



University of Colorado **Denver**

# Division for Teaching Innovation and Program Strategy (TIPS) Annual Report 2022-2023

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## Who we are

The Division for Teaching Innovation and Program Strategy (TIPS) provides faculty support toward more inclusive and effective teaching practices. The TIPS Division also stewards the expansion of academic offerings and microcredentials to respond to changing workforce needs and learner preferences while prioritizing accessibility, flexibility, and lifelong learning. With stakeholders from across campus, TIPS collaboratively develops a next-generation campus experience, building a more engaged virtual community to enhance student success and catalyze academic innovation across the university.

### Leadership & Administration

- Katie Linder, PhD, Associate Vice Chancellor of Academic Innovation and Strategy
- Maria Zachariadis, Executive Assistant

### Academic Technology

- Crystal Gasell, EdD, Director of Academic Technology and Training
- Amy Linville, MA, Senior Instructional Technologist and Trainer

### Center for Excellence in Teaching and Learning

- Lindsey Hamilton, PhD, Director CETL (until August 2022)

### Microcredentials and Market Intelligence

- Jeremy Lingle, PhD, Director of Microcredentials
- K. He, MBA, Market Intelligence Analyst

### Program Development

- Jason Drysdale, EdD, Director of Program Development
- Jill Giacomini, MS, MA, Senior Instructional Designer
- Lia Schraeder, PhD, Senior Instructional Designer
- Jessica Critten, MA, MLIS, Instructional Designer
- Lexie King, Program and Communications Coordinator

### Faculty Fellows

- Edelina Burciga, PhD, College of Liberal Arts and Sciences
- Rachel Gross, PhD, College of Liberal Arts and Sciences
- Marty Otanez, PhD, College of Liberal Arts and Sciences
- Joni Dunlap, PhD, School of Education and Human Development
- Amy Hasinoff, PhD, College of Liberal Arts and Sciences
- James Walsh, PhD, College of Liberal Arts and Sciences
- Lisa K. Forbes, PhD, LPC, School of Education and Human Development
- Megan Hurson, PhD, College of Liberal Arts and Sciences

## Formation

The Division for Teaching Innovation and Program Strategy was formed in July 2022 in an effort to bring together different units on campus to support the implementation of the digital strategy (see [bit.ly/ucddigitalstrategy](http://bit.ly/ucddigitalstrategy)). In addition, when the Office of Digital Education (ODE) was dissolved at the system level, several areas were relocated back at CU Denver and joined TIPS. This included market intelligence, program development, and training. Together, our teams have worked to create a robust division in less than a year. **NOTE:** The Center for Faculty Development and Advancement (CFDA) is a separate organization reporting to Turan Kayaoglu in the Office of Faculty Affairs.

## Projects, Services and Programming

The Division for Teaching Innovation and Program Strategy offers a variety of services and programming. In addition, TIPS collaborates with units across campus to implement projects which support our digital strategy and strategic priorities. This year, the Division for Teaching Innovation and Program Strategy focused on six key areas.

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|                                |   |
|--------------------------------|---|
| <b>Division Administration</b> | Development and launch of the TIPS Division including: a new website, hiring and onboarding of team members, and development of services. |
|--------------------------------|---|

|                         |  |
|-------------------------|--|
| <b>Focus on Faculty</b> | Development and implementation of new programming for faculty and reimagining our grant and faculty fellow programs. |
|-------------------------|--|

|                            |  |
|----------------------------|--|
| <b>Program Development</b> | Completed design cycles for legacy programs from ODE and worked with campus partners on new programming opportunities, including new microcredential programs. |
|----------------------------|--|

|                            |  |
|----------------------------|--|
| <b>Market Intelligence</b> | Contributed market intelligence reports to academic planning efforts and responded to requests for data from all schools and colleges. |
|----------------------------|--|

|                         |  |
|-------------------------|--|
| <b>Microcredentials</b> | Led the development of microcredential and badging infrastructure efforts on campus through the formation of two working groups and accompanying reports outlining next steps. |
|-------------------------|--|

|                         |   |
|-------------------------|---|
| <b>Digital Strategy</b> | Moving forward the digital strategy implementation efforts. |
|-------------------------|---|

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## Division Administration

The formation of a new division meant a lot of administrative work during year one. Key projects included:

- Transition of ODE staff, projects and assets;
- Development and launch of a TIPS website ([ucdenver.edu/tips](http://ucdenver.edu/tips));
- Development of a monthly TIPS newsletter and blog;
- Hiring and onboarding of two new non-CU teammates;
- Development of new tools and processes including project management (Monday.com), a shared training calendar (Corsizio), 1-on-1 consultation sign up (Microsoft Bookings), and communication (Teams); and
- Defining TIPS shared values with our staff team.

## Focus on Faculty

To support faculty, TIPS developed and implemented new programming for faculty at both CU Denver and CU Anschutz, collaborated with other departments through a series of conversations regarding ChatGPT, began work on just in time academic technology resources for faculty, created new Course Development Institute (CDI) programming and reimaged our grant and faculty fellow programs.

### Training and Workshops

This year we offered training and workshops to both CU Anschutz and CU Denver faculty and staff. An MOU with CU Anschutz allowed for continuity of services previously provided by ODE and continued to strengthen the relationship between our two institutions. In addition, we offered one-on-one consultations and classroom observations to CU Denver faculty.

| <b>Training Type</b>               | <b>Number of Trainings Offered</b> | <b>Total Registrations</b> | <b>Number of CU Denver Attendees</b> | <b>Number of Anschutz Attendees</b> |
|------------------------------------|------------------------------------|----------------------------|--------------------------------------|-------------------------------------|
| Academic Technology Trainings      | 49                                 | 477                        | 180                                  | 93                                  |
| Course Development Institute (CDI) | 5                                  | 24                         | 11                                   | 0                                   |
| CETL Fellow Workshops/Events       | 12                                 | 121                        | 52                                   | 1                                   |
| ChatGPT Events (collaboration)     | 3                                  | 237                        | 136                                  | 4                                   |
| Market Intelligence                | 4                                  | 17                         | 7                                    | 0                                   |
| ACUE (Summer 22 and Fall 22)       | 3                                  | 87                         | 83                                   | 4                                   |

