



Annual Report 2024-2025



Center for Teaching & Learning
UNIVERSITY OF COLORADO BOULDER

Celebrating the CTL's 5-Year Anniversary



Arts and Sciences Support of
Education Through Technology
UNIVERSITY OF COLORADO BOULDER



Thank You!

In celebrating our five-year anniversary, the Center for Teaching & Learning (CTL) team takes this opportunity to reflect on the purpose and value of the work you have contributed to our mission and to the mission of CU Boulder. It is with deep gratitude to you—CU educators, students, collaborators, and colleagues from across campus and all who have made our work possible and meaningful over the past few years—that we share this compilation of our collective work.

The CTL opened its doors in Spring 2020 following a recommendation of the Academic Futures report—[“Creating a Common Student-Centered Approach to Learning”](#)—to serve as a central hub to support teaching, learning, and the professional growth and development of educators across the CU Boulder campus. At its inception, CTL signature offerings included teaching and learning workshops and trainings, individual teaching consultations, book clubs, an Inclusive Community of Practice, and the Lead Graduate Student Fellows program. In Summer 2021, Arts & Sciences Support of Education Through Technology (ASSETT) joined the CTL in an effort to maximize our efforts to enhance teaching with technology. Combining these two teams promoted opportunities for more extensive collaboration and innovation both in the College of A&S and campuswide.

Since then, the CTL and ASSETT have expanded their programming in key areas within teaching and learning, including equitable and inclusive practices, course design, instructional strategies, assessment, innovation and technology, career pathways, and educator and student well-being. The CTL created new micro-credential programs; launched new teaching and learning conferences addressing topics such as just and equitable teaching, student engagement, and supporting educators and students in large-enrollment courses; and delivered more robust teaching training and mentorship to graduate students and postdocs. Meanwhile, ASSETT enhanced programs and services around Universal Design for Learning (UDL), technology and innovation (e.g., BuffsCreate), technology-supported classroom observations, and a renewed focus on student voices. Additionally, with funding from the CTL, ASSETT’s well-established Faculty Fellows program expanded to include faculty from across campus.

In Summer 2025, ASSETT became fully integrated into the CTL, allowing this team to serve educators campuswide. It is bittersweet that ASSETT will no longer be a part of our name, but we are so excited to extend the team’s work. We further look forward to expanding outreach and on-demand department trainings, as well as creating “pathways” to guide individual educators and departments interested in sustained engagement with CTL programming.

Thank You! - cont.

Reflecting on the 2024-25 year, our team has remained at the cutting edge by founding new initiatives at the intersections of pedagogy and many key challenges of our day, such as generative AI and sustainability. Regarding the latter, we are thankful to the hard work over the past year of the Climate, Sustainability and Justice Education Pathways group, which we co-sponsored with the Boulder Faculty Assembly, and look forward to working collaboratively with the newly established Buckley Center for Sustainability Education. Our programming is guided by emerging and critical pedagogical frameworks, such as trauma-informed pedagogy, culturally-responsive pedagogy, Universal Design for Learning (UDL), and students as pedagogical partners.

From our first days in 2020 in the midst of the pandemic, collaboration has been a core value. We have continually cultivated robust partnerships with faculty and with other campus units, named at the end of this report, to advance the teaching mission of our university. For example, in partnership with the Office of Institutional Technology, Digital Accessibility Office, and Continuing Education, among others, we hosted three faculty working groups to carry out three major campus-wide teaching and learning initiatives designed to promote positive systemic change: the [BUS Large Courses Initiative](#), [BUS Canvas Grading Initiative](#), and [BUS Canvas Templates Initiative](#).

Whether you served as a presenter or panelist at one of our events or on our advisory board; collaborated with us on a faculty working group, program, or initiative; participated in one of our community-building events; or are one of the myriad of educators, students, or staff members who help make CU Boulder a vibrant place to teach and learn, we thank you! We look forward to continuing to advance and grow the teaching and learning community at CU Boulder for many years ahead.



Amanda McAndrew

CTL Assistant Director - ASSETT,
Arts & Sciences Support of Education
Through Technology



Kirk Ambrose

Founding Faculty Director,
Center for Teaching & Learning
Professor, Classics



Kelly Gildersleeve

Assistant Director,
Center for Teaching & Learning

CTL & ASSETT Mission

CTL Mission

The Center for Teaching & Learning (CTL) **fosters a community of educators** dedicated to supporting teaching and learning, a cornerstone of our university. Our goal is to transform our teachers and students in their educational practice, inspire innovative and evidence-based teaching, and create a culture of continuous improvement. Through the CTL, we strive to promote a **diverse and inclusive community** of educators and learners who serve as the hallmark of our student-centered campus. We serve all educators at CU Boulder, including tenured and tenure-track faculty, instructors, lecturers, postdoctoral scholars, graduate students, and staff.

ASSETT Mission

Arts & Sciences Support of Education through Technology (ASSETT) seeks to integrate technology with pedagogy to promote impactful learning. We **partner** with our constituents and other units on campus to offer a more holistic approach to our programming, services, and workshops. ASSETT believes that true change in teaching and learning takes time and connection, so we focus our energy on **community** building. Another focus area is **assessment** services including expertise in classroom assessment techniques and evaluation of teaching practices. Undergirding these principles is a strong foundation in **pedagogy**. We seek to empower students and faculty to innovate and experiment with technology and other new teaching and learning strategies.

In Their Own Words: The Impact of CTL and ASSETT

"CTL/ASSETT's programming is some of the most impactful I've experienced as both a graduate student and faculty member at CU Boulder. The opportunity to connect with other individuals from across campus (who often come from totally different disciplinary backgrounds than me) and to work to develop my teaching has had a huge impact on my career choices and ultimately life. I am, and always will be, pro-CTL/ASSETT and will always tell people that they should get involved as well."

