-Engaging Students, Department Meeting Workshop, Sports Coaching, Graduate School of Professional Psychology (GSPP), Lexi Schlosser and Kellie Ferguson, [12 attendees]

Teaching with AI Panel, Daniels College of Business, Lexi Schlosser, [~25 attendees]

Teaching with Perusall, Department Meeting Workshop, Sports Coaching, Graduate School of Professional Psychology (GSPP), Lexi Schlosser, [12 attendees]

APPENDIX
PARTICIPANTS

ePic eP group
- Megan Pritchett
- Heather Martin
- Susan Walter
- Keith Miller
- Jennifer Greenfield
- Jorge Espinoza
- Janice Benning Lacek
- Ellen Winiarcyzk
- Amber Cardamone

Thriving with AI FLC 24-25
- Alejandro Ceran
- Aaron Duncan
- Keith Gehring
- Michael Greenberger
- Eric Holt
- Wendy Jensen
- Gabi Kathoefer
- Olivia Tracy
- Daniel Trujillo
- Angelina Walker
- Stephen von Merz

Exploring AI CoP 24-25
- Angela Sowa
- Barbekka Hurtt
- David Thomson
- Duan Zhang
- Julianne Mitchell
- Kathleen Novak
- Michael Siebecker
- Rachael Aderoju
- Rolfe Larson

Course Design Institute: UDL Edition, December 2025
- Kellie Alexander
- Brian Beaumund
- Libby Catchings
- Aleksej Mialitsin
- Breigh Rozelle
- Emily Sposeto
- Geoffrey Stacks
- Heidi Vuletich
- Claudia Zundel

Summer Course Design Institute, August 2025
- Iffat Anjum
- Renee Botta
- Amrita Dey
- Kenton Epard
- Hava Gordon
- Sarah Hurtado
- Karey James
- Catherine Marotta
- H.G. Parsa
- Darin Stewart

FIIT Cohorts – Winter Quarter 2025
- Susan Hojnacki
- Monica D. Williams
- Paula Adamo
- Rinku Dewri
- Cassandra Gonzalez
- Sharon Wheeler
- Kathleen Guerra
- Andrea Stanton
- Kerry Causey
- Ashley Brown
- Sarah Willis
- John Sebesta
- Collette Pella
- Iffat Anjum
- Allison Clark

Law FIIT Cohort – Dec. 2024
- Christopher Engle-Newman
- Michael A. Rollin
- Laura Rovner
- Catherine Dunn
- Amanda Savage
- Seth Packrone
- Karina Condra

Law NDI – Dec. 2024
- Karina Condra
- Catherine Dunn
- Christopher Engle-Newman
- Alexi Freeman
- Michael Rollin
- Arthur Saltarelli
- Zahra Takhshid
- David Thomson
- Veronique Van Gheem

APPENDIX
PARTICIPANTS

- Lindsey Webb
- Alex Wilschke
- Rebecca Plevel

August 2025 NDI
- Kellie Alexander
- Garett Brownlee
- M. Mercedes Calbi
- Virginie Cassidy
- Ellie Dannenberg
- Kristy Firebaugh
- Laura Frank
- TaWanna French
- Michael Gallagher
- Brian Gearity
- Erlin He
- Susan Hojnacki
- Beau Manierre Houston
- Aaron Kraft
- Sabine Lang
- Jonathan Leathwood
- Mahesh Manandhar
- Lisa Reyes Mason
- Julianne Mitchell
- Lexi Mueller
- Christine Nelson
- Christopher Peña
- Nicholas Perry
- Savannah Pine
- Robyn Thomas Pitts
- Erin Presta
- Kate Rice
- Michelle Rozenman
- Chelsie Ruge
- Kimberly McDavid Schmidt
- Tamara Trafton
- Michele Tyson
- Barbekka Hurtt
- Mathias Gran

Thriving in the Classroom FLC 24-25
- April Chapman-Ludwig
- Barbekka Hurtt
- Ellie Dannenberg
- Kellie Keeling
- Rachel Horenstein
- Susan Walter
- Tia Quinlan-Wilder
- Virginie Cassidy

SoTL Faulty Fellows 24-25
SoTL Scholar: Kellie Keeling
Scholarly Teacher Track
- Megan Kelly
- Rocio Rubio Moiron
- Juli Parrish
- Kerry-Ann Lewis Pearcy
Advanced Practitioner Track
- Virginie Cassidy
- April Chapman-Ludwig
- Ellie Dannenberg
- Rachel Horenstein
- Barbekka Hurtt
- Diane Kraft
- Sabine Lang

Keeping it Real CoP 24
- Kamilah Legette
- Rachel Horenstein
- Tia Quinlan-Wilder
- Virginie Cassidy
- Denisse Solis
- Ellie Dannenberg

Canvas Academy – August 2025
- Jennifer Pap
- Laura Perille
- Kenton Epard
- Louise Seiler

APPENDIX
PARTICIPANTS

Course design for/with AI
- Christopher Engle-Newman
- Emily Sposeto
- Kerry Peetz
- Lisa Jennings
- Jill Valdez
- Garett Brownlee
- Sandy Johnson
- Angelina Walker
- Artur Poczwardowski
- Alannah Oleson
- Eric Boschmann
- Daniel Solomon
- Jennifer Pap
- Erica Larson
- Anna Sher
- Rachael Liberman
- Lynn Clark
- Michael Gallagher
- Michele Tyson
- Allegra Aron
- Olivia Tracy
- Alena Wolflink

AI showcase participants
- Angela Sowa
- Rolfe Larson
- Alejandro Ceran
- Aaron Duncan
- Keith Gehring
- Eric Holt
- Wendy Jensen
- Gabi Kathoefer
- Daniel Trujillo
- Angelina Walker
- Stephen von Merz

Student-Faculty Partnership Program
- Iffat Anjum
- Jimmy deMayo
- Amrita Dey
- Matt Hill
- Kiersten Hillkirk
- Heather Martin
- Rocio Rubio Moiron
- Angela Sowa
- Leslie Stewart
- Jonathan Velotta
- Bethany Waddington

OTL Faculty Advisory Board
- Roberto Corrada, Mulligan Burleson Chair in Modern Learning and Professor, Sturm College of Law
- Bridget Farrell, Associate Professor, Coordinator of Library Instruction and Reference Services, University Libraries
- Keith Gehring, Teaching Associate Professor, Korbel School of International Studies
- Kim Gorgens, Professor, Graduate School of Professional Psychology

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Office of
Teaching & Learning