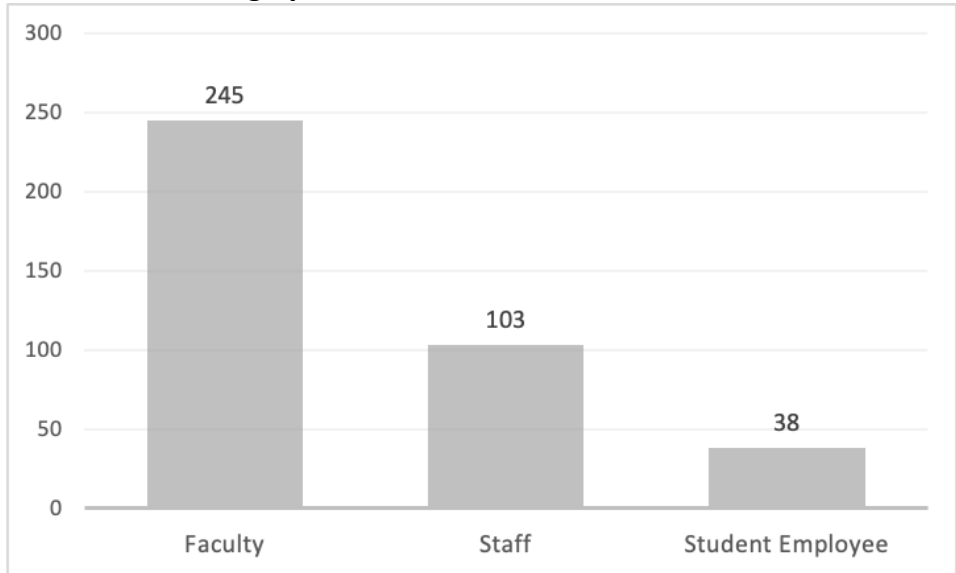
| Consultation Type                        | Number of CU Denver Consultations | Number of Anschutz Consultations* |
|--|-----------------------------------|-----------------------------------|
| Course Observations (completed by Katie) | 3                                 | 0                                 |
| One-on-ones Technology                   | 89                                | 17                                |
| One-on-ones Instructional Design         | 26                                | 0                                 |

\*Consultations provided were for the Knowmia to Panopto migration. Other requests were referred to school/college instructional design contact or OIT.

### CU Denver Training Breakdown

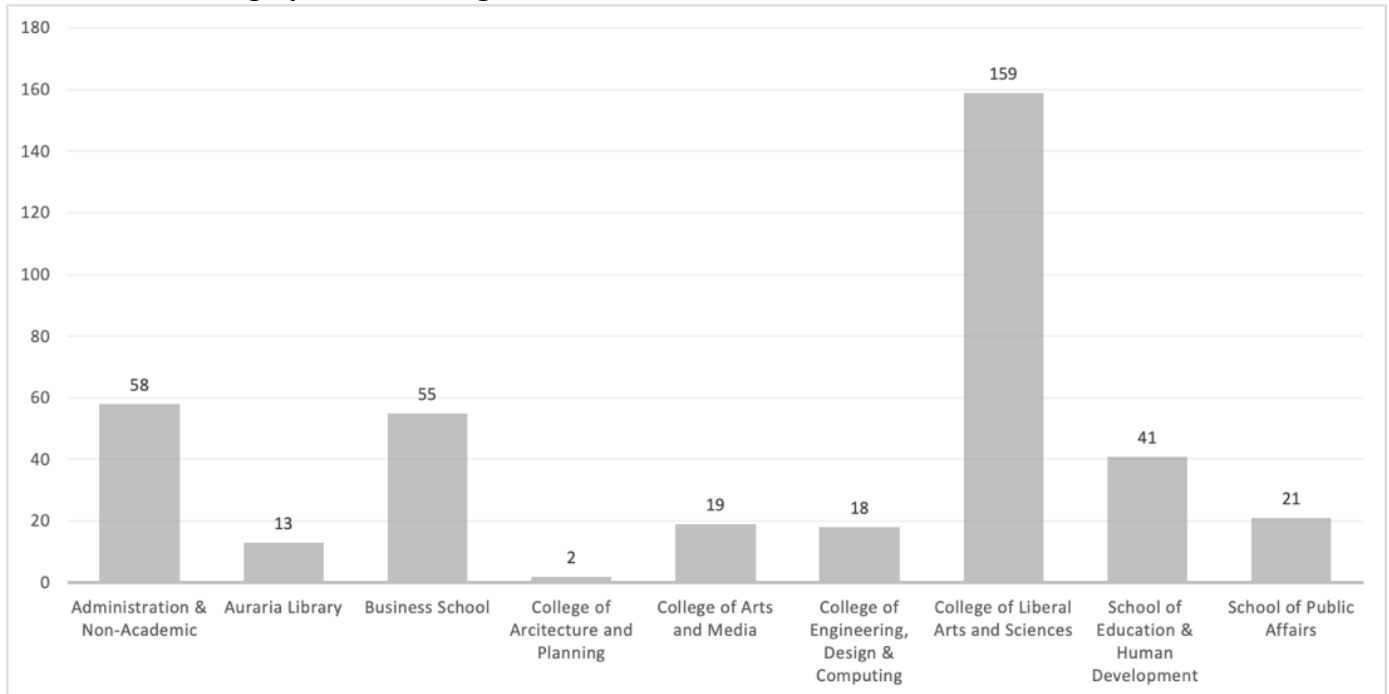
Although TIPS has student employees (such as TAs) and staff attending our workshops, faculty members are the primary audience with 245 faculty from CU Denver attending training. The College of Liberal Arts and Sciences (CLAS) is not only the largest college, but we also see the most attendance coming from CLAS. Instructional, Research and Clinical (IRC) faculty make up 53% of our faculty participants. Note: Since the ACUE program was discontinued, ACUE data was not included in training breakdowns below. See page 12 for ACUE participant data.