Anthony Pinter, Assistant Teaching Professor, ATLAS



"CTL is a vital resource for improving teaching and the classroom culture. It has filled a void at our university that was much needed. As an R1 research institution, teaching falls to the wayside. CTL brings teaching and the classroom into central focus, which is what supports our success in research."

Teresa Wroe, Assistant Vice Chancellor of Prevention and Deputy Title IX Coordinator, Office of Institutional Equity and Compliance

"They enable a sense of community around teaching. Their work helps us to continue to grow as educators."

David Paradis, Associate Teaching Professor, HIST



"I am so glad that ASSETT exists and that we now have a CTL! Thank you for all the wonderful and hard work you do to help us all become better educators and to continually strive to create communities of practice!! I truly am amazed by all you do and grateful to have you on campus! Thank you!!"

Leilani Arthurs, Associate Professor, GEOL

"The Center for Teaching & Learning (CTL) has been an invaluable resource in my professional journey. From being able to help my students in putting together professional portfolios via Buffs Create to participating in the AI Summer Design Studio to sharing and learning through the mentor program, CTL offers invaluable training and social opportunities of all kinds. The mentor program has also been instrumental in fostering collaboration and knowledge-sharing, further enhancing my teaching and learning experience."

Lori Poole, Assistant Teaching Professor, COMM



New & Noteworthy

- The CTL partnered with the Boulder Faculty Assembly (BFA) to create a faculty fellow in sustainability across the curriculum. During AY 2024-25, Professor Vicki Hand convened a group of faculty, students, and community members to develop clearer pathways for students to pursue climate change and sustainability education across multiple majors.
- The AI Literacy Ambassadors pilot, funded by ASSETT and CTL, supported faculty in creating discipline-specific AI projects across departments.
- The CTL welcomed Sandra Vargas as our new Event Planning & Communications Coordinator!
- The CTL website was redesigned to improve navigation, streamline content, and create a more accessible, user-friendly experience. The updated design reflects CTL's commitment to clear communication and inclusive engagement.
- The CTL, ASSETT, and OIT co-hosted our first Fall Teaching and Learning Symposium on Equitable & Inclusive Engagement Practices for Learner Success.
- In May, Professors Tina Pittman Wagers and Roselinde Kaiser offered the first Promoting Wellness in the Classroom micro-credential course. This course will be offered again in Spring 2026
- The CTL welcomed to the team three new Graduate Assistants (GAs; Rebecca Lee, Sarah Maronick, Matthew Nesselrodt), two new hourly graduate student assistants (Emily Brown, Emma Wood), three new undergraduate Educational Technology Research Assistants (Ellen Kedzierski, August Milliken, Ameenah Razi), and eight new undergraduate Student Pedagogical Consultants (Anthony Cortez, Adriana Espinoza, Isaiah Fuentes, Anna Hoisington, Aaron Klass, Lindsey Trussell, Aris Wertin, Grace Zinser).
- With support from A&S Student Success Leadership, the CTL partnered with OIT to carry out an extensive yearlong assessment project to support the Grade Early and Often Initiative (GEO). GEO is an A&S initiative identified through the college's Early Alert Program work, designed to support student success by encouraging instructors to provide early and frequent feedback, track attendance, and implement the Grade for Student Success recommendations for student-centered grading in Canvas.



CTL at a Glance

Offering Type		Number of Events, Programs, or Meetings	Number of Participants
Workshops & Events		55	600
Assessment		10 (2 with ASSETT)	122
Career Pathways		10	123
Community Building		4	90
Inclusive Practices		11	117
Innovation		4 (1 with ASSETT)	53
Instructional/Course Design		7	39
Students as Partners		1 (with ASSETT)	8
Wellbeing		8	48
Programs, Initiatives, & Communities of Practice			340
AI Summer Design Studio (with ASSETT)		9 sessions	43
Book Clubs		3 clubs	57
Inclusive Community of Practice (ICoP) (with ASSETT)		6 meetings	32
Innovating Large Courses Initiative		4 course teams	10

CTL at a Glance, cont.

Offering Type		Number of Events, Programs, or Meetings	Number of Participants
	Programs, Initiatives, & Communities of Practice,		340
	Just & Equitable Teaching (JET) Micro-credential	1 cohort, 6 meetings	6
	Teaching International Students (TIS) Micro-credential (with ASSETT & campus partners)	1 cohort, 6 meetings	5
	Teaching & Learning with AI CoP (with ASSETT)	8 meetings	172
	Teaching Triads (with ASSETT)	4 cohorts, 9 meetings, 16 peer observations	15
	Conferences		1298
	Fall Intensive	45 sessions	1196
	Fall Teaching and Learning Symposium (with ASSETT)	14 sessions	55
	Spring Conference	5 sessions	47
	Orientation Sessions		185
	New Faculty Orientation	1	35
	Graduate Student Orientation	1	150

CTL at a Glance, cont.

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Services	102	347
Individual & Group Consultations	65 (2 with ASSETT)	66
Department/Unit Trainings	18 trainings for 13 units (7 with ASSETT)	266
Classroom Observations	19 observations	15 instructors (total number of students in courses observed: 842)



"I am always learning about new pedagogical practices and new tools to implement those practices. This benefits me, as a lifelong learner, and my students. CTL/ASSETT has provided me with many opportunities to grow as an educator and to make what I do more impactful for the learning experience of my students."

