

PREPARED BY
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UNIVERSITY *of*
DENVER

OFFICE OF
TEACHING & LEARNING

INCLUSIVE TEACHING PRACTICES

IMPACT REPORT

NOV 2016 / FEB 2020



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2020 INCLUSIVE TEACHING PRACTICES IMPACT REPORT

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ABOUT INCLUSIVE TEACHING PRACTICES PROGRAMMING

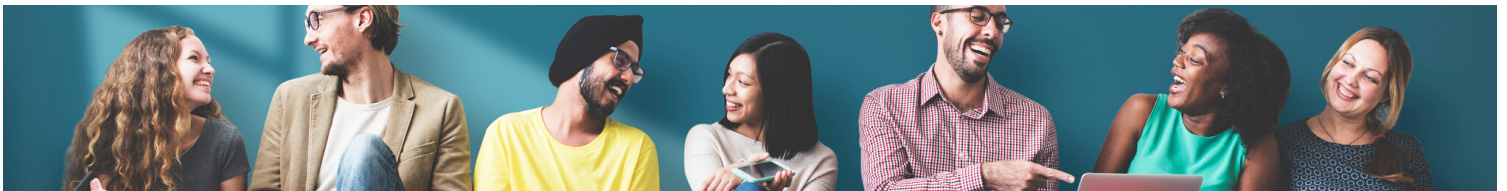
The following impact report provides an overview of programming carried out over the past three years by the Director for Inclusive Teaching Practices in the Office of Teaching and Learning. This inaugural full-time staff position was created in 2016 and reports to the Director of the Office of Teaching and Learning (OTL).

The Director for Inclusive Teaching Practices provides proactive and responsive leadership, direction, and programming that advances DU's commitment to Inclusive Excellence and Inclusive Pedagogy. Furthermore, the Director for Inclusive Teaching is charged with creating, implementing, and assessing strategic faculty development opportunities, online resources, and consultations for faculty members, academic administrators, academic departments, and allied offices including the Office of Diversity, Equity, and Inclusion; the Office of Equal Opportunity and Title IX; the Interdisciplinary Research Institute for the Study of (In)Equality, and the Faculty Senate.

The impact metrics disclosed herein showcase the reach of Inclusive Teaching Practices programming between November 2016 and February 2020 based on data from the OTL events registration and Canvas Learning Management systems, and as such, serves only as a snapshot of broader institutional impact.



Dr. Valentina Iturbe-LaGrave, Director for Inclusive Teaching Practices.



IMPACT 2025

SUPPORTED STRATEGIC INITIATIVES

- **Transformative Direction One**
Strategic Initiative 1: Faculty Talent, Excellence and Diversity.
- **Transformative Direction Two**
Strategic Initiative 2: Enhancing and Expanding Our Learning Environment.
- **Transformative Direction Four**
Strategic Initiative 2: A Community of Diversity, Equity and Inclusive Excellence.
- **Faculty Senate Inclusive Learning Environment Initiative.**

INCLUSIVE TEACHING PRACTICES

PROGRAMMING OVERVIEW

Faculty & Administration Support

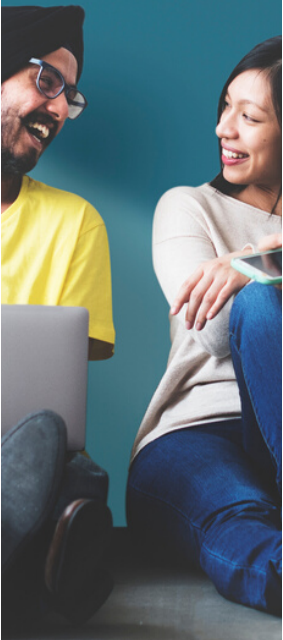
Real-time confidential inclusive teaching and learning support for faculty members; real-time consultative support to vice-provosts, deans, academic administrators and academic departments to advance DU's commitment to Inclusive Excellence through:

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

Faculty Development Programming

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

- Faculty Learning Communities
- OTL & ODEI Teaching and Learning Series Advancing Equity in the College Classroom
- Workshop Series and Short-Courses
- Faculty Institute for Inclusive Teaching (forthcoming)
- Identifying and inviting special speakers to lead master-classes on special topics



INCLUSIVE TEACHING PRACTICES

PROGRAMMING OVERVIEW

Online Programming

Develop and curate research-based online resources to develop faculty members' understanding and implementation of best practices in post-secondary inclusive pedagogy that provide strategies for addressing difficult issues that arise in classrooms through:

- Inclusive Teaching Practices Portal
- Inclusive Pedagogy Website (forthcoming)
- Development of online modules that can be embedded into other online programming related but not limited to: Universal Design for Learning (UDL); Spiritual and Religious Diversity; Sexual Orientation and Gender Identity; Culturally Responsive Pedagogies; Culture, Race and Ethnicity; Inclusive Pedagogy; Native American Pedagogies; Intersectional Pedagogy; Community of Inquiry Model; Microaggression; Language in the Classroom
- Inclusive Teaching Webinars

National Trends and Best Practices

Stay abreast of national trends and best practices necessary to lead OTL efforts of Inclusive Teaching Practices by participating in national conferences and engaging in research necessary to share DU's achievements around IE with broader national community through:

- Participation in the National Conference on Race and Ethnicity in American Higher Education (NCORE)
- Participation in the Professional Organizational Development Network in Higher Education (POD)
- Pursuing research grants (e.g., National Science Foundation, Interdisciplinary Institute for the Study of (In)Equality (IRISE), and the Howard Hughes Medical Institute (HHMI))



EXECUTIVE SUMMARY

PARTICIPATION

Metrics on faculty participation in Inclusive Teaching Practices programming encompass a total of eleven academic quarters between November 2016 and February 2020. This snapshot does not capture nor reflect large-scale, college and department-specific workshops, consultations, interventions, and special sessions due to the absence of a centralized and nimble data gathering system. Canvas LMS online enrollment data does not capture learning modules embedded in instructional curriculum outside the Office of Teaching and Learning (OTL) nor open-course logins due to the learning management system's constraints. Faculty participation in the OTL Events Registration System and Canvas LMS Enrollment is as follows:

- OTL Events System: 931 faculty
- Canvas LMS: 370 faculty
- Consultations: 50 faculty



1,351

First-Time & Returning Faculty Touch-Points

Of the cumulative number of faculty participants (n=1351), 80% participated in on-campus, face-to-face programming, and 20% participated in the Canvas LMS online setting. Online participation consists of 90% tenure-track and teaching-track faculty members, while the remaining 10% are adjunct faculty members in University College.

PROGRAMMING

The Director for Inclusive Teaching Practices has designed, implemented, and assessed a robust portfolio of Faculty Development Programming in the OTL to advance DU's strategic commitment to Inclusive Excellence and Inclusive Pedagogy, and includes but is not limited to:

- Workshops: 40
- Summits, Forums, Special Sessions: 14
- Faculty Learning Communities: 6
- Canvas LMS Online Portals: 2



62

Faculty Development Programs Offered Nov. 2016 - Feb. 2020

The Director for Inclusive Teaching Practices has served on a total of five hiring committees, and participates in the Community + Values Initiative as a steering committee member, and Co-Lead for the Evolve Pathway.

GRANTS

In collaboration with colleagues across DU, the Director for Inclusive Teaching actively engages in research necessary to advance DU's achievements around IE:

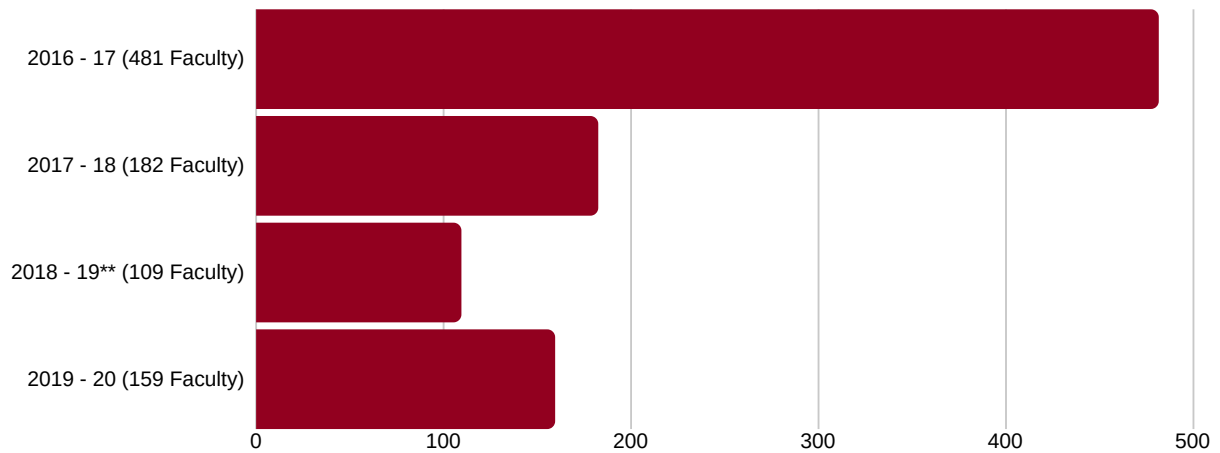
- NSF \$ 310,215
- IRISE: \$ 105,000 and \$ 5,000