### CU Denver Training by Role



N = 386

### CU Denver Training by School/College

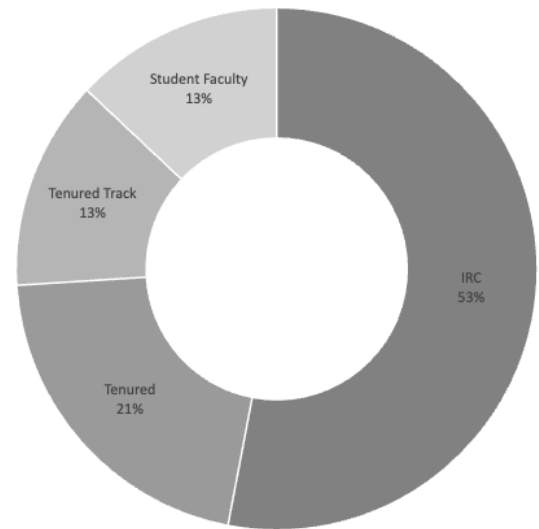


N = 386

### CU Denver Training by Faculty Rank

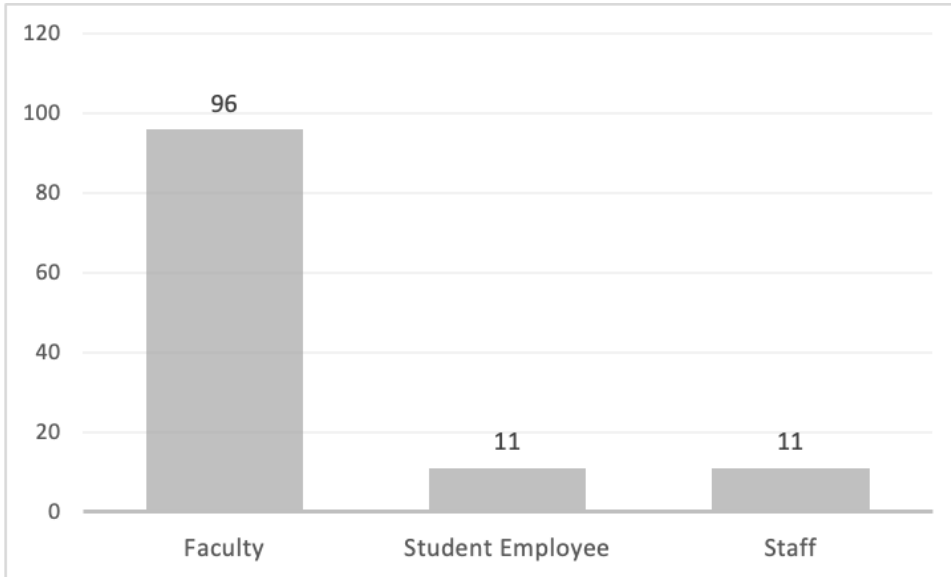
| Faculty Rank                                | Count |
|---|-------|
| IRC or other faculty                        | 151   |
| Tenured / Tenured eligible                  | 59    |
| Tenure track / Eligible for tenure track    | 37    |
| Student faculty and other student employees | 36    |

N = 283



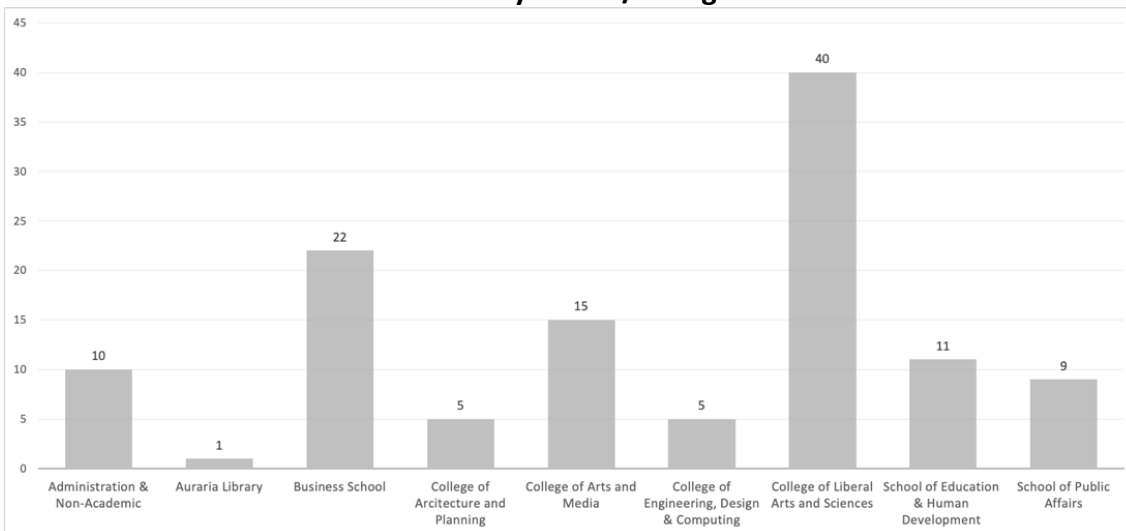
In addition, TIPS consulted with 118 faculty, students, and staff during the 2022-2023 academic year. Most of those consultations (n=96) were faculty consultations. The most consultations were with CLAS faculty, although TIPS also engaged with 22 people from the Business School and 15 from the College of Arts and Media. IRC faculty made up 53% of our consultations.

### CU Denver One-on-one Consultation by Role



N = 107

### CU Denver One-on-one Consultation by School/College



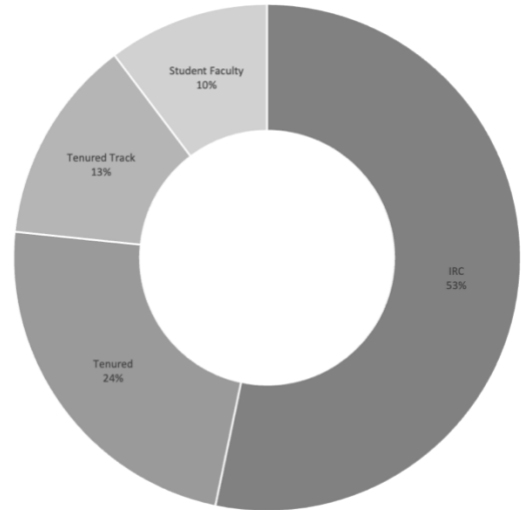
N = 107



## CU Denver One-on-one Consultation by Faculty Rank

| Faculty Rank                                | Count |
|---|-------|
| IRC or other faculty                        | 57    |
| Tenured / Tenured eligible                  | 25    |
| Tenure track / Eligible for tenure track    | 15    |
| Student faculty and other student employees | 10    |