Nicole Jobin, Teaching Professor, A&S RAPs, University of Colorado Boulder

ASSETT at a Glance

Offering Type		Number of Events, Programs, or Meetings	Number of Participants
Workshops & Events		20	210
Assessment		2 (with CTL)	36
Inclusive Practices		2	14
Innovation		1 (with CTL)	40
Instructional/Course Design		4	28
Students as Partners		1 (with CTL)	8
Technology		10	84
Programs, Initiatives, & Communities of Practice			340
AI Summer Design Studio (with ASSETT)		9 sessions	43
Faculty Fellows		8 meetings	8
Inclusive Community of Practice (ICoP) (with ASSETT)		6 meetings	32
Innovation Incubator		3 teams	30
Students as Partners		11 meetings	9 faculty & undergraduate student pairs

ASSETT at a Glance, cont.

Offering Type		Number of Events, Programs, or Meetings	Number of Participants
	Programs, Initiatives, & Communities of Practice		340
	Teaching International Students (TIS) Micro-credential (with CTL & campus partners)	1 cohort, 6 meetings	5
	Teaching & Learning with AI CoP (with CTL)	8 meetings	172
	Teaching Triads (with CTL)	4 cohorts, 9 meetings, 16 peer observations	15
	Conferences		182
	Fall Teaching and Learning Symposium (with CTL)	14 sessions	55
	Data Science + Humanities Symposium	4 sessions	127
	Services	98	459
	Individual & Group Consultations	52 (2 with CTL)	49
	Department/Unit Trainings	9 trainings for 7 units (7 with CTL)	138
	Visualizing Instructional Practices (VIP) Classroom Observations	30 observations	12 instructors (1,313 students observed)
	Classroom presentations	7 presentations (6 courses, 5 instructors)	260 students

CTL Programming

Book Club

[Book Club](#) meets weekly to discuss a selected book or text, as well as ways we can apply this understanding in our own classrooms and university community. Since operations of the Graduate Teaching Program (GTP), established in 1983, came within the fold of the CTL in 2020, the book club has continued its role as a community-building tool across multiple institutions. These book clubs are open to anyone interested in CU and institutions that are part of the CIRTl network. The informal nature of discussions about ways to improve pedagogical approaches allow participants to come and go as needed. In AY 2024-2025, we facilitated three book clubs discussing *Improving Learning and Mental Health in the College Classroom* by Robert Eaton, Steven V. Hunsaker, and Bonnie Moon; *Teaching to Transgress: Education as the Practice of Freedom* by bell hooks, and *Grading for Growth* by David Clark and Robert Talbert, respectively. Over the past five years, shifting from in-person to virtual meetings has facilitated fostering connections among participants from institutions across the US, expanding our network beyond the CU campus.



"I have a greater sense of belonging through the connections I have made at the CTL. I know that I have resources (and mentors) at the CTL that I can turn to, and I have made friends through participation in book clubs that carried over into other semesters and as we see each other on campus."

Kim Jackson, PhD Candidate, HIST, Participant Fall 2019 - Spring 2024

Certificate in College Teaching



The [Certificate in College Teaching](#) (CCT) program originally began with the Graduate Teacher Program thirty years ago, before integrating with the CTL which was established in Spring 2020, to recognize graduate teachers who devote time to improve their teaching. Offered in collaboration with the Graduate School, the CCT supports CU's goal of shaping the professoriate of the future through offering a professional apprenticeship model that employs and trains graduate teachers. This certificate requires no coursework and is free to obtain. In 2024-25 we awarded 46 CCTs. Those who have earned the CCT report that it is an asset to those seeking postdoctoral scholar and faculty appointments. This improvement from 33 awardees in AY 23/24 to 46 in AY 24/25 may reflect the support available for graduate students to be as competitive as possible when seeking faculty and other roles, despite the further contraction of such open positions throughout higher education.

"This is the program that any graduate student at CU should do, no matter what you imagine your professional future being, you will be in teaching and/or mentoring relationships with others and this program helps you develop your personal teaching and pedagogical philosophy."

Anthony Pinter, Asst. Teaching Professor, ATLAS, Participant Fall 2017 - Spring 2019



CTL Programming

Fall Intensive

The CTL's [Fall Intensive](#) is an annual 3-day teaching conference designed to support educators at the outset of the academic year and is open to all current and future CU educators. The 2024 Fall Intensive featured a total of 45 workshops addressing myriad aspects of teaching at CU Boulder—from “Boosting Student Engagement in Small Classes” to “The Universal Classroom: Designing Your Courses for Diverse Learners” to “Elevating Your Speaking Voice.” We had 487 registrants in the Canvas Community Page, and 1196 participants attended in total across all workshops. Over the past five years, the Fall Intensive has adapted to address the evolving needs of learners and educators. Although much of the foundational information essential to new educators remains, individual presenters update their presentations and workshops from year-to-year to address new challenges and opportunities in teaching and learning and in higher education—for example, providing guidance on leveraging academic technologies to support student engagement, navigating teaching and learning in the age of generative AI, and supporting graduate student and future faculty well-being in an ever-changing higher education landscape.



Future Faculty Development Certificate

The [Future Faculty Development Certificate](#) (FFD) provides graduate students and postdoctoral scholars with the opportunity to expand their understanding of and appreciation for faculty careers in postsecondary institutions. Participants complete a teaching and learning project under the mentorship of a faculty member in conjunction with a CTL staff member, join a site visit to another institution, attend workshops, and complete a Socratic Portfolio. This certificate requires no coursework and is free to obtain. In 2024-25, we awarded 3 FFDs. Several of these were related to CTL Lead Graduate Teaching Fellow projects, which can be combined with their Lead duties, while two others were done by graduate students and postdoctoral scholars outside of this program. Although the FFD remains rooted in core principles and frameworks that remain relevant, we have added a Diversity Statement to the portfolio to reflect candidates potentially being asked for this during the academic job application process. The FFD's enduring success over the past five years speaks to its continued importance in preparing future faculty for impactful careers.