\$420,215

IMPACT METRICS

INCLUSIVE TEACHING PRACTICES

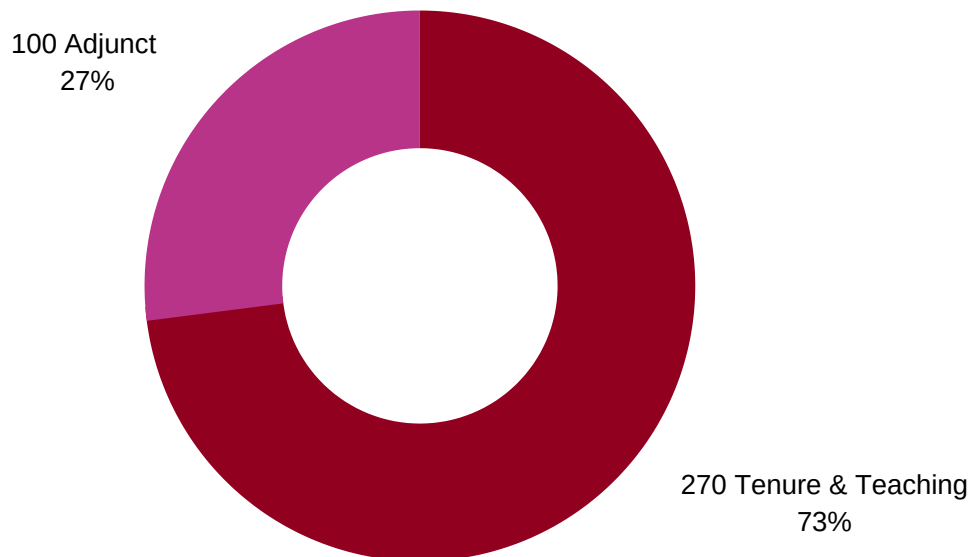
EVENTS REGISTRATION BY YEAR (2016 - 2020): 931 FACULTY*



*Includes return participants who may have chosen to attend more than one programming opportunity.

**The Director for Inclusive Teaching Practices on FMLA July 2018 - March 2019. Data shown is not comprehensive of impact as it only represents OTL Events-System Registration data.

ENROLLMENT IN CANVAS LMS ONLINE PROGRAMMING BY FACULTY TYPE: 370 FACULTY



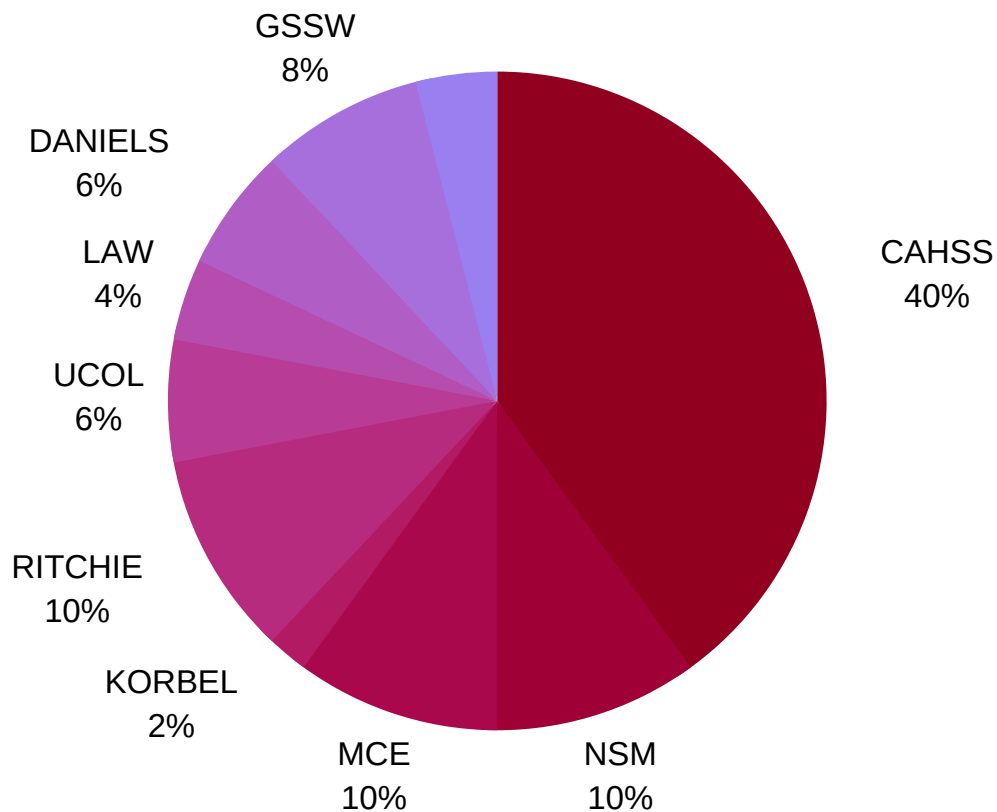
"It helped me make connections with faculty across campus that I might not otherwise engage with through my faculty role. It created space to ask vulnerable and challenging questions, and to learn from others' experiences. It felt like a place without judgment for what we did not already know before attending, and a brave space for dialogue."

2018 Inclusive Classroom Communication Faculty Learning Community Participant

IMPACT METRICS

INCLUSIVE TEACHING PRACTICES

FACULTY CONSULTATIONS*
BY SCHOOLS & COLLEGES: 50 FACULTY



*Research-based faculty consultations to assess, design, and implement inclusive pedagogy across all disciplines of study and learning environments. These include but are not limited to comprehensive year-long and sustained course, curriculum, and program re-designs requiring substantial engagement, research, design, implementation, and assessment.

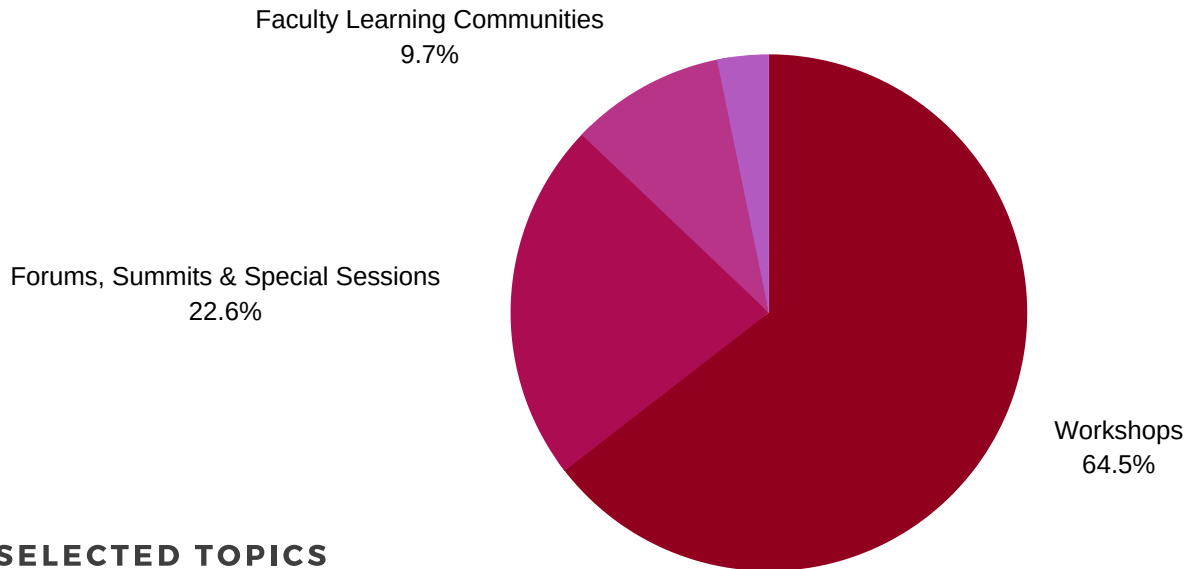
"The importance of whose voices are reflected in the course materials that I utilize, attending closely to my goals when calling in vs. calling out, exercises to create a sense of community within the classroom, the importance of discussing class norms/rules from the very beginning, the need to use my power as the faculty member/instructor in creating safety and inclusion for all students."

2018 Inclusive Classroom Communication Faculty Learning Community Participant

IMPACT METRICS

INCLUSIVE TEACHING PRACTICES

FACULTY DEVELOPMENT PROGRAMMING



SELECTED TOPICS

- Cognitive Impact of Microaggression
- Recognizing, Assessing and Addressing Implicit Bias in the College Classroom
- Getting Students to Read: Designing Pre-Reading Exercises
- Teaching and Learning in the College Classroom: Best Practices
- Universal Design for Learning
- Inclusive Teaching Practices Primer
- Bias, Microaggression and Interracial Mentoring Considerations
- Positionality Workshop: Microaggressions and Implicit Bias
- GTI Training: Teacher Identities
- Establishing Departmental Graduate Mentoring Agreements: Critical Considerations for Cross-Racial Graduate Mentor-Protégé Relationships
- Creating Inclusive Learning Environments
- Developing and Owning an Inclusive Learning Environment
- Recognizing, Assessing and Addressing Bias in STEM Classrooms
- Inclusive Teaching Practices for Equitable Classroom Management
- Seizing the Teachable Moment: Classroom Discussions with Potential (Not Peril)
- Inclusive Group Work
- Critical Pedagogy
- Inclusive Classroom Communication
- Critical Gender Identity and Sexual Orientation Classroom Considerations

"I learned what it means to be a critical pedagogue. Learned how to engage students critically, challenge their positions without attacking the person, be challenged, and expose different views, in order to create a rich and meaningful learning experience."