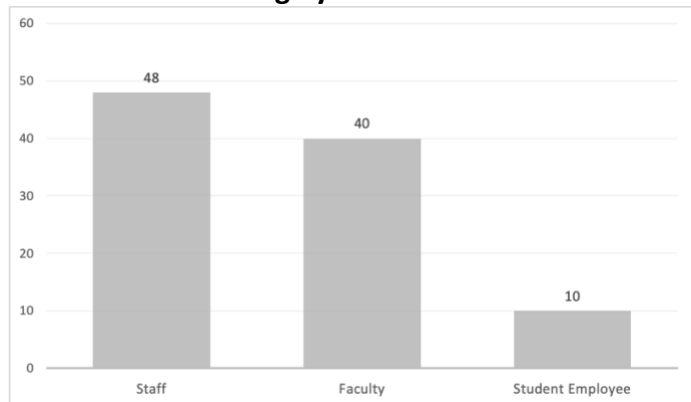
N = 107



## CU Anschutz Training Breakdown

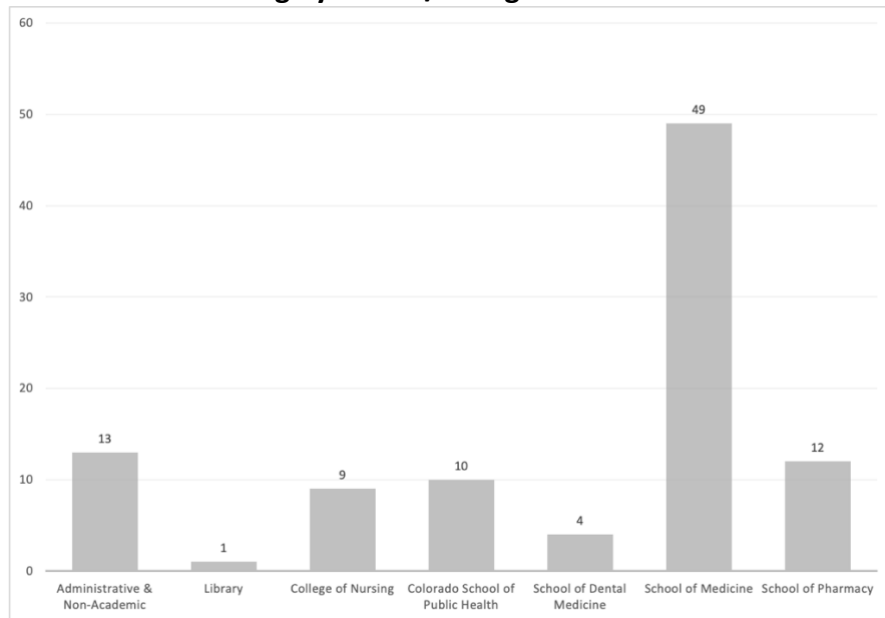
At CU Anschutz, TIPS sees faculty, staff, and students attend our trainings, although staff makes up 48% of attendees. Most training attendees are from the School of Medicine (SOM). Of the 40 faculty who attended training during the 2022-2023 academic year, many attendees were staff (48%), IRC faculty made up 23% of the 98 attendees. Note: Since the ACUE program was discontinued, ACUE data was not included in training breakdowns. See page 12 for ACUE participant data.

## CU Anschutz Training by Role



N = 98

### CU Anschutz Training by School/College

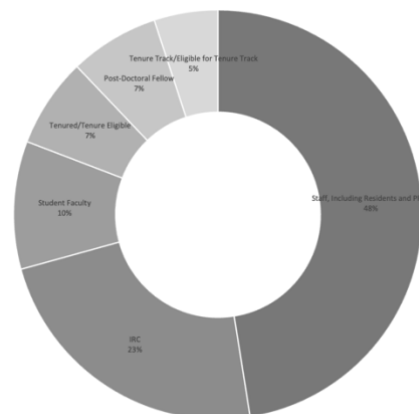


N = 98

### CU Anschutz Training by Employee Type

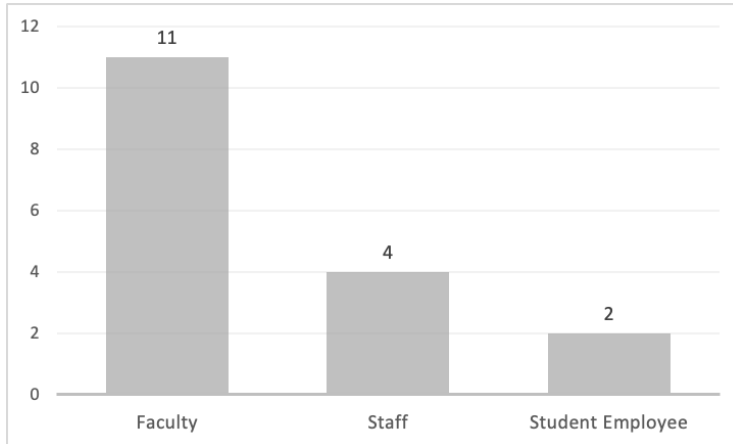
| Employee Type                               | Count |
|---|-------|
| Staff, including residents and PRAs         | 47    |
| IRC faculty                                 | 23    |
| Student faculty and other student employees | 10    |
| Tenured / Tenure eligible                   | 7     |
| Post-doctoral fellow                        | 7     |
| Tenure track / eligible for tenure track    | 5     |

N = 98



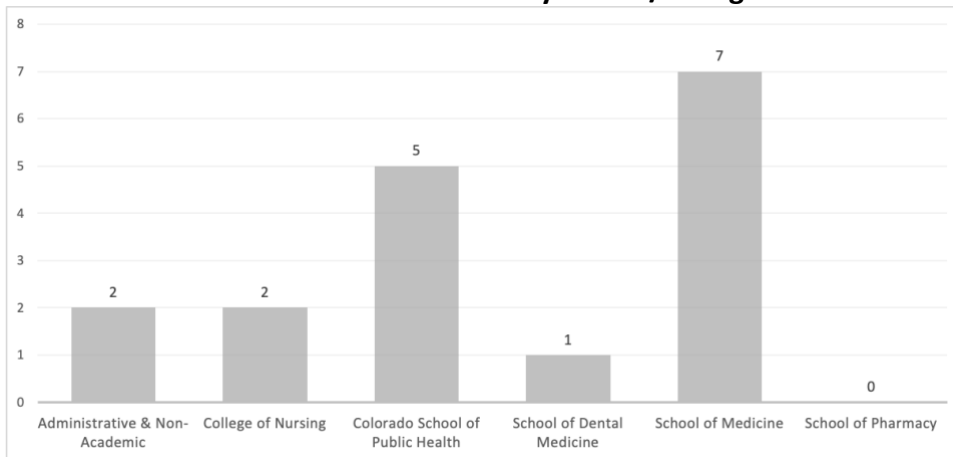
Although not a part of our MOU with CU Anschutz, the transition from Techsmith Knowmia to Panopto prompted 17 one-on-one consultations with CU Anschutz faculty, staff, and students. In order to assist with continuity, TIPS provided support services during the transition to Panopto. A breakdown of the data shows that most one-on-one consultations were with the School of Medicine. Tenured and/or Tenured Eligible and IRC faculty made up 61% of those consultations.