“The program allowed me to define my personal views on teaching and my professional profile, which was essential for entering the job market”
Sandra Ortiz-València, Asst. Professor of English and Spanish, Averett University

Inclusive Educators Podcast

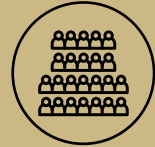
The [Inclusive Educators Podcast](#) explores topics on college teaching and learning in the 21st century. Guests on the show feature scholars and authors across the country and in the CU Boulder community who can offer expertise on inclusive teaching practices. In 2024-25, new episodes highlighted the value that graduate students bring, as well as the challenges they face as teaching assistants and instructors. Since its inception in December 2022, the podcast has featured 16 episodes on varied topics, such as anti-racist teaching, active learning, culturally responsive pedagogy, and trauma informed pedagogy. With over 2,461 downloads from over 57 countries in the past 2.5 years, the podcast continues to reach a wide audience from across the globe.



CTL Programming, cont.

Innovating Large Courses Initiative

The [Innovating Large Courses Initiative](#) (ILCI), a 3-year [Buff Undergraduate Success](#) (BUS) initiative that ran from Fall 2022 - Spring 2025, focused on supporting academic units to create sustainable change for supporting student learning and success in large courses at CU Boulder. Course teams representing the Departments of Ecology and Evolutionary Biology (EBIO), Atmospheric and Oceanic Sciences (ATOC), Computer Science (CSCI), and Art History (ARTH) worked together to adopt effective, student-centered practices in course design and teaching strategies. Course teams also received pedagogy and assessment support, including training in student-centered teaching strategies, equitable assessment methods, Universal Design for Learning (UDL), digital accessibility, and other areas. To support their work during the initiative, each Course Team received \$10,000 per year that they used at their discretion toward executing varied interventions. This initiative culminated in a final report to the CTL Director, a presentation to the BUS Leadership Implementation Team, and a List of Best Practices for Large Course Instructors.



“The ILCI has been incredibly helpful in bringing our faculty together to improve student success in our large art history survey courses. It has been wonderful creating a community to experiment with new teaching and learning ideas, and to implement new practices that will provide our students a more meaningful experience in large courses.”

Brianne Cohen, Associate Professor and Associate Chair, ARTH, Participant AY 2024-25

Just & Equitable Teaching (JET) Micro-credential

The [Just & Equitable Teaching \(JET\) micro-credential](#) is a professional development program that equips instructors with evidenced-based resources and practices to co-create inclusive learning environments through self-reflection, dialogue, workshops, and mentorship. In Fall 2024, six out of a total of 11 JET participants completed a [Capstone action plan](#) and other requirements to receive a digital badge. Initially conceived by a group of graduate students and CTL members in 2020 and subsequently re-designed in Spring 2023, the JET program has been completed by over 65 participants from 30 different departments across campus. In Spring 2025, our team undertook a more extensive and ongoing retrospective to follow-up with past participants of the JET program, conducting surveys, interviews, and classroom observations to assess the longer-term impact of this program in transforming the culture of teaching at CU. Although many projects have focused on improving accessibility, representation, and assessment practices at the course level, a subset of these have led to curricular re-design efforts and creation of broader support systems for faculty and students in several departments. Ongoing collaborations among past JET participants suggest the success of this program in fostering a community of equity-minded educators on campus.



“I have an expanded perspective and this has positively impacted my approach to the course. [Moreover,] incorporating my JET learnings into my syllabus and our classroom has helped my students stay on point and me to provide a more inclusive, equitable experience.”

Karen Reid, Lecturer, COMM, Participant Spring 2024



CTL Programming, cont.

Lead Graduate Fellows Program

Through the [Lead Graduate Student Fellowship program](#) (Lead Network), the CTL supports discipline-specific teacher training activities in over 47 graduate programs across seven schools and colleges on the CU Boulder campus. The 2024-25 year marked the 32nd year of the Lead Network. This year, we supported 50 graduate student Leads and an additional three programs without a Lead. With well over 1,000 former Leads across the globe, the Network continues to have an impact both inside and outside of higher education. A few highlights from the 2024-25 year include Leads performing over 125 Video-Teacher (peer) Consultations (VTCs); assisting their colleagues in finishing 46 Certificates; creating and facilitating 12 workshops for the CTL on topics such as “Transitioning from a TA to a GPTI,” “Supporting International Students,” “Writing Skills,” and “Balancing Teaching and Research”; organizing orientations for their programs; and conducting small projects around Canvas Community pages for grads, peer mentoring networks, co-facilitating pedagogy seminars, and a myriad of other topics. These are but a few of the many ways that the Lead Network assists the CTL in advancing its mission and values. Over the past five years we have been fortunate to add a few new programs to the Lead Network, including ATLAS, Biomedical Engineering, and the Leeds School of Business. As a program that has now been running for over 30 years (and 5 years since joining the CTL), we are continuing to find creative ways to add programs and maximize our impacts at CU and beyond. In short, the Leads continue to shine and make us all look good.



“[The LEAD Program] really helped demonstrate to interviewers that I am at the top of my field when it comes to both personal dedication and experience to college instruction.”