2018 Critical Pedagogies Faculty Learning Community Participant

GRANTS

INCLUSIVE TEACHING PRACTICES

NATIONAL SCIENCE FOUNDATION (NSF)

Cultivating Inclusive Identities of Engineers and Computer Scientists: Expanding Efforts to Infuse Inclusive Excellence in Undergraduate Curricula

The OTL and the Ritchie School of Engineering and Computer Science at the University of Denver collaborated to acquire a multi-institutional, multi-million dollar research grant from the National Science Foundation, in partnership with Colorado State University, Metropolitan State University of Denver, and West Virginia University (\$1.9M total, DU portion \$310,215). The purpose of this project is to develop and deliver inclusive pedagogical practices for computer science and engineering students to value technical content and issues of diversity, equity, and inclusion. The research team members include:

- Christina H. Paguyo, OTL (principal investigator)
- Valentina Iturbe-LaGrave, OTL (co-principal investigator)
- Ron DeLyser, Engineering (co-principal investigator)
- Chris GauthierDickey, Computer Science (co-principal investigator)
- Scott Leutenegger, Computer Science (co-principal investigator)

INTERDISCIPLINARY RESEARCH INSTITUTE FOR THE STUDY OF (IN)EQUALITY (IRISE)

DU Inclusive Teaching Practices Faculty Consultation Protocol (\$5,000)

The OTL and faculty members in the Ritchie School and the College of Arts Humanities and Social Sciences collaborated on the design, pilot and implementation of a time-efficient, high-impact faculty consultation protocol centered on key dimensions of inclusive excellence to support the active implementation of inclusive pedagogies across all academic disciplines. Rooted in key tenets of formative assessment, this consultation protocol is a confidential, guided self-reflection that will: (1) strengthen faculty competence in inclusive pedagogies; (2) identify pertinent inclusive teaching practices that resonate with the professor's identities, worldview and discipline; and thus (3) yield high-quality learning experiences that are responsive to the faculty member's whole self and wellbeing. The research team members include:

- Valentina Iturbe-LaGrave, OTL (co-principal investigator)
- Christina H. Paguyo, OTL (co-principal investigator)
- Ron DeLyser, Ritchie School of Engineering (co-principal investigator)
- Lisa Martinez, Sociology (co-principal investigator)

"In the wake of the 2016 election, dialoguing respectfully and successfully across difference will be of the utmost importance to make all students feel like they matter and their voices are respected in the classroom. I want to encourage myself as an administrator and the faculty I work with to consider how we engage and empower the student, and how we might disempower them in their beliefs and viewpoints."

2017 Inclusive Excellence and Our Teaching Participant

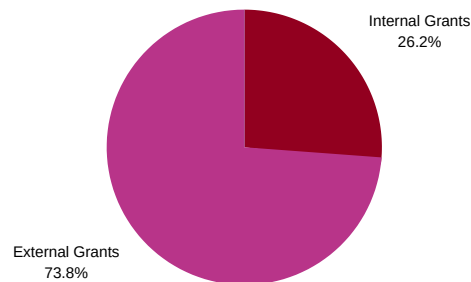
GRANTS INCLUSIVE TEACHING PRACTICES

INTERDISCIPLINARY RESEARCH INSTITUTE FOR THE STUDY OF (IN)EQUALITY (IRISE)

Equity and Inclusion in the Teaching Practices of Higher Education: Interdisciplinary and Strategic Research and Praxis DU IRISE Post-Doctoral Fellow (\$105,000)

The Fellow will help expand our understanding about critical processes for creating inclusive higher education institutions, creating inclusive classrooms, igniting organizational change, and kindling resilience and dispositions among faculty and students that cultivate racial equity. Also, the Fellow will complement and extend work conducted more broadly because each project advances our institutional mission.

The Fellow will support the Director for Inclusive Teaching Practices in co-creating knowledge and advancing expertise in cutting-edge critical and inclusive pedagogical approaches that disrupt inequitable instructional practices to enhance inclusive excellence. Furthermore, the Fellow will collaborate with the Director of Academic Assessment in critical areas of research, assessment, data collection and analyses around emerging Inclusive Teaching Practices programming.



The Fellow will be housed in the OTL, which supports innovation and excellence in teaching and learning at the University of Denver through its institutes, workshops, consultations, research, and related activities.

The Fellow will primarily engage in independent research, scholarship, and creative work under the guidance of the mentorship team:

- Kate Willink, VPFA
- Valentina Iturbe-LaGrave, OTL
- Christina H. Paguyo, OTL
- Judy Marquez-Kiyama, MCE
- Scott Leutenegger, Computer Science

The Fellow will teach one course in their first year and two courses in their second year; each on a topic that will satisfy requirements for the graduate-level certificate and undergraduate minor linked to DU's Critical & Ethnic Studies minor, and work closely with IRISE to develop as a campus leader and to thereby extend the impact on DU faculty and students.

"Setting up an environment where students can feel that IE is in practice takes more than just telling them what you are doing. It must be a daily model for them to trust that what I am saying matches my expectations of them as well as myself."

2017 NSM Inclusive Teaching Practices Workshop Participant

APPENDIX

NOV 2016 / FEB 2020

INCLUSIVE TEACHING PRACTICES

PROGRAMMING ARTIFACTS



COGNITIVE IMPACT OF MICROAGGRESSION



recognizing, assessing and responding in the university classroom



OTL CONFERENCE ROOM
AAC 345

OCTOBER 7, 12-1:30 PM
AND
NOVEMBER 5, 10-11:30 AM

REGISTER AT: WWW.OTL-EVENTS.DU.EDU

Join Associate Director for Inclusive Teaching, Dr. Valentina Iturbe-LaGrave, for a 90-minute workshop exploring the cognitive impact of microaggressions and how to recognize, assess, and respond in real-time to create equitable learning environments where all students can thrive.

TRANS* IN COLLEGE



FACULTY LEARNING COMMUNITY

This Faculty Learning Community is centered around Z Nicolazzo's book *Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion* (2017). Facilitated by the Director of Inclusive Teaching and the Director of Faculty Learning Groups and Scholarship, community members will read the text alongside critical pedagogy scholarship to develop a deep understanding of students' needs and best practices in responsive curriculum design, classroom management and assessment of teaching and learning.

"SHOULD BE REQUIRED READING FOR EDUCATORS AT EVERY LEVEL OF INSTRUCTION."

- Susan Stryker, Associate Professor, University of Arizona

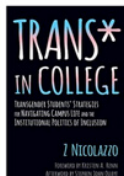
- Open to DU faculty members
- Wednesdays: December 4; January 15, 29 and 12
- Author facilitated session in February 2020
- 12-1:30pm in the OTL Conference Room
- Participants must attend all sessions and will receive a copy of the book upon registration at OTL-Events.du.edu

INCLUSIVE TEACHING PRACTICES

series



REGISTER AT OTL-EVENTS.DU.EDU



Dr. Z Nicolazzo is an assistant professor of Trans* Studies in Education and a Co-Chair of the Transgender Studies Research Cluster at the University of Arizona.

This is both a personal book that offers an account of the author's own trans* identity and a deeply engaged study of trans* collegians that reveals the complexities of trans* identities, and how these students navigate the trans* oppression present throughout society and their institutions, create community and resilience, and establish meaning and control in a world that assumes binary genders.

"Should be required reading for educators at every level of instruction."
- Susan Stryker

Race and Writing Assessment Faculty Learning Community



This Faculty Learning Community is centered around Asao B. Inoue and Mya Poe's book *Race and Writing Assessment* (2012). Facilitated by the Director of Inclusive Teaching and the Director of Faculty Learning Groups and Scholarships, community members will read the edited collection of established and up-and-coming scholars in composition studies to explore how writing assessment needs to change to account for the increasing diversity of students in college classrooms today.

"Assessment practices attuned to racial diversity must be rooted in the contexts in which they are found."

- Open to DU faculty members
- Mondays: April 6, 13, 20; May 4, 18; June 1
- 12-1:30pm in the OTL Conference Room
- Participants must attend all sessions and will receive a copy of the book upon registration at OTL-Events.du.edu

INCLUSIVE TEACHING SERIES



GETTING STUDENTS TO READ

Designing Pre-Reading Exercises

SEP. 16, 2019 | 10 AM TO 12 PM
OTL CONFERENCE ROOM



A critical key to success for both teaching and learning is deep engagement with assigned pre-readings. Not only does this benefit learning goals but also classroom discussions. Understanding the metacognitive scaffolding necessary when choosing and designing homework will support the application of readings to during class and their use in assignments. Join Drs. Karen Swanson and Valentina LaGrave to explore evidence-based pre-reading strategies including: structured critical pre-reading, epistemological, experiential, communicative and political questions.