### CU Anschutz One-on-One Consultation by Role



N = 17

### CU Anschutz One-on-one Consultation by School/College

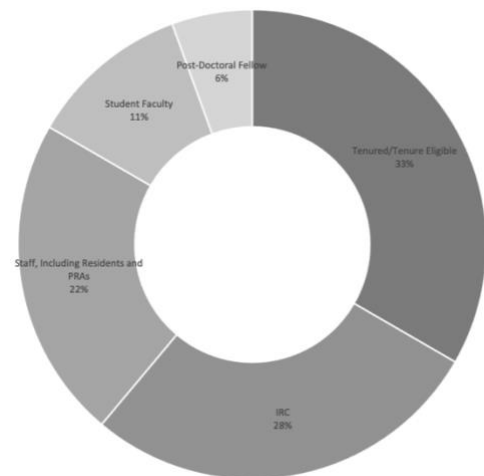


N = 17

### CU Anschutz One-on-one Consultation by Employee Type

| Employee Type                               | Count |
|---|-------|
| Tenured / Tenure eligible                   | 6     |
| IRC faculty                                 | 5     |
| Staff, including residents and PRAs         | 4     |
| Student faculty and other student employees | 2     |
| Post-doctoral fellow                        | 1     |
| Tenure track / eligible for tenure track    | 0     |

N = 17



## Collaborations

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In addition to offering our own programming, TIPS collaborated with Thingstudio and Digital Studies (CLAS) in three engaging conversations about ChatGPT. The strong relationships between these teams allowed for quick action to address questions, concerns, and excitement of this new disruptive technology. We hosted 140 participants during three events.

## Academic Technology

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In addition to the training and support listed above, the Academic Technology team created 36 new instructional videos for faculty which can be accessed through Panopto. Highlighted topics include:

- Poll Everywhere Series: Introduction to Poll Everywhere through a 5-part video series
- Canvas Tips and Tricks: Best practices and tips for enhancing your Canvas course series
- Introductions to Canvas: Canvas basics for students, in-person and online instructors

The Academic Technology team also launched two new software offerings in collaboration with the Office of Information Technology (OIT). This included the migration from Techsmith Knowmia to Panopto and Poll Everywhere. Both products are available to CU Denver and CU Anschutz faculty and staff.

## Course Development Institute

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The Course Development Institute (CDI) is a professional learning suite consisting of multiple short courses (2 weeks in duration) that faculty take asynchronously and may stack together to create a unique CDI pathway. The short course topics focus on helping faculty create profound, meaningful, student-focused learning experiences in their courses. In addition, TIPS offers many of these short courses as solo courses which are designed for learners who would like to learn on their own schedule and at their own pace without a facilitator.

**Designing for Collaboration: Group Projects in the Classroom and Online** (facilitated): This short course covers the potential rewards of taking on this challenge even if your experience with such an endeavor hasn't been the best. We'll work to steer you clear of potential pitfalls, share strategies you can incorporate in different settings and provide you with practical ideas for effective and rewarding course group work.

**The Community of Inquiry Framework: Developing "Presence" for Meaningful Learning** (facilitated and solo course): The Community of Inquiry is a systematic framework designed to help students experience complex learning. Through the development of social, teaching, and cognitive presence, the COI provides a holistic, student-centered approach to course development and facilitation rooted in the idea that we all learn better together.

**Using Student Feedback to Deepen and Document Quality Teaching** (facilitated): The focus of this course is on using student feedback to deepen and document your development and success as a teacher. We will discuss various ways to increase formative student feedback opportunities in your teaching as well as tips on making the most of end-of-semester student feedback (FCQs).

**Universal Design for Learning** (solo course): This course provides a background to Universal Design for Learning (UDL) as well as an overview of its three guidelines (providing multiple means of representation, engagement, and action/expression). There is also a discussion of some entry points for making common tools and resources used in online teaching more accessible.

**Backwards Design Basics** (solo course): The Backward Course Design short course walks through key elements of the process and helps you to take intentional design and development steps to prepare your next course.

#### Reimagined Faculty Fellows and Teaching Innovation Grants Programs

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In the Spring 2023 term, a collaborative group of TIPS colleagues, in the absence of a CETL Director (the role that has overseen these programs in the past), reimagined both the Faculty Fellows program and the Teaching Innovation Grants (formerly Teaching Enhancement Grants) program, with the following guiding goals:

- increase transparency and inclusivity of the review processes for each program;
- Create a consistent cadence of Teaching Innovation Grants cycles, with applications open twice a year (once in Fall, once in Spring); and
- Align the focus of both programs with the strategic plan and campus priorities.

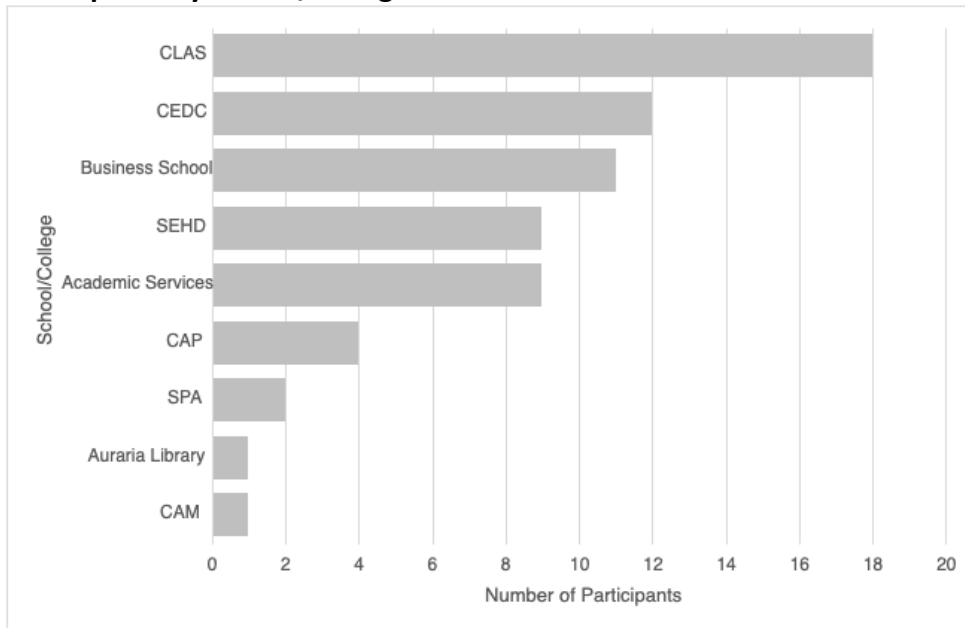
In the reimagined programs, there are six available faculty fellowships: two each in the areas of inclusive pedagogy, open pedagogy, and teaching practices & innovations. For this cycle of Teaching Innovation Grants, \$15,000 total was made available for dispersal in individual awards of up to \$1000, with applications accepted in three different categories: technology innovations, pedagogy and teaching practice innovations, and professional learning opportunities. At the close of the Spring semester, the call for applications resulted in 11 applicants for the Faculty Fellows program and 27 applications for Teaching Innovation Grants. Information on grant awards and the AY '23-'24 Faculty Fellows will be announced soon.