Kerri Clement, Asst. Professor, HIST, Weber State University, Participant Fall 2016 - Spring 2020

Pedagogical Conversations: Faculty Well-being & Resilience

The Pedagogical Conversations: Faculty Well-being & Resilience series in Spring 2025 was a new event series for building community and discussions around the topics of faculty burnout, well-being, and resilience. The CTL hosted this series to discuss and provide guidance on strategies and resources for supporting faculty in their own well-being and resilience as an instructor. Over the semester, 23 faculty and staff from across campus attended. Participants took part in contemplative practices, self-assessments, and making commitments for new habits toward their well-being goals. Additionally, through this series, the CTL formed new partnerships with Employee WorkWell, the Wardenburg Health Center, and the Contemplative Arts, Learning and Meditation (CALM) Center to help promote a [Well-being & Resilience Community of Practice \(WBRCoP\)](#) in the upcoming year and further our collective well-being mission.



“This series came at exactly the right time in the semester. It gave me the space to reflect, connect with others, and walk away with practical strategies for protecting my energy and staying grounded as an educator. I appreciated how thoughtfully it was facilitated and how much it centered community care. It’s encouraging to see CTL taking the lead in supporting faculty well-being in such a meaningful way.”

Laura Reed, Lecturer, Spanish & Portuguese, Participant Spring 2025



CTL Programming, cont.

Spring Conference

The CTL's annual Spring Conference brings together campus educators to share strategies for fostering dynamic learning environments in a rapidly changing educational landscape. In 2025, our 2-day [Spring Conference](#) featured a keynote presentation and workshop by Flower Darby, co-author of *The Norton Guide to Equity-minded Teaching* and *Small Teaching Online*. It also involved an array of interactive workshops, panel discussions, and community-building sessions. A total of 47 unique participants attended across all 2025 Spring Conference sessions. In sum, since its inception, the CTL's Spring Conference has served to bring together current and aspiring educators from across the CU campus and beyond. Conference themes have included *Promising Teaching Practices in the 21st Century* (2024); *Equity, Authenticity, and AI in the Modern College Classroom* (2025); and many more. We look forward to continuing to expand this signature event in future years!



"I always feel at home at CTL/ASSEETT events. You are "my people" - people focused on pedagogy, the art of teaching and learning that goes beyond what is "routine", and on placing students at the center of what we do in the classroom."

Nicole Jobin, Teaching Professor, A&S RAPs, University of Colorado Boulder

ASSETT Programming

BufsCreate

Since 2018, [BufsCreate](#) has been providing all Arts & Sciences learners the opportunity to take control of their digital identities by designing and hosting their own websites. Learners can hone their digital and information literacies by crafting their own digital presence free from social media influences and corporate data collection practices. BufsCreate allows learners to host academic, research, professional, and creative works via a panel of open source applications. Practical examples include personal or class blogs and projects, online portfolios, art and photo galleries, and repositories of other digital artifacts. In AY 2024-25 we conducted nine consultations, four workshops, and delivered five classroom presentations. We have maintained almost full capacity for user accounts for the past five years. This year we have exceeded our capacity with 520 users and attracted 173 new users this academic year, which almost doubles our new users from last year and is by far the most new users achieved in a single year!



"[Through BufsCreate my students gained] confidence when working with technology. They could try stuff out and see what worked and did not work. In that process, they began to develop their own intuition about how to solve challenges instead of just waiting for me to tell them what to do."

David Paradis, Associate Teaching Professor, HIST, User of BufsCreate in Fall 2023 and Fall 2024

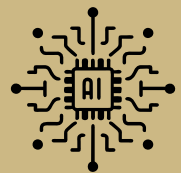
Course Design Workshop Series



The May 2025 three-day Course Design Workshop Series supports faculty endeavors in creating impactful learning experiences and has been a popular workshop since it first started in 2019. The series covers course design for multiple modalities and provides a foundation of pedagogy and helpful frameworks, technical tools, and research-informed practices that can be flexibly applied to support Canvas courses. This year we had 19 participants who engaged in approximately 6-9 hours of guided instruction: three daily synchronous remote sessions and this year we offered a new optional 4th day to explore a range of AI tools to help educators understand how to update their workflows and be more proficient using Copilot and other platforms in their course design process.

Educational Technology Research Assistants

As faculty & students returned to campus after the global pandemic, we recognized the fatigue of our community and disruption with the emergence of generative AI. In our efforts to understand what our students were going through and how best to support them, we retired the Student Technology Consultants team and created the [Educational Technology Research Assistants](#) (ETRA) in Fall 2024. Three new undergraduate students were hired to design a mixed-methods research study to help community stakeholders make informed decisions about generative AI to improve the student experience at CU Boulder. In Fall 2024, the ETRAs began communicating their informed perspectives as undergraduate student researchers by dialoguing with faculty and administrators engaged in creating an AI guidance statement. Through the Teaching and Learning with AI Community of Practice they participated as panelists in a community discussion of an informal class survey. In Spring 2025, they launched a survey garnering 3,084 responses and conducted 17 interviews with students to provide a comprehensive view of CU Boulder undergraduate students' use and perceptions of generative AI. In Summer 2025, they presented their findings as a keynote panel for the 2025 [AI Summer Design Studio](#) and to OIT's AI Steering Committee.



"We thank our 2024-2025 Educational Technology Research Assistants (ETRA) for all the energy, creativity, and care they brought to our work this year. We're so grateful for everything they've contributed to teaching and learning across campus."

CTL & ASSETT Teams

ASSETT Programming, cont.

Excellence in Teaching with Technology Award

Each year ASSETT places a call for the [Excellence in Teaching with Technology Award](#). This student-led award recognizes an Arts & Sciences faculty member nominated by their peers and/or students. Nominees have a record of excellence in teaching with technology and demonstrate commitment and leadership in furthering ASSETT's mission of advancing teaching and learning within CU's College of Arts & Sciences. In Spring 2025, Dr. Lee Frankel-Goldwater (Assistant Teaching Professor, Environmental Studies) was recognized for his innovative use of technology to create powerful learning experiences for students. In his courses ENVS 3032: Environment, Media, and Society and ENVS 3005: Environmental Education, he leverages digital tools not as add-ons, but as core components of immersive active learning class experiences with real-world applications.