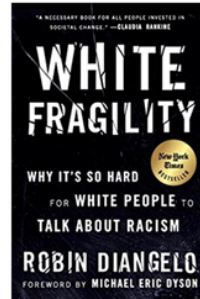
We will be using Brookfield and Preskill's Discussion as a Way of Teaching, Tools and Techniques for Democratic Classrooms (2005, 2nd ed.) and The Discussion Book: 50 Great Ways to Get People Talking (2016).

Register at OTL Events



WHITE FRAGILITY AND OUR TEACHING

FACULTY LEARNING COMMUNITY



This Faculty Learning Community is centered around Robin DiAngelo's White Fragility book. We will explore how the phenomenon of white fragility impacts how we show up in the classroom, and how we make space for all our students to grow and thrive.

Led by Dr. Valentina Iturbe-LaGrave, this is a collaborative Faculty Learning Community structured around book chapters. Participants will take turns leading the discussion, and will receive a copy of DiAngelo's book and critical discussion questions once registration is closed.

We will meet every other week on Tuesdays, beginning on September 17th in the Office of Teaching and Learning Conference Room. Please feel free to bring your lunch and anything else to be comfortable in the community. Email OTL@du.edu with any questions.

REGISTER AT [OTL-EVENTS.DU.EDU](https://otl-events.du.edu)

OFFICE OF TEACHING AND LEARNING
INCLUSIVE TEACHING PRACTICES & COLLEGE TEACHING

Faculty Affinity Groups



The University of Denver supports many groups representing the diversity of our institution. From student organizations, to faculty and staff associations, DU hopes to foster and support affinity groups of all kinds.

(QFA)

QUEER FACULTY ASSOCIATION

QFA supports LGBTQ and questioning-identified faculty on campus through advocacy, scholarship, and social networking. QFA works to connect queer faculty across the university and ensure that DU is an affirming space for all queer students, staff, and faculty. The focus of meetings varies from discussing issues related to teaching challenges facing queer faculty; sharing queer studies research; holding social potlucks; and developing queer-friendly policies for tenure and promotion. QFA also values and supports the work of queer allies and queer staff on campus and at various times plans meetings or events.

CONTACT:
Dr. Frederique Chevillot, Professor in Languages & Literatures, College of Arts, Humanities and Social Sciences.
Email: Frederique.Chevillot@du.edu

(WAND)

WOMEN'S ASSOCIATION FOR NETWORKING & DEVELOPMENT

The Women's Association for Networking and Development (WAND) is committed to helping staff women at the University of Denver achieve their highest potential as employees by means of advocacy, education, development, networking and leadership.

CONTACT:
Tali Koziol, Co-Chair WAND and Director of Marketing and Communications at the Ritchie School of Engineering and Computer Science.
Email: Tali.Koziol@du.edu

more groups 

(ASHE)

ASSOCIATION OF SISTERS IN HIGHER EDUCATION

The mission of the ASHE is to support, empower, and mentor Black women at the University of Denver by honoring who we are through cultural fellowship, enrichment, and an exchange of ideas. The group is not exclusive to black women; therefore we value and welcome all women faculty and staff at the University of Denver. However, the core focus of group discussions, activities, and initiatives will be issues that are germane to black women.

CONTACT:
Nashwa Bolling at nbolling@du.edu
Natley Farris at Natley.Farris@du.edu

(FOCA)

FACULTY OF COLOR ASSOCIATION

The FOCA is a voluntary empowerment and advocacy group composed of faculty members from under-represented racial and ethnic groups within the University community. Meetings are held monthly on alternating Tuesdays and Wednesdays.

CONTACT:
Dr. Michele Hanna, Associate Professor Graduate School of Social Work.
Email: Michele.Hanna@du.edu

(WLC)

WOMEN'S LEADERSHIP COUNCIL

The Women's Leadership Council includes women serving on the Deans' Council, in the Provost's Office, and in executive roles at the University of Denver. This group seeks to use its unique influence to engage the campus and its leadership on strategic issues relating to women; advocate for women's opportunities and issues across campus; and build relationships on and off campus to foster mentorship and professional development for women at the University of Denver.

CONTACT:
Dr. Nancy Sasaki, Associate Dean College of Natural Sciences and Mathematics.
Email: Nancy.Sasaki@du.edu

Laura Maresca, J.D., Vice Chancellor for Human Resources and Inclusive Excellence.
Email: Laura.Maresca@du.edu

OFFICE OF DIVERSITY AND INCLUSION (ODI)

Mary Reed Building
2199 S. University Blvd.
Denver, CO 80208
Phone: 303-871-2891
Email: inclusion@du.edu

INCLUSIVE TEACHING PRACTICES

Dr. Valentina Iturbe-LaGrave, Associate Director for Inclusive Teaching Practices.
Email: Valentina.Iturbe-LaGrave@du.edu
Phone: 303-871-4437
Inclusive Teaching Canvas Portal:
<https://canvas.du.edu/courses/64014>

OMBUDS OFFICE

Jenna Brown, Ombuds
Phone: 303-871-4712
Fax: 303-871-2748
Email: ombuds@du.edu

Graduate Student Teacher Resources



The goal of the OTL in supporting GTTs is to convey key elements of best practices in teaching and learning. Our goal is to help GTTs learn to create significant learning experiences and higher-level conversations that safeguard the integrity of undergraduate educational experiences at DU. As such, a focus on GTT professional development as future faculty who are developing their professional identity is paramount in all we do.

Check out our website for resources and upcoming programs on our website:

[WWW.OTL.DU.EDU](http://www.otl.du.edu)

Programming

CONSULTATIONS

Contact us for consultations on critical aspects of course design, classroom management and assessment of teaching and learning. From crafting an inclusive syllabus and enriching your content, to handling "hot moments" in the classroom, we are here to help! Email: OTLedu.edu

INCLUSIVE TEACHING PRACTICES PORTAL

Inclusive Teaching does not mean teaching about diversity, equity and inclusion. Rather, it means choosing teaching methods that support and recognize all students regardless of ability, background and baseline knowledge through intentional structures. Visit the Inclusive Teaching Portal in Canvas to learn about and download tools on inclusive pedagogy; intersectional pedagogy; and critical aspects of diversity such as sexual orientation and gender identity, religious and spiritual diversity and other key elements of intersecting social identity that impact how students learn and how faculty teach.

Visit: <https://canvas.du.edu/courses/64014>

TRAININGS AND WORKSHOPS

Visit the Office of Teaching and Learning events system to check out the latest workshops, invited speakers, faculty showcase events and special programs supporting excellent teaching and learning at DU. Visit: <https://otl-events.du.edu>

NATIONAL CENTER FOR FACULTY DEVELOPMENT & DIVERSITY (NCFDD)

The NCFDD is an independent faculty development center dedicated to supporting academics in making successful transitions throughout their careers. The NCFDD offers webinars and valuable resources for developing your skills as a future faculty member. Visit: <https://otl.du.edu/blog/du-and-the-national-center-for-faculty-development-and-diversity/>

TEACHING FOUNDATIONS SHORT COURSE

The Teaching Foundations Short Course introduces you to DU and the resources available to support your success, as well as providing an overview of best practices in Higher Education pedagogy and educational technology. The course is offered online as a series of five self-paced modules. Contact our office for more information on accessing this useful resource. Email: otledu.edu

THE CHRONICLE OF HIGHER EDUCATION

The University of Denver provides institutional membership to the Chronicle of Higher Education, where you can find the latest news on Higher Education in the United States, and advance your knowledge as a future faculty member. Visit: www.Chronicle.com

CANVAS SUPPORT

Check out the OTL website and calendar for upcoming workshops and trainings on how to make the most of Canvas!

Recommended Books

- Bain, K. (2011). *What the best college teachers do*. Harvard University Press.
- Curzan, A., & Damour, L. (2011). *First day to final grade: A graduate student's guide to teaching* / Anne Curzan and Lisa Damour. (3rd ed.). Ann Arbor: University of Michigan Press.
- Kelsky, K. (2015). *The professor is in: The essential guide to turning your Ph. D. into a job*. Three Rivers Press (CA).

Office of Teaching and Learning
Anderson Academic Commons (Library) Room 330

IRISE RESEARCH SHOWCASE

**FEATURING THE
RESEARCH OF:**

| | |
|------------------------------|----------------------|
| DR. VALENTINA ITURBE-LAGRAVE | DR. CHRISTINE NELSON |
| DR. LISA MARTINEZ | DR. ANGEL HINZO |
| DR. RON DELYSER | DR. SOPHIA CISNEROS |
| DR. HOLLY OKONKWO | DR. CHRISTINA PAGUYO |
| DR. VARAXY YI | |

WEDNESDAY, MAY 16TH 2018

11:00AM - 1:00 PM
SIE COMPLEX - ROOM 5025
LIGHT HORDERVES WILL BE SERVED

RSVP HERE!