## Association of College and University Educators (ACUE) Program

The ACUE program is a national teaching credential endorsed by the American Council on Education (ACE). The program was funded through Fall 2022. As of this report, 86 faculty have completed the Certificate in Effective College Instruction. During the Summer 2022 and Fall 2022, 70 faculty and/or staff registered for at least one course.

| Course Name  | Number Registered | Number Completed |
|--|-------------------|------------------|
| <b>Summer 2022</b>   |                   |                  |
| Creating an Inclusive and Supportive Learning Environment (Micro 1 LE) | 18                | 15               |
| Designing Learner-Centered and Equitable Courses (Micro 4 DC)          | 29                | 25               |
| <b>Fall 2022</b>   |                   |                  |
| Inspiring Inquiry and Preparing Lifelong Learners (Micro 3 LL)         | 21                | 20               |

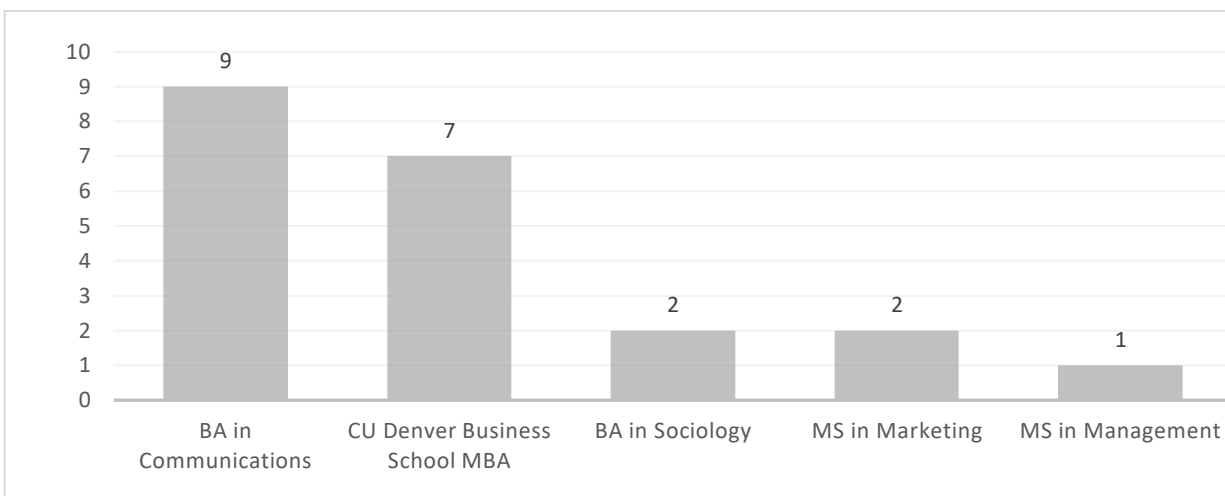
### Participants by School/College



Note: There were several discrepancies between ACUE and CU Denver records. Best efforts were made to provide accurate participant data.

## Program Development

At CU Denver, we adopt a broad definition of program development including full academic degree programs, certificates, microcredentials, individual courses, and non-credit offerings. Our team adopts an appreciative approach to learning design in all modalities and contexts; we have partnered on 20 academic course designs this year and consulted on a handful of early stage microcredentials and noncredit offerings as well. As a part of the ODE transition, our team completed 20 course designs in partnership with the following programs:



## Market Intelligence

The market intelligence team within the TIPS division was formed in July of 2022. During that first month, the team provided a report to each college/school of one of their programs in order to illustrate the marketing data that was available. Over the course of the past year, the team has provided reporting to each college/school for 46 programs and 1 Center. The process often includes refinements of report parameters, so many of these programs have multiple iterations before finalization of their reports.

| School/College                                      | Count         |
|---|---------------|
| School of Education and Human Development (SEHD)    | 14 (1 Center) |
| College of Liberal Arts and Sciences (CLAS)         | 10            |
| College of Engineering, Design and Computing (CEDC) | 9             |
| CU Denver Business School (BUSN)                    | 5             |
| College of Architecture and Planning (CAP)          | 4             |
| School of Public Administration                     | 2             |
| Other   | 1             |

The table (Appendix Table A) describes the programs that were examined per school/college as well as characteristics of the program. The five right-most columns indicate the specific content areas that were

requested and included in each report. **Employer demand** examines the frequency and growth in job postings related to the program; **student demand** examines the number of program completions reported and growth in completions over time; **institutional landscape** examines the number of institutions reporting conferrals over time; **competitor characteristics** includes a variety of descriptive information that may be of interest about other institutions reporting conferrals, often focusing on programs that have recent indications of “high growth” in conferrals; and **skills** examines the most frequently appearing skills and emerging skills appearing in job postings related to the program.

## Microcredentials

TIPS is leading the development of additional infrastructure for the microcredential and badging efforts at CU Denver. Aligned with the institution’s Strategic Plan to be a “university for life,” microcredentials have been identified as an important initiative for meeting the educational needs of Coloradans. Over this past year, progress has been made on multiple aspects of this initiative.

### Establishing Common Definitions

CU Denver currently offers microcredential programs to learners of Colorado. To grow this effort and build infrastructure to increase the efficient and timely development of more programs, common definitions have been put forward for adoption. These definitions have been established through multiple efforts. First, TIPS conducted an examination of the current state of definitions used by other institutions of higher education active in this area, as well as definitions supported by other influential organizations in this field. A definition for microcredentials was crafted from this examination that included its important features of being small compared to degree programs and focused upon skills while being broad enough to encompass the variety of activities occurring at CU Denver. The following definition for microcredentials was recommended:

*“An umbrella term for several types of small-scale, skill-based, earned recognitions of proficiency in a designated competency or set of competencies.”*

TIPS shared this definition and provided opportunities for discussion through a series of campus conversations. The list of groups that were engaged in these conversations are presented below:

|  |                   |
|--|-------------------|
| Staff Council                                | February 14, 2023 |
| CFDA   | February 16, 2023 |
| LETTS Committee                              | February 24, 2023 |
| CPE Leadership                               | October 26, 2022  |
| Institutional Equity Advocacy Council (IEAC) | October 28, 2022  |
| UCDALI                                       | November 4, 2022  |
| Associate Vice Chancellors                   | November 4, 2022  |
| Associate Deans                              | November 15, 2022 |
| Open campus conversation 1                   | November 15, 2022 |
| Open campus conversation 2                   | November 18, 2022 |
| Open campus conversation 3                   | December 5, 2022  |
| ThingStudio                                  | December 5, 2022  |



## Identifying Infrastructure Needs

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A third effort was the establishment of two working groups. The Microcredential Working Group included 28 members representing five colleges/schools, twelve administrative offices, and members of various governance groups. The following recommendations resulted from this microcredential working group.