Innovation Incubator



In AY 2024-25 the [ASSETT Innovation Incubator](#) supported three funded teams in their second year of a three-year funding cycle. New to this cycle is increased student leadership on the projects. Current teams include: Give Us the Camera: Improving Equity in the Media Arts (GUT-C), Project Viable: Developing Virtual Labs to Train Undergraduate Researchers and the AI Literacy Ambassadors program which was co-funded by the CTL to support participation from colleges other than Arts & Sciences. Each team is assigned an assessment specialist from ASSETT or the CTL who provides ongoing consultation in design criteria and tools for measuring success of team projects over time. Collectively, the teams, which totaled 30 participants, made significant progress in developing and testing prototypes and implementing programming in partnership with student participants. For example, over years 1 and 2 the GUT-C program strategically trained and ceded responsibility to student partners so that the project will be entirely student led in year 3 (2025-26). Additionally, the innovation incubator continued to provide pro-bono support to the thriving Inclusive Data Science team from the 2019-2022 cohort via a National Endowment for the Humanities grant demonstrating the incubator's commitment to ensuring the sustainability of proven projects over the long-term.

"The Innovation Incubator brought several faculty together to collaborate on a new vision for undergraduate education. The facilitation and structure provided by ASSETT led to a transformational program at CU Boulder."

Eric Vance, Associate Professor, APPM, Participant Fall 2019-Spring 2022

Students as Partners

In Spring 2024, ASSETT launched its inaugural [Students as Partners](#) program. This initiative partnered an equity-minded undergraduate student with a faculty member who sought to improve their teaching and their student's learning. Through this one-semester partnership, pairs worked together to incorporate the student perspective into a course, assignment, or project design. The Students as Partners framework encourages each project to have its own personality, objectives, and outcomes - with the goal of the final product being more student-focused. In Fall 2024, the program expanded to six faculty participants, each paired with an undergraduate partner. In Spring 2025, the program included five faculty participants and their undergraduate partners. The program celebrated its first year accomplishments by hosting a Students as Partners showcase featuring 10 partner projects.



"[Through Students as Partners I gained] great feedback and insights into how to frame my assignments in a clear way for students."

Lauren Collins, Teaching Assistant Professor, CAS, Participant Spring 2025

ASSETT Programming, cont.

Universal Design for Learning (UDL) Support & Trainings

Universal Design for Learning (UDL) is a framework for curriculum and course design that fosters an inclusive learning environment and considers learner variability. We offer consultations, department trainings, workshops, and a UDL micro-credential. In AY 2024-25 we completed several one-on-one consultations and departmental meetings that reached over 50 individual faculty where participants explored specific issues, challenges, or questions related to UDL implementation or best practices. We ran 2 interactive workshops in partnership with CE's Learning Design Group to provide foundational knowledge on the framework and course design implementation tips. We also presented and attended the UDLHE Digicon 2024, an international conference that brings together education leaders, researchers, policymakers, practitioners, and technologists from around the world.



Visualizing Instructional Practices (VIP) Service

ASSETT's Visualizing Instructional Practices (VIP) classroom observation service provides educators with data-driven visualizations showing patterns of teaching practices, student activities, and student engagement. The VIP Service first launched in Fall 2017 but was paused during the pandemic. We re-launched the service in Fall 2022, when we had 1 request for the service, and now regularly field 6-8 requests per semester. In AY 2024-25 we observed 12 faculty across 10 departments (30 observations). Every semester we have a mix of returning and new participants, reaching 1-3 new departments per semester. In total from Fall 2022 to Spring 2025, we've observed 29 faculty across 18 departments in A&S, CEAS, and LEEDS, for a total of 38 courses (81 classroom visits). Internally we've created more visually appealing reports, developed an observation protocol for observing language courses when the observer doesn't speak the target language, and are preparing to offer a new protocol specific to inclusive teaching practices. In Fall 2025 the VIP Service will become an option within the CTL's broader [Classroom Observation Service](#).



CTL & ASSETT Collaborative Services & Programming

Consultations, Classroom Observations & Department Trainings

The CTL & ASSETT offer confidential [consultations](#), [classroom observations](#), and [department trainings](#) free of charge to all educators and future educators on the CU Boulder Campus. Topics cover all aspects of pedagogy, including student engagement and classroom interactions, assessment of student learning, high-impact practices and active learning, Canvas, student success, backwards design, grading, generative AI, and more. This past year, the CTL and ASSETT completed a total of 115 consultations (111 unique participants), 20 department/unit trainings for 15 units (293 participants in total), and 49 classroom observations in 31 courses across 17 departments (27 instructors serving 2,155 students).

AI Summer Design Studio

ASSETT and the CTL partnered in delivering the second annual [AI Summer Design Studio](#) in 2025. The studio was re-designed to simplify the program based on feedback from 2024 participants. The two-day event engaged 31 in-person participants through keynote and panel presentations, facilitated discussions and studio design time. An additional 12 participants attended the keynotes virtually. Keynotes were provided by [Susan Adams from Achieving the Dream](#) and ASSETT's [Educational Technology Research Assistants](#) on their survey findings on undergraduate students' use and perceptions of generative AI. Alumni from the 2024 Design Studio Dr. Nicole Jobin, Dr. Diane Sieber, and Rebecca Lee provided their expertise and guidance as lead facilitators. New to this year's event, participants were encouraged to work with a student partner to develop a "right fit" approach for addressing or integrating generative AI into teaching and learning. Participants were invited to contribute to the [Teaching & Learning with AI Repository](#) which will help to build out content on this open, online resource. At the close of the event group debrief, participants shared that they deeply valued the community and connections that they made during the studio and requested that the CTL host 1-2 meet-ups for the cohort in the next academic year.