IRISE

RADICAL FORGIVENESS, IMAGINATION, AND JUSTICE IN OUR TEACHING

SPONSORED BY: OFFICE OF TEACHING AND LEARNING

Tuesday 5th March 2019 12pm-2pm
SIE 1020

Panelists

| | |
|---|--|
| RAMONA BELTRAN - GRADUATE SCHOOL OF SOCIAL WORK SCOTT LEUTENEGER - COMPUTER SCIENCE ERIKA TRIGOSO - GEOGRAPHY AND THE ENVIRONMENT TAISHA MCMICKENS - COMMUNICATION STUDIES VALENTINA ITURBE-LAGRAVE - OFFICE OF TEACHING & LEARNING NANCY WADSWORTH - POLITICAL SCIENCE ROBIN WALKER STERLING - LAW | |
|---|--|

Respondant

DR. AMBER JOHNSON (ASSOCIATE PROFESSOR OF COMMUNICATION AT ST. LOUIS UNIVERSITY) IS AN AWARD-WINNING SCHOLAR AND TEACHER WHOSE WORK ADVANCE OUR UNDERSTANDINGS OF IDENTITY, PROTEST, AND SOCIAL JUSTICE. THROUGH DEEP AND CREATIVE ENGAGEMENTS WITH COMMUNITIES WITHIN AND OFF CAMPUS, ONE OF DR. JOHNSON'S CREATIONS—THE JUSTICE FLEET—WILL BE VISITING DU'S CAMPUS MARCH 5-7. FOR MORE INFORMATION ABOUT RADICAL FORGIVENESS AND RADICAL IMAGINATION, INCLUDING WHERE YOU CAN SIGN UP/STOP BY TO ENGAGE THEM, VISIT: [HTTPS://WWW.DU.EDU/STUDENTLIFE/IE-EDUCATION/JUSTICE-FLEET.HTML](https://www.du.edu/studentlife/ie-education/justice-fleet.html)

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Critical Pedagogies Faculty Learning Community



Inclusive Teaching Faculty-Led Learning Community Series

Every other Monday
April 9- May 21
12-1:45pm
OTL Conference Room

Facilitator Dr. Deb Ortega
Host Dr. Valentina Iturbe-LaGrave

The Critical Pedagogies Faculty Learning Community is a bi-weekly, lunch-hour faculty-led gathering of DU tenure-track and teaching-track faculty who come together to engage in a dialogue of greater awareness and analysis of our practices as educators. We seek to build community and participate in a genuine discussion of our teaching around critical pedagogical frameworks.

Dates:
Monday, April 9
Monday, April 23
Monday, May 7
Monday, May 21

Session Details:

- Bring a lunch;
- Readings will be provided one week prior to meeting.

Sign Up:
Email otl@du.edu

Teacher Transparency and the Creation of Identity Affirming Learning Environments



March 23, 2017
12:00-1:30 PM

The Loft, Room 390 Anderson Academic Commons

Join Dr. Frank Tuitt, Senior Advisor to the Chancellor and Provost for Diversity and Inclusion, & Professor of Higher Education; in an interactive session that aims to investigate how teacher transparency can humanize the instructor and reduce the anxiety and intimidation that can be created by a faculty member's reputation or high profile status, and; Explore a range of pedagogical considerations that instructors can utilize to facilitate identity affirming learning environments.

Boxed lunches will be provided.

Register Today at <https://tinyurl.com/j57gtkf>



Inclusive Classroom Communication Faculty Learning Community



Inclusive Teaching Faculty-Led Learning Community Series

Tuesdays
April 17- May 29
12-1:45pm
OTL Conference Room

Facilitator Dr. Christina Foust
Host Dr. Valentina Iturbe-LaGrave

The Inclusive Classroom Communication Faculty Learning Community is an informal bi-monthly gathering of DU tenure-track and teaching-track faculty who come together to engage in meaningful dialogue and hands-on application of best practices in inclusive pedagogy. We seek to build community, participate in a genuine discussion of our teaching and exercise best practices for immediate implementation in our classrooms.

Dates:
Tuesday, April 17
Tuesday, April 24
Tuesday, May 8
Tuesday, May 15
Tuesday, May 22
Tuesday, May 29

Session Details:

- Bring a lunch;
- Materials will be provided upon sign-up.

Sign Up:
Email otl@du.edu

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Inclusive Teaching Practices Series

Universal Design for Learning (UDL)



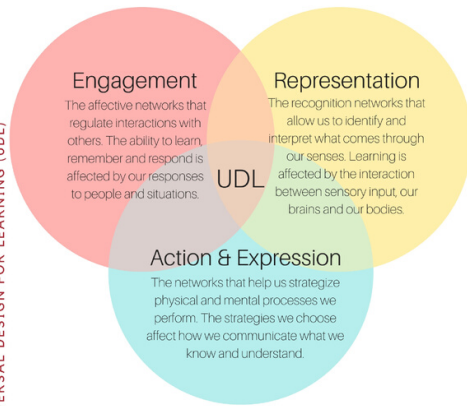
designing lessons and learning environments to support all students

"Universal Design for Learning (UDL) is a framework aimed at dismantling participation barriers for all students by centering learner variability in curriculum development. The central purpose of UDL is to support all students in becoming expert learners – strategic, skillful, goal directed, knowledgeable, and motivated to learn more."

Rose & Meyer, 2002

TOOLKIT

UNIVERSAL DESIGN FOR LEARNING (UDL)



Rose, D. H., & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria, VA: Association for Supervision and Curriculum Development.




Office of Diversity & Inclusion
IN PARTNERSHIP WITH...



OFFICE OF
TEACHING & LEARNING
PRESENT...

Cultivating Campus Environments that Support the Success of Racially Diverse Faculty

Dr. Raquel Wright-Mair,
Assistant Professor
Higher Education &
Student Affairs Leadership
University of Northern Colorado



TEACHING & LEARNING SERIES ADVANCING EQUITY

IN THE COLLEGE CLASSROOM

EVENT DETAILS

Despite existing and emerging research on the experiences of racially diverse faculty members in the academy, little scholarship addresses how higher education institutions cultivate campus environments that support their success. This session provides an in depth understanding about what aspects of campus environments contribute to racially diverse faculty members succeeding in the academy.

When

November 16, 2017 | 12:00 PM-1:30 PM

Where

Anderson Academic Commons, Room 340

Contact

Valentina Iturbe-LaGrave (Valentina.Iturbe-LaGrave@du.edu)

[REGISTER HERE](#)

About the Inclusive Teaching & Learning Series

In collaboration, the Office of Teaching and Learning and the Office of Diversity and Inclusion, during the third Thursday of the month, sponsor an event in support of the DU Faculty senate resolution on inclusive learning environments. Each year, this series seeks to better prepare DU faculty and prospective faculty in responding to the need for understanding how to advance diversity and equity in increasingly diverse college classrooms. In particular, these interactive sessions explore the concept of Inclusive pedagogy and expose participants to pedagogical approaches that link inclusion to teaching excellence.

FUTURE EVENTS

Join us again during winter term.
We will be back January 18, 2018




IN PARTNERSHIP WITH...



PRESENT...

A Critical Look at Inclusion of the San People in the Education System of Botswana

Dr. Mmabaledi Seeletso,
Visiting Fulbright Scholar



TEACHING & LEARNING SERIES ADVANCING EQUITY

IN THE COLLEGE CLASSROOM

EVENT DETAILS

In the Republic of Botswana, education is free from pre-school to tertiary levels. The intention is for **ALL** Batswana children to profit from the country's beef and diamond industries. All schools use the same curriculum, are taught the same content, sit for the same examinations and are taught using the same language of instruction, despite their diversity. This session looks at the government's well-intended education initiative to all Batswana children irrespective of their parents' social standing while questioning if the education system is inclusive of the indigenous Basarwa communities.

When

October 19, 2017 | 12:00 PM-1:30 PM

Where

Room 105, Katherine Ruffatto Hall, Morgridge College of Education

Contact

Valentina Iturbe-LaGrave (Valentina.Iturbe-LaGrave@du.edu)

[REGISTER HERE](#)

About the Inclusive Teaching & Learning Series

In collaboration, the Office of Teaching and Learning and the Office of Diversity and Inclusion, during the third Thursday of the month, sponsor an event in support of the DU Faculty senate resolution on inclusive learning environments. Each year, this series seeks to better prepare DU faculty and prospective faculty in responding to the need for understanding how to advance diversity and equity in increasingly diverse college classrooms. In particular, these interactive sessions explore the concept of Inclusive pedagogy and expose participants to pedagogical approaches that link inclusion to teaching excellence.

FUTURE EVENTS

November 16, 2017

Dr. Raquel Wright-Mair

Assistant Professor, Higher Education at University of Northern Colorado

Location: To Be Announced



IN PARTNERSHIP WITH...



PRESENT...

