

Transforming Informed Course Design Using a DEI Course Audit Rubric

Gain insight into a Course Diversity, Equity, and Inclusion (DEI) Course Audit Rubric, a tool to review coursework through a lens of equity. It is used to ensure alignment of outcomes, content, and resources to research-proven DEI principles. Participants will gain theory-to-practice understanding of how to inspire and coordinate cross-institutional collaboration to improve their curricula. During this proposed session, the University of Arizona Global Campus (UAGC) cross-institutional team representing faculty, assessment, and administration-- will discuss a unique Course DEI Audit Rubric curriculum rubric. The impetus and foundation for this rubric is UAGC's Diversity, Equity, & Inclusion Statement and Institutional Learning Outcomes. The Diversity, Equity, and Inclusion Rubric contributes to the faculty's toolbox in critically assessing how UAGC demonstrates and exhibits inclusionary practices within its courses. More specifically, the rubric affords an institution the opportunity to celebrate its DEI achievements as well as understand its DEI shortcomings within a course through the examination of all course aspects (e.g., discussion, images, course resources). As part of its dedication to curricular excellence, the University plans to train its faculty and apply the rubric to its 1200 online courses by year-end 2023. During the session, UAGC stakeholders will share perspectives from across the institution that supported the rubric's development, including: the social and curricular impetus, resourcing the rubric development process, the various roles contributing to the effort (i.e., associate faculty, faculty council, administration, assessment), faculty training, implementation, challenges, and plans to disseminate the tool to other institutions.

Dr. Iris Obille Lafferty

Dr. Iris Obille Lafferty is Senior Vice Provost of Academic Affairs and the Accreditation Liaison Officer at UAGC. She is committed to helping students embrace the transformative power of education as the impetus for lifelong success, professional achievement, and foundation for societal contribution. Work from the Provost's Office includes assurance of student learning and retention through a strategic focus on high-impact practices, faculty expertise, and field-relevant curricula.

Prior to her appointment, Dr. Lafferty served as interim provost, associate vice president of academic services, executive dean of the College of Doctoral Studies and inaugural dean of the College of Arts and Sciences. Most recently, Dr. Lafferty has led the Change Advisory Group on DEI practices, co-chaired the UAGC Faculty Council, and co-chairs the Joint Academic Advisory Committee (JAAC) with the University of Arizona.

Dr. Lafferty received her Bachelor's in Psychology from UC San Diego and motivated to study issues surrounding cognition, education, and psychology, she pursued graduate work at Harvard University. There she earned a master's degree in Counseling, a second master's in Technology in Education, and a doctorate in Human Development & Psychology. She has worked as a researcher, consultant to government agencies, lecturer at local colleges and universities, with research interests in the interplay of thinking, learning, and identity development.



Dr. Newton Miller

Dr. Newton Miller has been committed to the education arena since 1995 when converted non-traditionally from the ranks of the engineering field. His research interest lies within educating at-potential populations, focusing on the systemic thinking tied to student achievement, effective school cultures, and facilitating programming and instruction that promotes educational success within at-potential adult populations.

Dr. Miller currently serves as the Lead Faculty of the Education Studies and Educator Preparation programs at the University of Arizona Global Campus. Some of his contributions to the world of education have been lauded by honors like the Impact Award from the Urban League 2018; Provost Award for Outstanding Faculty, from Ashford University, 2014 and the Excellence in Teaching Award from Swarthmore College, 2012. He is the author of “Why Some Seeds Don’t Grow” a book that sheds light on high impact principles needed to enhance the educating, mentoring, and parenting of urban youth.

Dr. Miller believes educators are meant to facilitate the thinking that changes the world; thus, his mantra is: Educate ... Motivate ... Help Them Grow!

Fun Fact: Dr. Miller’s dream job was as a Structural Engineer until he stood in front of a classroom of knowledge-hungry, inner-city students. It was at that moment he knew his true purpose and career path was to be an educator.



Tricia Lauer

Tricia Lauer serves as the Vice President of Assessment & Curricular Affairs for The University of Arizona Global Campus. She leads the Office of Assessment & Curricular Affairs, where she brings curricular and assessment expertise, knowledge of program review and educational effectiveness, expertise in evaluating of student data metrics and making proper inferences about their meaning as it relates to learning and curriculum, high-quality teaching experiences, and leadership skills to foster an institutional culture that places the highest value on student learning achievement, retention, and completion.

Tricia brings more than 10 years of experience in higher education to UAGC. She served as the Point Loma Nazarene University School of Education director of assessment and accreditation, where she led faculty teams spanning traditional campus and online modalities whose primary goals were to support a culture of inquiry aimed at academic quality and rigor. She has presented at and served on various panels for conferences and symposiums, speaking on topics ranging from quality assurance to innovative technologies to support assessment practices.

Recently, Tricia served as a contributor to a National Institute for Learning Outcomes Assessment (NILOA) Lumina Degree Qualifications Profile (DQP) 3.0 workgroup, providing guidance and consultation culminating in a third iteration of the DQP. Tricia is a graduate of the WASC Senior College and University Commission (WSCUC) Assessment Leadership Academy, where her primary focus was on engaging associate (adjunct) faculty in outcomes assessment.