"The design studio made me more aware of how students use AI and how it can be both helpful and beneficial. I am more likely to think about how students may be using AI for a particular assignment or assessment so that I can also acknowledge how that use may benefit or hinder learning."

Christy Fillman, Teaching Professor of Distinction, MCDB, Participant May 2024



CTL & ASSETT Collaborative Services & Programming, cont.

Faculty Fellows

The [Faculty Fellows](#) program began in 2017 with ASSETT convening a cohort of A&S faculty investigating teaching, learning and technology as a community of learners. In 2022, when ASSETT joined the CTL, we began offering the program in partnership and expanded the program to all colleges and schools. In 2024-25, we supported a cohort of 8 faculty members in a year-long examination of teaching practices, emerging technologies, and student-centered learning approaches, including active learning, culturally responsive pedagogy, generative AI, universal design for learning, teaching evaluation best practices, and immersive learning experiences. All 2024-25 Faculty Fellows projects will be made public so other faculty may benefit from their work and gain inspiration to try new teaching approaches and other related projects. 2024-25 example projects: Dr. Azza Kamal (ENVD) redesigned her Foundations of Sustainable Planning & Urban Design course to include experiential learning practices using 3D virtual and mixed reality tools, allowing students to “walk” through re-envisioned neighborhoods; Dr. Lisa de Alwis (Herbst) integrated a Reacting to the Past microgame called Athens Besieged into her Ethical Awareness for Engineers course; and Dr. Kevin Mason (MASP) developed a study abroad experience to take first-generation and underrepresented college students to Buenos Aires, Argentina.

“Participating in the Faculty Fellows program introduced me to new people, new ideas, and new experiences that impacted my teaching in a way that makes me feel both adventurous and creative in my teaching - and feel it is okay to be adventurous and creative in my teaching.”

Leilani Arthurs, Associate Professor, GEOL, Participant AY 2020-21

Fall Teaching and Learning Symposium

In September 2024, the CTL, ASSETT, and OIT jointly hosted our first Fall Teaching and Learning Symposium. This new 1-day mini-conference was born out of the combination of two annual events held in previous years—the Large Courses Symposium and the Student Engagement Through Technology Symposium. Our Fall Teaching and Learning Symposium theme for 2024 was Equitable & Inclusive Engagement Practices for Learner Success, and the event featured 14 panels and interactive workshops organized around three content tracks: Teaching & Learning in Canvas, Supporting Learner Success in Large Courses, and Promoting Engagement through Technology. In total, 55 participants attended across all Fall Symposium 2024 sessions. Looking ahead, we plan to make this conference an annual event, renamed the [Fall Teaching, Learning, and Technology Conference](#) starting in 2025. In the future, we will maintain our focus on leveraging equity-minded teaching practices and academic technology to support the engagement, learning, and success of all students, with a particular emphasis on supporting students in large courses. We also plan to expand our offerings to new topics, such as educator wellness and community-building.



“I would say that going to CTL/ASSETT events helps to keep you thinking about evidence-based practice and experimenting with how to make your teaching better - how to engage with new technology and new ideas about best practices in the classroom in a way that helps you to improve *what you do*.”

Nicole Jobin, Teaching Professor, A&S RAPs, University of Colorado Boulder

CTL & ASSETT Collaborative Services & Programming, cont.

Inclusive Community of Practice (ICoP)

The [Inclusive Community of Practice](#) (ICoP) was initially conceived in 2018 as a collaboration between the former Office of Diversity, Equity and Community Engagement (ODECE), CU faculty, and staff who have since joined the CTL team. Since 2020, the CTL and ASSETT have administered this community of practice, providing a monthly meeting space for CU community members to discuss timely and relevant topics related to diversity, inclusion, equity, and social justice, with a particular focus on promising practices in a university teaching and learning context. Over the past few years, we have discussed diverse topics ranging from Dr. Martin Luther King Jr.'s philosophy of peace and justice to teaching through critical dialogues to supporting our own health and self-care as educators. In 2024-25, 32 CU community members participated in ICoP to discuss culturally and historically responsive teaching and learning, students as pedagogical partners, implicit bias, just and equitable teaching practices, and supporting international students in and outside of the classroom. In addition, our related Inclusivity Network email list has continued to keep its membership of approximately 400 CU community members informed with announcements regarding inclusivity-related programs and events campuswide.

"The group discusses complex issues, and the wealth of knowledge is profound. I have heard unique perspectives and ideas that have helped me think more critically about my own work."

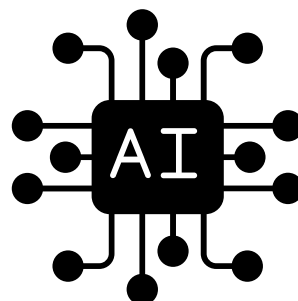
Teresa Wroe, Assistant Vice Chancellor of Prevention and Deputy Title IX Coordinator, OIEC

Teaching, Learning, & Artificial Intelligence CoP (TLAI CoP)

First launched in Fall 2023, ASSETT's and the CTL's Teaching, Learning, & Artificial Intelligence CoP (TLAI CoP) was created in response to the rapid popularization of generative AI tools and consequent challenges and opportunities facing educators. In AY 2024-25, we facilitated eight TLAI CoP sessions that attracted 172 unique participants (an increase from 95 in the first year), with 19-51 participants per session. Sessions explored complex questions about how we can best prepare our students to work with AI responsibly and ethically in their future professional, personal, and civic lives. Specific topics included: AI Use Syllabus Guidance; AI, Misinformation & the Election; Navigating AI within Your Unique Departmental Culture; Building Trust & Centering Student Learning in the Age of AI; Exploring Notebook LM; Talking About the Environmental Impacts of AI with Your Students; AI & Accessibility; and Student Use & Perceptions of AI: Results from a 2025 Campus Survey. The popular TLAI CoP will continue monthly in AY 2025-26.