Decolonizing “Multicultural Counseling” Courses: Discussion-based Approaches to Teaching Power, Privilege, and Oppression

Dr. Julia Roncoroni


Assistant Professor, Counseling Psychology

Dr. Pat Garriott

Associate Professor, Counseling Psychology

Dr. Valentina Iturbe-LaGrave

Associate Director for Inclusive Teaching



TEACHING & LEARNING SERIES ADVANCING EQUITY IN THE COLLEGE CLASSROOM

EVENT DETAILS

This presentation will outline the process of decolonizing a required introductory multicultural counseling course within a counseling psychology program. Two faculty members who have taught the course for a span of seven years, will detail: (a) problematic aspects of the previous framework used to teach the course, (b) the process of working with students and teaching consultants to decolonize the course, and (c) instructional strategies currently used to guide student learning. In particular, discussion-based strategies will be highlighted as a method to increase student engagement, reduce harm to instructors, and promote transformational learning.

When

March 21, 2019 | 12:00 PM-1:30 PM

Where

Anderson Academic Commons, Room 340 (The Loft Classroom)

Contact

Kristin Deal (Kristin.Deal@du.edu)

[REGISTER HERE](#)

About the Inclusive Teaching & Learning Series

In collaboration, the Office of Teaching and Learning and the Office of Diversity and Inclusion, during the third Thursday of the month, sponsor an event in support of the DU Faculty senate resolution on inclusive learning environments. Each year, this series seeks to better prepare DU faculty and prospective faculty in responding to the need for understanding how to advance diversity and equity in increasingly diverse college classrooms. In particular, these interactive sessions explore the concept of Inclusive pedagogy and expose participants to pedagogical approaches that link inclusion to teaching excellence.

FUTURE EVENTS

OTL INCLUSIVE PEDAGOGY WORKSHOPS

1. Iturbe-LaGrave, V. (2020). "Cognitive Impact of Microaggression." Daniels College of Business MBA@Denver Program, January 10.
2. Iturbe-LaGrave, V. (2019). "Cognitive Impact of Microaggression." Office of Teaching and Learning, University of Denver, November 5.
3. Iturbe-LaGrave, V. (2019). "Cognitive Impact of Microaggression." Office of Teaching and Learning, University of Denver, October 7.
4. Iturbe-LaGrave, V., Swanson, K. (2019). "Getting Students to Read: Designing Pre-Reading Exercises." University of Denver, OTL, September 16.
5. Iturbe-LaGrave, V. (2019). "Teaching and Learning in the College Classroom: Best Practices." GTA Training, Natural Science and Mathematics Department, University of Denver, September 5.
6. Iturbe-LaGrave, V. (2019). "Universal Design for Learning." Lunch and Learn, OTL, DSP, LEP, University of Denver, April 22.
7. Iturbe-LaGrave, V. (2019). "Inclusive Teaching Practices Primer." Multicultural Counseling Program, TA Training, Morgridge College of Education, University of Denver, March 11.
8. Iturbe-LaGrave, V. (2019). "Inclusive Teaching Practices Primer." Brown-Bag faculty series, Psychology Department, University of Denver, February 8.
9. Iturbe-LaGrave, V. (2018). "Bias, Microaggression and Interracial Mentoring Considerations." 3-Hour HPH Mentor Training, University of Denver, June 12.
10. Iturbe-LaGrave, V. (2018). "Implicit Bias and Microaggression: Cognitive Effects on University Students." Department of Electrical & Computer Engineering, Department of Mechanical & Materials Engineering, Department of Computer Science, University of Denver, April 20.
11. Iturbe-LaGrave, V. (2018). "Implicit Bias and Microaggression: Cognitive Effects on University Students." Department of Electrical & Computer Engineering, Department of Mechanical & Materials Engineering, Department of Computer Science, University of Denver, April 3.
12. Iturbe-LaGrave, V. (2018). "Inclusive Teaching Primer." University of Denver University College, March 23.
13. Iturbe-LaGrave, V. (2018). "Academic Freedom, Difficult Dialogues and Liberal Bias." Arts Humanities and Social Sciences (AHSS), University of Denver, February 24.
14. Iturbe-LaGrave, V. (2018). "Positionality Workshop: Microaggressions and Implicit Bias." Josef Korbel School of International Studies, University of Denver, February 9.
15. Walker, T., Iturbe-LaGrave, V. (2018). "GTI Training: Teacher Identities." Department of Communication Studies, University of Denver, February 8.

31. Tuitt, F., Iturbe-LaGrave, V. (2016). "Inclusive Excellence: Habits of Mind and Practice." Office of Teaching and Learning, University of Denver, December 13.
32. Iturbe-LaGrave, V. (2016). "Seizing the Teachable Moment: Classroom Discussions with Potential (Not Peril)." Office of Teaching and Learning, University of Denver, December 13.
33. Iturbe-LaGrave, V. (2016). "Unpacking Relevant Diversity and Inclusion Topics: From Safe Spaces, Trigger Warnings and Micro-Aggressions to Brave Spaces, Freedom of Speech and Micro-Affirmation- what it means, why it matters and how it informs our practice." Office of Teaching and Learning, University of Denver, December 13.
34. Arend, B., Iturbe-LaGrave, V. (2016). "Inclusive Group Work." Office of Teaching and Learning, University of Denver, December 13.
35. Tuitt, F., Iturbe-LaGrave, V. (2016). "Inclusive Excellence: Habits of Mind and Practice." Office of Teaching and Learning, University of Denver, December 5.
36. Iturbe-LaGrave, V. (2016). "Seizing the Teachable Moment: Classroom Discussions with Potential (Not Peril)." Office of Teaching and Learning, University of Denver, December 5.
37. Iturbe-LaGrave, V. (2016). "Unpacking Relevant Diversity and Inclusion Topics: From Safe Spaces, Trigger Warnings and Micro-Aggressions to Brave Spaces, Freedom of Speech and Micro-Affirmation- what it means, why it matters and how it informs our practice." Office of Teaching and Learning, University of Denver, December 5.
38. Arend, B., Iturbe-LaGrave, V. (2016). "Inclusive Group Work." Office of Teaching and Learning, University of Denver, December 5.
39. Iturbe-LaGrave, V. (2016). "Recognizing, Assessing and Addressing Implicit Bias in the College Classroom." Office of Diversity and Inclusion, University of Denver, November 17.

SUMMITS, FORUMS & SPECIAL SESSIONS

40. Matias, C., Iturbe-LaGrave, V., Swanson, K. (2020). "White Fragility and Our Teaching: Critical Reflections from the DU 2019 Faculty Learning Community." University of Denver Diversity Summit, January 21.
41. Beltran, R., Leutenegger, S., McMickens, T., Trigos, E., Wadsworth, N., Walker Sterling, R., Iturbe-LaGrave, V., Johnson, A. (2019). "Radical forgiveness, imagination and justice in our teaching." University of Denver, March 5.
42. Iturbe-LaGrave, V. (2017). "Advancing Inclusive Teaching Practices at DU." HERS- Leadership Training for Women in Higher Education, University of Denver, June 27.
43. Iturbe-LaGrave, V. (2017). "Seizing Moments of Transformation: Recognizing Difference and Equity in our Practice." Morgridge College of Education, University of Denver, May 23.

16. Iturbe-LaGrave, V. (2018). "Inclusive Teaching Practices Primer." Office of Internationalization, University of Denver, January 9.
17. Iturbe-LaGrave, V. (2017). "Establishing Departmental Graduate Mentoring Agreements: Critical Considerations for Cross-Racial Graduate Mentor-Protege Relationships." Department of Psychology, University of Denver, October 20.
18. Nelson, C., Iturbe-LaGrave, V. (2017). "Reflexive Model of Inclusive Teaching and Facilitation." Morgridge College of Education, University of Denver, October 11, 2017.
19. Iturbe-LaGrave, V. (2017). "Advancing Inclusive Teaching Practices at DU: Successes, Challenges and the Path Forward." Inclusivity, Equity, and Social Justice in the Classroom: A Workshop on Best Practice. Sturm College of Law, University of Denver, October 6.
20. Iturbe-LaGrave, V., Paguyo, C. (2017). "Creating Inclusive Learning Environments: Resources at DU." University of Denver Sturm College of Law, October 3.
21. Iturbe-LaGrave, V. (2017). "GTA Training: Syllabus Statements, Rules of Engagement, Bias and Microaggression, Formative Assessment." Communication Department, University of Denver, September 7.
22. Iturbe-LaGrave, V. (2017). "Universal Design for Learning and Inclusive Teaching Practices." Course Design Institute, Office of Teaching and Learning, University of Denver, August 17.
23. Iturbe-LaGrave, V. (2017). "Inclusive Teaching Practices Primer." Division of Mathematics, University of Denver, May 24.
24. Iturbe-LaGrave, V. (2017). "Developing and Owning an Inclusive Learning Environment." Division of Natural Sciences and Mathematics, University of Denver, May 19.
25. Iturbe-LaGrave, V. (2017). "Implicit Bias and Microaggression." Butler Institute for Families, Graduate School of Social Work, University of Denver, May 16.
26. Iturbe-LaGrave, V. (2017). "Recognizing, Assessing and Addressing Bias in STEM Classrooms." Division of Natural Sciences and Mathematics, University of Denver, Mathematics, April 14.
27. Iturbe-LaGrave, V. (2017). "Diversity, Inclusion and the Ethical Responsibilities of Future STEM Faculty." Division of Natural Sciences and Mathematics, University of Denver, April 14.
28. Iturbe-LaGrave, V. (2017). "Inclusive Teaching Practices for Equitable Classroom Management." Sturm College of Law, University of Denver, April 1.
29. Iturbe-LaGrave, V. (2017). "Diversity and Inclusive Pedagogy in NSM." University of Denver, Division of Natural Sciences and Mathematics, February 17.
30. Iturbe-LaGrave, V. (2017). "Inclusive Classroom Discussion." Graduate Teacher Program, University of Colorado Boulder, February 10.