**Recommendation 1:** Adopt common definitions for microcredentials and associated terminology that aligns with CU Denver’s culture and digital strategy.

**Recommendation 2:** Prioritize identifying, developing, and launching microcredential programs that are designed for the career and academic goals of our specific learner audiences.

**Recommendation 3:** Establish clear and consistent processes, supports, and resources for microcredential program proposal and development that balance quality and rigor with the need for addressing evolving marketplace needs.

**Recommendation 4:** Remove barriers and create supports for microcredential program development related to financial, administrative, and technology dimensions.

**Recommendation 5:** Develop a shared governance infrastructure for faculty, staff, and students to provide administrative review and guidance for emerging questions and concerns arising from microcredential and badging advancements.

**Recommendation 6:** Create a comprehensive suite of resources for faculty, staff, and administrators who wish to develop microcredential programs both independently and collaboratively.

## Credly Badging Platform

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Credly was selected and procured at a system level to support badging efforts across the four campuses. A second working group focused on badging was also established, which included 23 members representing five colleges/schools, nine administrative offices, and also members of various governance groups. The Badging Working Group proposed a badging taxonomy and identified infrastructural needs for establishing this new digital badging platform. Through the badging effort, portable credentials can be awarded by CU Denver to learners for completion of microcredential programs. The following recommendations were resultant from this badging working group.

**Recommendation 1:** Adopt a common definition for badges and badge-related terminology.

**Recommendation 2:** Implement a badge taxonomy that aligns with the current and future state of CU Denver activities and digital strategy.

**Recommendation 3:** Provide guiding principles for determining whether programs and activities are badge-eligible.

**Recommendation 4:** Establish clear and consistent processes for badge proposal, administration, and maintenance that ensure high-quality and valuable badges.

**Recommendation 5:** Develop a shared governance infrastructure for faculty, staff, and students to provide administrative review and guidance for emerging questions and concerns arising from microcredential and badging advancements.

**Recommendation 6:** Create a comprehensive suite of resources for faculty, staff, and administrators who wish to utilize badges for programs and activities.

## Digital Strategy

The CU Denver digital strategy is a holistic approach to meeting our students where they are through flexible and accessible educational opportunities while also preparing them for the future of work. Through a series of recommendations and actions, the CU Denver digital strategy was designed to help the university realize its goal of becoming an equity-serving university for life. The digital strategy focuses on building digital education environments and structures that equip learners with future-ready skills to amplify career and community impacts. In addition to the many initiatives described above, TIPS was also able to make progress on several digital strategy report recommendations including:

### Shoring Up Foundations: Classroom Audit

In collaboration with the Office of Information Technology (OIT) a technology audit of 100 CU Denver general assigned classrooms were completed. We engaged faculty to discuss the audit findings and gather feedback. After establishing four key principles – flexibility, expandability, scalability, and ease of use, a two-tier classroom equipment baseline was established. This work will continue over the summer as budgets are finalized.

The project website is available at: <https://www.ucdenver.edu/offices/provost/office-of-the-provost/online-education/classroom-technology-audit-project>

### Shoring Up Foundations: Training and Support

In collaboration with the Office of Information Technology (OIT) we worked to streamline support options for faculty and students. By offering training in a variety of modalities – in person, online, and asynchronous (video and guides) - faculty and students can learn best practices for using technologies as well as pedagogies for all teaching modalities. OIT and TIPS work closely together to ensure quick support through the OIT Service Desk as well as through escalations to the academic technology services team. This work will continue through the implementation of a knowledge base for faculty and continued collaborative projects between OIT and TIPS.

## Open Educational Resources (OER)

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Open Education is an attitude, a practice, and a method of learning and teaching that inspires inquiry, equal access to course materials, and sharing lessons and materials with the broader community. TIPS has created two opportunities for faculty to get involved in OER efforts on campus:

**OER Community of Practice:** A monthly meeting was established which included guest speakers, sharing ideas for those who are looking to adopt or possibly adapt OER.

**OER Committee:** The OER Committee is charged with recommending and implementing activities, tools, and incentives to promote OER's widespread adoption across campus. The OER Committee meets monthly to discuss the campus vision for OER, strategic plans, campus alignments, upcoming events, grants, presentation opportunities (e.g., conferences), and the progress of developing capacity for OER at CU Denver.

### 2022-2023 OER Committee Highlights

- The first meeting of the CU Denver OER Committee was in October 2022; the committee includes faculty representation from each college and school across campus as well as Auraria Library and TIPS. The co-chairs of the committee for AY 2022-23 are Jessica Critten (TIPS) and Dr. Ronica Rooks (CLAS).
- Ms. Critten and Dr. Rooks presented an overview of CU Denver OER goals and challenges to the University of Colorado Board of Regents on January 17, 2023.
- The committee created and distributed a survey to faculty in all schools and colleges. We received a total of 104 responses between April 18-May 5, 2023. We will be using responses from this survey to inform committee activities in 2023-24. The goals of this survey were to develop a baseline understanding of faculty OER awareness as well as to identify professional development, funding, and other support systems needed to help increase awareness, adoption, and/or creation of OER for CU Denver instructors.

### Continuing Education Coordination

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This year, TIPS collaborated with continuing education units across the campus to launch a process of identifying requirements for updated continuing education registration system. This work is ongoing into the 2023 academic year.

## Challenges

Like all units, we were asked to do more with less. Through the first phase of the budget realignment process, the Division for Teaching Innovation and Program Strategy lost two FTE. Also, changes with initial budget allocations and recommendations from faculty necessitated other changes including a reduction of the CETL Director position from 1 FTE to .5 FTE and the redevelopment of our faculty fellow and grant programs.

