

PREPARED BY
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UNIVERSITY *of*
DENVER

OFFICE OF
TEACHING & LEARNING

ASSESSMENT + INCLUSION RESEARCH GRANTS

JUNE 2020



PHILOSOPHY

Funding agencies and philanthropists use assessments and evaluations to measure the efficacy of initiatives they fund. The Director of Academic Assessment at the University of Denver (DU) plays a service role by offering assessment and evaluation expertise for faculty and staff to write successful grant proposals.

The Director believes that inclusion is an invaluable prerequisite that kindles sustained and robust learning. When any individual or group in the DU community feels isolated, marginalized, disenfranchised, or expendable, the probability for deep learning and engagement decreases substantially. Additionally, lack of belonging, trust, support, and community negatively impact recruitment, retention, and success of students, faculty, and staff, particularly people from economically and politically vulnerable communities.

With this context in mind, the Office of Teaching and Learning has actively pursued external and internal grants that help us design, deliver, and research pedagogical and institutional practices that intertwine assessment and inclusion. We have acquired the following grants:

National Science Foundation

- \$1.9M total, DU portion \$310,215

Interdisciplinary Research Institute for the Study of (in)equality

- \$105K to hire Postdoctoral Fellow
- \$5K for research

Morgridge College of Education

- \$7552 for research

TOTAL FUNDS ACQUIRED TO DATE

\$427K

NATIONAL SCIENCE FOUNDATION



Cultivating Inclusive Identities of Engineers and Computer Scientists: Expanding Efforts to Infuse Inclusive Excellence in Undergraduate Curricula (\$310,215)

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 NSF grant, 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 create, implement, and assess inclusive pedagogies for computer science and engineering students to value technical content 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

MORGRIDGE COLLEGE OF EDUCATION FLOWBACK FUNDS GRANT

Microcultures and Teaching Professors: Lessons Learned from the Development of a Comprehensive Teaching Evaluation (\$7552)

The infrastructure of higher education tends to award faculty more for research and less for teaching. At DU, there is a confluence of nascent policies through the creation of institution-wide criteria to characterize good teaching, the formation of the Teaching Professor Series, and the aspiration toward the "Teacher-Scholar" model. This context sets the stage on which to project a timely research study where we can explore the "how" and "what" of developing new guidelines for advancement and promotion of faculty in the Teaching Professor Series. Since the faculty teaching line is in its infancy at many universities and colleges, our findings carry great potential for informing policies and programs that foster faculty inclusion and development. The research team members include:

- Laura Sponsler, MCE
Principal Investigator
- Christina H. Paguyo, OTL
Co-Principal Investigator
- Bridget Arend
Intentional College Teaching
Co-Principal Investigator
- Jules Wienski, MCE
Research Associate

INTERDISCIPLINARY RESEARCH INSTITUTE FOR THE STUDY OF (IN)EQUALITY

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

The OTL and faculty members in the Ritchie School of Engineering and Computer Science (RSECS) and the College of Arts, Humanities and Social Sciences (CAHSS) 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: (1) bolsters faculty competence in inclusive pedagogies; (2) identifies pertinent inclusive teaching practices that resonate with the professor's identities, worldview and discipline; and thus (3) yields 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
- Lisa Martinez, Sociology
Co-Principal Investigator
- Ron DeLyser, Engineering,
Co-Principal Investigator

INTERDISCIPLINARY RESEARCH INSTITUTE FOR THE STUDY OF (IN)EQUALITY



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

The Office of Teaching and Learning (OTL) acquired IRISE funding to hire a Postdoctoral Research Fellow to begin in Fall of 2020 and 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 DU 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.

APPENDIX

NSF AWARD ABSTRACT



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:	Paul Tymann 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 DeLyser (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

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.

Please report errors in award information by writing to: awardsearch@nsf.gov.

APPENDIX

IRISE POSTDOC JOB DESCRIPTION



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 Science](#), 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 Iurbe-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 Iurbe-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 LBGT 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.