INVITED CONFERENCE PRESENTATIONS (DU) DIVERSITY, EQUITY AND INCLUSION

44. Roncoroni, J., Garrion, P., Iturbe-LaGrave, V. (2019). "Decolonizing 'Multicultural Counseling' Courses: Discussion-Based Approaches to Teaching Power, Privilege, and Oppression." National Multicultural Conference and Summit. Denver, CO, January 17.
45. Tuitt, F., Martinez Kiyama, J., Paguyo, C., Iturbe-LaGrave, V. (2018). "What Happens After the IE Strategic Plan? Praxis at the University of Denver." National Conference on Race & Ethnicity in American Higher Education (NCORE). New Orleans, LA, May 30.
46. Iturbe-LaGrave, V., Paguyo, C., Martinez, L., DeLyster, R. (2018). "Formative Assessment and Critical Self-Reflection in the Inclusive Teaching Practices Faculty Video Consultation Protocol." Dreams, Possibilities, and Necessity of Equity: Exploring the Transformative Potential of Assessment. American Educational Research Association (AERA), New York, NY, April 16.
47. Ortega, D., Stewart, S., Yuen, C., Cairo, A., Iturbe-LaGrave, V. (2018). "Creating Inclusive Learning Environments: The Global Relevance of Critical and Inclusive Pedagogies." Internationalization Summit, What's with a Border? International Engagement in a Troubled World. University of Denver, April 12.
48. Iturbe-LaGrave, V., Gonzalez, A. (2018). "Employing CLAC as an Inclusive Teaching Practice." Providing Access: Inclusivity in Internationalization through CLAC. Cultures and Languages Across the Curriculum Conference, Denver, CO, April 12.
49. Tuitt, F., Iturbe-LaGrave, V., Paguyo, C. (2017). "Re-Designing Faculty Tenure Review to Award Inclusive Pedagogical Practices." Association for the Study of Higher Education (ASHE) 42nd Annual Conference, Houston, TX, November 10.

FACULTY LEARNING COMMUNITIES (FLC)

1. Iturbe-LaGrave, V., Leutenegger, S., DeLyster, R. (2020). "Advocates and Allies in Engineering and Computer Sciences." Forthcoming learning community in the Ritchie School.
2. Iturbe-LaGrave, V., Swanson, K. (2020). "Race in Writing Assessment."

Centered around Asao B. Inoue and Mya Poe's book *Race and Writing Assessment* (2012). Facilitated by the Director of Inclusive Teaching and the Director of Faculty Learning Groups and Scholarships, community members will read the edited collection of established and up-and-coming scholars in composition studies to explore how writing assessment needs to change to account for the increasing diversity of students in college classrooms today.

3. Iturbe-LaGrave, V., Swanson, K. (2020). "Trans* in College."

Centered around Dr. Z. Nicolazzo's book *Trans* in College: Transgender Students' Strategies for Navigating Campus Life and the Institutional Politics of Inclusion* (2017). Facilitated by the Director of Inclusive Teaching and the Director of Faculty Learning Groups and Scholarship, community members read the text alongside

critical pedagogy scholarship to develop a deep understanding of students' needs and best practices in responsive curriculum design, classroom management and assessment of teaching and learning.

4. Iturbe-LaGrave, V., Swanson, K. (2019). "White Fragility and our Teaching." Centered around Robin DiAngelo's *White Fragility* (2018), this community critically explores how the concept of white fragility impacts curriculum development and redesign, classroom interactions and assessment practices through a re-centering of oppressive sensibilities.

5. Foust, C., Iturbe-LaGrave, V. (2018, 2019). "Inclusive Classroom Communication."

A tenure and teaching-track faculty learning community to expand facilitation skills through practicing, role-playing and modeling novel discussion techniques for immediate classroom implementation. This community values the classroom as a liberatory space in which all voices and stories should be heard.

6. Iturbe-LaGrave, V., Ortega, D. (2018). "Critical Pedagogies."

A supportive and dynamic learning community of tenure and teaching-track faculty who can challenge and be challenged by methods that disrupt traditional colonial and dominant methods of teaching in our current higher education context. This community aims to push the limits of our practice to arrive at new ways of teaching that better align with who we are as faculty in our intersecting social identities.

LMS PORTALS

| | | |
|------|---|----------------------|
| 2018 | Inclusive Teaching Practices Faculty Portal Canvas LMS | University of Denver |
|------|---|----------------------|

Modules include: Introduction to Inclusive Teaching; Inclusive Excellence; Intersectional Pedagogy; Native American Pedagogies; Culturally Responsive Pedagogy; Universal Design for Learning (UDL); Community of Inquiry Model; Cognitive Effects of Bias and Microaggression; Religious and Spiritual Diversity; Sexual Orientation and Gender Identity; Culture, Race and Ethnicity.

| | | |
|------|---|----------------------|
| 2017 | Inclusive Teaching Practices Adjunct Faculty Portal Canvas LMS | University of Denver |
|------|---|----------------------|

Portal designed to develop understanding of best practices in post-secondary inclusive pedagogy. Each module contains an introduction to a critical framework; downloadable academic articles; a guide to incorporating inclusive practices into teaching; and recommended TED Talks and websites.

| | | |
|------|--|----------------------|
| 2017 | Engineering Senior Design Projects Landing Page Ritchie School of Engineering | University of Denver |
|------|--|----------------------|

Designed to support the Ritchie School's strategic plan for undergraduate education excellence.

INCLUSIVE PEDAGOGY DU-GRANTS

| | | |
|------|-------|-------|
| 2019 | Co-PI | IRISE |
|------|-------|-------|

(\$100,000 over two-year) Equity and Inclusion in the Teaching Practices of Higher Education: Interdisciplinary and Strategic Research and Praxis DU IRISE Post-Doctoral Fellow.

2017-2022 Co-PI

National Science Foundation
Award No. 1725880

(\$1.9M, DU portion \$310, 215) *Cultivating Inclusive Identities of Engineers and Computer Scientists: Expanding Efforts to Infuse Inclusive Excellence in Undergraduate Curricula*, multi-institutional grant with Ptk R. Atadero (Colorado State University), K. Rambo-Hernandez (West Virginia University), C. Paguyo (DU) and co-PIs R. DeLyster (DU), C. GauthierDickey (DU), R. Hensel (West Virginia University), M. Morris (West Virginia University) and V. Iturbe-LaGrave (DU).

2017 Co-PI

IRISE

(\$5,000) *DU Inclusive Teaching Practices Faculty Consultation Protocol*, Interdisciplinary Research Institute for the Study of (In)Equality (IRISE) Collaborative Research Grant with C. Paguyo (DU).

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Award Abstract #1726088

Collaborative Research: IUSE-HER: Cultivating Inclusive Identities of Engineers and Computer Scientists: Expanding Efforts to Infuse Inclusive Excellence in Undergraduate Curricula

NSF Org: DUE
Division Of Undergraduate Education

Initial Amendment Date: June 30, 2017

Latest Amendment Date: September 11, 2019

Award Number: 1726088

Award Instrument: Continuing grant

Program Manager: Stephanie August
DUE Division Of Undergraduate Education
EHR Direct For Education and Human Resources

Start Date: July 15, 2017

End Date: June 30, 2022 (Estimated)

Awarded Amount to Date: \$256,487.00

Investigator(s): Christina Paguyo christina.paguyo@du.edu (Principal Investigator)
Ronald DeLyster (Co-Principal Investigator)
Scott Leutenegger (Co-Principal Investigator)
Chris Gauthierdickey (Co-Principal Investigator)
Valentina Iturbe-LaGrave (Co-Principal Investigator)

Sponsor: University of Denver
2199 S. University Blvd.
Denver, CO 80210-4711 (303)871-2000

NSF Program(s): IUSE

Program Reference Code(s): 8209, 9178, SMET

Program Element Code(s): 1998

ABSTRACT

This project aims to develop inclusive professional identities among engineering and computer science students through the process of redesigning undergraduate curricula. Inclusive professional identities are defined here as engineering and computer science students with: (a) the necessary technical knowledge, skills, and abilities to work in their chosen field, (b) an appreciation for how all kinds of diversity strengthen engineering and computer science as disciplines, and (c) knowledge of how to act in inclusive ways and

create inclusive environments within their field. This project builds on a prior exploratory IUSE grant to develop, implement, and assess curricula for first-year engineering courses designed to help beginning engineering students identify with an inclusive vision of the engineering profession. The first objective is to transfer the first-year curricula to three other universities with different institutional characteristics and extend this curricula from engineering into computer science. Throughout this process, the pathways and barriers to successful transfer and adoption of this curricula will be studied. The second objective is to expand efforts into the second and third year courses in engineering and computer science in ways that sustain student engagement with diversity and inclusion. The project will develop and assess (a) discipline- and course-specific diversity activities (in particular, case studies from the engineering and computer science profession), and (b) training for graduate teaching assistants and faculty to facilitate effective and inclusive teams. The third objective is to measure both the short term and long term impact of the diversity and inclusion activities on the development of inclusive professional identities in students.