### Eliminated Positions

- Instructional Technologist and Training, Academic Technology
- Assistant Director of Instructional Design, Program Development

## Looking Ahead

The 2023-2024 academic year looks bright for the TIPS division. As we move from inception to action, we will work in collaboration with our partners on the successful implementation of the strategic plan and the digital strategy. Key initiatives for 2023-2024 include:

- Hiring a new part-time CETL director
- Finalizing TIPS mission, vision, and values
- Implementing a self-service knowledge base for faculty support
- Furthering microcredential and badging training and implementation
- Collaboratively documenting credit for prior learning infrastructure and process steps
- Implementation of phase 1 for the classroom technology audit project
- Mapping the program development process and creating field guides for institutional partners
- Creating new professional learning offerings through the Course Development Institute (CDI) and other TIPS programs
- Development of a pipeline for market intelligence reports and data dashboards in collaboration with OIRE
- Creating stronger analytics and reporting dashboard for TIPS in collaboration with OIRE

# Appendix

Table A

Market Intelligence Reports per School/College and Program (June 2022 – May 2023)

| Program   | Existing or New | Program Level             | Employer Demand | Student Demand | Institutional Landscape | Competitor Characteristics | Skills                    |
|---|-----------------|---------------------------|-----------------|----------------|-------------------------|----------------------------|---------------------------|
| <b>Business School</b>                              |                 |                           |                 |                |                         |                            |                           |
| Commodities and GEM                                 | New             | Microcred.                |                 |                |                         |                            |                           |
| Health Analytics                                    | New             | Master's & Certificate    |                 |                |                         |                            |                           |
| Healthcare Finance                                  | New             | Master's                  |                 |                |                         |                            |                           |
| Sustainability                                      | New             | Master's                  |                 |                |                         |                            |                           |
| Finance <sup>1</sup>                                | Existing        | Master's                  |                 |                |                         |                            |                           |
| <b>College of Arts and Media</b>                    |                 |                           |                 |                |                         |                            |                           |
| Film & Television <sup>1</sup>                      | Existing        | Bachelor's                |                 |                |                         |                            |                           |
| Media Forensics                                     | New             | Master's                  |                 |                |                         |                            |                           |
| <b>College of Architecture and Planning</b>         |                 |                           |                 |                |                         |                            |                           |
| Architecture  | Existing        | Master's                  |                 |                |                         | High Growth                |                           |
| Urban Design  | Existing        | Master's                  |                 |                |                         |                            |                           |
| Historic Preservations                              | Existing        | Master's                  |                 |                |                         |                            |                           |
| Interior Design                                     | New             | Bachelor's                |                 |                |                         |                            |                           |
| <b>College of Liberal Arts and Science</b>          |                 |                           |                 |                |                         |                            |                           |
| Biosciences   | New             | Certificate               |                 |                |                         |                            |                           |
| Integrated Studies &                                | Existing        | Bachelor's                |                 |                |                         |                            |                           |
| Humanities/Social Sciences (reported together)      | Existing        | Master's                  |                 |                |                         |                            |                           |
| Public Health                                       | Existing        | Bachelor's                |                 | BA v BS        |                         |                            |                           |
| Psychology <sup>1</sup>                             | Existing        | Bachelor's                |                 |                |                         |                            |                           |
| International Studies                               | Existing        | Master's                  |                 |                |                         | High Growth                |                           |
| Climate Science                                     | New             | Bachelor's                |                 |                |                         |                            |                           |
| Media Psychology                                    | New             | Bachelor's                |                 |                |                         |                            |                           |
| Political Science                                   | Existing        | Bachelor's and Master's   |                 |                |                         |                            |                           |
| Physics <sup>2</sup>                                | New             | Microcred.                |                 |                |                         |                            |                           |
| <b>College of Engineering, Design and Computing</b> |                 |                           |                 |                |                         |                            |                           |
| Bioengineering <sup>1</sup>                         | Existing        | Bachelor's and Master's   |                 |                |                         |                            |                           |
| Regulatory Affairs/Quality Management               | New             | Certificate               |                 |                |                         |                            |                           |
| Electrical Engineering Technology                   | New             |                           |                 |                |                         |                            |                           |
| Mechanical Engineering Technology                   | New             |                           |                 |                |                         |                            |                           |
| Civil Engineering Technology                        | New             |                           |                 |                |                         |                            |                           |
| Systems Engineering (reported together)             | New             |                           |                 |                |                         |                            | Gap Analysis <sup>3</sup> |
| Mechanical Engineering                              | Existing        | Bachelor's                |                 |                |                         |                            |                           |
| Mechanical Engineering                              | Existing        | Master's                  |                 |                |                         |                            |                           |
| Civil Engineering                                   | Existing        | Master's                  |                 |                |                         | High Growth                |                           |
| <b>School of Education and Human Development</b>    |                 |                           |                 |                |                         |                            |                           |
| Human Development and Family Relations <sup>4</sup> | Existing        | Bachelor's                |                 |                |                         |                            |                           |
| HDFR Diverse Family and Financial Counseling        | New             | Concentration             |                 |                |                         |                            |                           |
| Couples and Family Therapy                          | New             | Master's and Certificates |                 |                |                         | Plus Certificate Areas     |                           |
| Library Science                                     | New             | Certificate               |                 |                |                         |                            |                           |
| Center for Educational Leadership                   | New             | Center                    |                 |                |                         |                            |                           |

|  |          |                         |             |
|--|----------|-------------------------|-------------|
| STEM Education   | Existing | Master's and Doctor's   |             |
| MS in Counseling & School Counseling &                         | Existing | Master's                |             |
| Clinical Mental Health Counseling (reported together)          | Existing | Master's                |             |
| Early Childhood Education                                      | Existing | Master's                |             |
| Education and Human Development & Teaching (reported together) | Existing | Bachelor's              |             |
| Applied Behavior Analysis                                      | New      | Certificate             |             |
| Learning Design and Technology                                 | New      | Certificate             |             |
| <b>School of Public Administration</b>                         |          |                         |             |
| Criminal Justice <sup>1</sup>                                  | Existing | Bachelor's and Master's |             |
| Criminology (w/ CLAS)  | New      | Master's                | High Growth |
| <b>Other</b>   |          |                         |             |
| Applied Science, Healthcare Management                         | New      | Master's                |             |

<sup>1</sup> Unrequested, initial Introductory market intelligence report.

<sup>2</sup> Report examined program Alumni Outcomes

<sup>3</sup> Gap Analysis conducted by EAB

<sup>4</sup> Separate report created on program naming exploration in partnership with University Communications Office.