The intellectual merit of this project lies in its transformative approach toward changing engineering and computer science collegiate cultures. This work complements initiatives that support historically underrepresented populations; rather than focusing exclusively on members of underrepresented groups, the focus is on preparing all students to work in diverse environments and to leverage inclusive behaviors that will support retention of students in STEM from all backgrounds, underrepresented and majority alike. The broader impact of this project allows for development and distribution of curricula that will prepare all STEM students to enact inclusive professional behaviors. Creating inclusive climates in collegiate STEM departments contributes to broadening participation by ensuring that students from underrepresented groups experience equitable learning environments where they can participate fully in STEM learning. STEM professionals who are prepared to infuse diverse perspectives in their everyday practices and create inclusive work environments carry great potential to make robust contributions for the public good of society.

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National Science Foundation, 2415 Eisenhower Avenue, Alexandria, Virginia 22314, USA
Tel: (703) 292-8111, FRSX; (800) 877-8339 | TDD: (800) 281-8749

[Text Only Version](#)



Equity and Inclusion in the Teaching Practices of Higher Education: Interdisciplinary and Strategic Research and Praxis DU IRISE Post-Doctoral Fellow

The University of Denver Interdisciplinary Research Institute for the Study of (In)Equality (IRISE: www.du.edu/irise) is seeking a postdoctoral research fellow to join an interdisciplinary team of scholars and practitioners for a two-year term with a start date between July 1, 2020-September 1, 2020. Under the guidance and mentorship from faculty and staff in the Office of Teaching & Learning (OTL), Morgridge College of Education, and the Ritchie School of Engineering and Computer Sciences, the Fellow will have the opportunity to pursue an inter- and trans-disciplinary approach to mediating racial inequities in higher education. The Fellow will be situated in a critical cross-functional integrative position to work on mission-critical Diversity, Equity and Inclusion (DEI) strategic initiatives and/or projects. The position will provide experiences in research, teaching, and service, preparing the fellow to pursue a professional trajectory including, but not limited to, tenure-track appointment in the academy and alternative academic positions.

Research

The Fellow will advance DU faculty research and collaboration on racial equity and equality by partnering with faculty and staff on researching and publishing findings surrounding the Inclusive Teaching Practices programming portfolio. The Fellow will help expand our understanding about critical processes for creating inclusive higher education institutions, creating inclusive classrooms, igniting organizational change, and kindling resilience and dispositions among faculty and students that cultivate racial equity. Also, the Fellow will complement and extend work conducted more broadly because each project advances our institutional mission.

The Fellow will be housed in the OTL, which supports innovation and excellence in teaching and learning at the University of Denver through its institutes, workshops, consultations, research, and related activities. The Fellow will primarily engage in independent research, scholarship, and creative work under the guidance of the mentorship team. Drs. Kate Willink, Valentina Iturbe-LaGrave, and Christina Paguyo will serve as primary mentors, and Drs. Judy Marquez Kiyama and Scott Leutenegger will provide additional mentorship, collaboration, and training opportunities. Through daily interactions in an already-established community of support such as the OTL, the Fellow will be exposed in real time to a high-touch, wrap-around constellation of support led by a seasoned mentorship team.

Interdisciplinary Research Institute for the Study of (In) Equality
2199 South University Blvd, Denver, CO 80208-2300 | Phone (303) 871-2942 | Fax (303) 871-7700 | irise@du.edu | www.du.edu/irise

- of novel pedagogical frameworks; implementation and assessment of professional educational development of tenure-track and teaching-track faculty; infusing DEI in STEM curricula and first-year programs; and developing new programs, courses and curricula;
• Teach courses such as Race & Racism in Higher Education; the Inclusive Pedagogies Seminar or a new seminar/course on a topic related to the fellow's area of expertise in the Morgridge College of Higher Education. The Fellow would receive ample support from OTL staff and faculty mentors in the development and assessment of a new course/seminar.

Knowledge, Skills, and Abilities

Required:

- Demonstrated knowledge in the areas of Diversity, Equity, and Inclusion (DEI).
• Demonstrated knowledge of Critical Pedagogies, Inclusive Pedagogies and Critical Race Theory.
• Robust interdisciplinary research skills.
• Knowledge of theory and best practices in course design, classroom management, assessment of teaching and learning, and faculty life cycles.
• Excellent oral, written, and facilitation skills.
• Demonstrated leadership with strong collaborative interpersonal skills.

Preferred:

- Track record of conducting oneself professionally in political contexts requiring double confidentiality.
• Experience with program assessment and evaluation.
• Experience with LMS, reference management software, and other research softwares.
• Ability to create robust narratives based on systematic data collection and analyses.

The fellowship carries a stipend of \$ _____ for the first year and \$ _____ for the second year, a professional development and research account (\$3,000 per year), access to space and research equipment (including personal office and computer), and a comprehensive benefits package.

To apply, please complete the on-line application at https://dujobs.silkroad.com/ and attach the following:

Teaching

Fellows will teach one course in their first year and two courses in their second year; each on a topic that will satisfy requirements for the graduate-level certificate and undergraduate minor linked to DU's Critical Race and Ethnic Studies minor. Courses may be cross-listed across relevant departments and/or taught in alternative departments in different terms. Fellows will have access to resources and training, particularly to inclusive pedagogical practices, through the OTL.

Service

The Fellow will work closely with IRISE to develop as a campus leader and to thereby extend the impact on DU faculty and students regarding issues of racial (in)equity. The successful candidate will also be expected to actively participate in and support IRISE's intellectual life and various other partner initiatives (DU IMPACT 2025, DU Grand Challenges, and DU Community + Values) in amplifying their role as a scholar confronting racial inequality in Colorado and the Rocky Mountain West.

Essential Functions

The Fellow will support the Director of Inclusive Teaching Practices in co-creating knowledge and advancing expertise in cutting-edge critical and inclusive pedagogical approaches that disrupt inequitable instructional practices to enhance inclusive excellence. Furthermore, the Fellow will collaborate with the Director of Academic Assessment in critical areas of research, assessment, data collection and analyses around emerging Inclusive Teaching Practices programming. To this end, the Fellow will work on projects which may include but are not limited to the following:

- Contribute accessible and research-based modules to the Inclusive Teaching Portal (ITP) redesign and launch of the first comprehensive open-access resource on Inclusive Practice in Higher Education;
• Participate in the design and assessment of Inclusive Teaching Faculty Learning Communities (FLCs) which are IRB-approved, structured, faculty groups dedicated to critically exploring and writing about topics such as but not limited to: White Fragility, Critical Pedagogy, Inclusive Classroom Communication, Advocates and Ally Networks in Computer Science and Engineering, and Teaching and Learning Strategies to Support Transgender Students' Navigation of Post-Secondary Learning Environments;
• Support the development, implementation, and assessment of the inaugural Faculty Institute for Inclusive Teaching (FIIT), an IRB approved three-day intensive institute addressing critical aspects of diversity and pedagogy in crucial elements of course design, curriculum development, classroom management and assessment of teaching and learning;
• Conduct research and write publications through active collaboration with administrators, faculty, and staff spearheading cutting-edge research in DEI that include implementation

- A cover letter (which includes a brief research statement and description of teaching interests/accomplishments)
• One-page statement on how the applicant's research and teaching specifically address issues of race, social justice, and inclusive excellence in higher education
• CV
• Writing samples (1-3 that can include peer-reviewed publication(s), dissertation chapters, conference papers, etc.)

Candidates should also have three letters of recommendation emailed to the Search Committee. Letters can be sent directly to otl@du.edu. Please ask your letter writers to include "IRISE REC LETTER" as the subject line.

Only applications submitted online will be accepted. Once within the job description online, please click "New Resume/CV" at the bottom of the page to begin application. While applications will be reviewed on a rolling basis, the online application must be completed and submitted no later than 6:00 p.m. Mountain Standard Time on February 28, 2019. Inquiries about this position can be made to the search co-chairs, Drs. Kate Willink, Valentina Iturbe-LaGrave, and Christina Paguyo.

The University of Denver is committed to enhancing the diversity of its faculty and staff and encourages applications from women, minorities, members of the LBG community, people with disabilities and veterans. The University is an equal opportunity/affirmative action employer.

All offers of employment are based upon satisfactory completion of a criminal history background check.