"I gained so much insight and understanding from listening to the presentations shared and from the conversations that followed [in the TLAI CoP]. I truly felt part of a community learning forwards together."

Beth Osnes-Stoedefalke, Professor, THDN, Participant AY 2024-25



CTL & ASSETT Collaborative Services & Programming, cont.

Teaching Triads

The CTL and ASSETT piloted the Teaching Triads program from Fall 2023 to Spring 2025. Teaching Triads provides a structure and framework for small groups of faculty from different departments to observe each other's teaching, learn instructional methods from one another, and build community. Participants use the [BUFF Classroom Observation Framework \(pdf\)](#), created by CTL/ASSETT staff, a qualitative observation framework that covers four evidence-based dimensions of teaching: **B**e Prepared, **U**se Active Learning Strategies, **F**oster an Inclusive and Equitable Learning Environment, and use **F**eedback & Assessments. In AY 2024-25 we facilitated four Teaching Triads cohorts (2/semester), with 4 faculty per cohort, and a total of 15 participants (1 person participated both semesters). This was an increase from the first-year pilot of two cohorts and 5 total participants. Every cohort across both years provided feedback through focus groups, which we used to make small changes over time to improve the program and the BUFF framework. Based on very positive feedback and increasing demand, the CTL will be officially launching this program, rebranded as [Teaching Circles](#), in Fall 2025.

"[Teaching Triads] is a chance to have someone from another discipline/department/etc. watch you teach and think with you about teaching (and vice versa) -- it's invaluable!"

Anthony Pinter, Assistant Teaching Professor, ATLAS, Participant Fall 2023-Spring 2025



**CTL and ASSETT Team
Members from the Past
Few Years**



Campus & National Partnerships

Assessment Support to Other CU Units

The CTL's assessment team provides assessment support to other units campuswide. Assessment services include advising colleges, departments and programs, and course teams on the development of comprehensive assessment plans; creating surveys and other assessment instruments to measure program, course, and student-level outcomes; developing frameworks and protocols for assessing teaching effectiveness; guiding assessment data collection, analysis, and interpretation; and developing action plans informed by assessment findings. In 2024-25, the CTL assessment team provided assessment support to the CU Dialogues micro-credential program, Grade Early and Often initiative, Natural Sciences Divisional Council, Engineering Management Program, Residence Life, and College of Engineering and Applied Science.

BFA AI Working Group

The BFA AI Working group first convened in Fall 2024 with a focused goal of developing suggested syllabus statements to provide campus-wide guidance on generative AI use. Co-led by Drs. Shelly Miller and Kirk Ambrose, the group met twice monthly throughout fall semester and into early spring semester in an open, Zoom forum to gather input from educators and student representatives from across campus. Meeting attendance averaged 12 participants per meeting. Additionally, the group referenced other institutions including Penn State, Brandeis, and the University of Oregon for syllabus resources on generative AI use. Via a highly collaborative and iterative process, the group developed and released an AI use syllabus guidance document to the campus in January 2025. Group leads presented and discussed this guidance document at the CTL's Teaching, Learning & AI Community of Practice in January and the [AI Syllabus Statements](#) are now hosted on the CTL's website.

BFA FCQ Redesign Working Group

The BFA FCQ Redesign working group first convened in Spring 2025 to address some of the concerns from a 2024 BFA resolution: [BFA-R-3-042224 Recommendation to review the Boulder FCQ process](#). Co-led by Dr. Vicki Grove, Lynne Howard, and Dr. Shelly Miller, the group was tasked in particular to look for how peer institutions use course evaluations for course improvement and merit, reappointment, promotion, and tenure review; to look for CU Boulder academic unit examples for enhanced course evaluation process; and to make recommendations for language that could be added to FCQs or elsewhere shared with students to provide students with a better understanding of how FCQs are used. The group met several times via Zoom and worked asynchronously to research and share examples via Teams. A draft set of recommendations was completed on April 23, 2025.



Campus & National Partnerships, cont.

BUS Canvas Grading Initiative

The Buff Undergraduate Success (BUS) Canvas Grading Initiative is an ongoing collaboration between the CTL and OIT that aims to increase student access to timely and accurate grades in Canvas, while making grading in Canvas more efficient and customizable for instructors. In 2024-25, we partnered with Strategic Relations and Communications to promote the [Grade for Student Success](#) (GSS) faculty guide to student-centered grading in Canvas across campus. This included creating a [promotional video highlighting faculty testimonials](#) on the benefits of GSS. We also conducted two major rollouts of the GSS guidelines. Through the related Grade Early and Often Initiative (below), we piloted the GSS practices in A&S Residential Academic Programs (RAPs) and select Math courses in Fall 2024 and Spring 2025. Separately, we promoted the GSS practices to instructors of high-impact courses (large-enrollment, introductory courses critical to student success) in Spring 2025. We administered pre- and posttest surveys to all instructors and students in these courses to assess their experiences with the practices. Our findings indicated high implementation rates of the GSS practices, with both instructors and students reporting positive impacts on student experiences.

BUS Canvas Templates Initiative

The BUS [Canvas Template Initiative](#) is an ongoing collaboration between the CTL, OIT, ASSETT, Digital Accessibility Office (DAO), and Continuing Education (CE). When we started this initiative in Spring 2024, our immediate objective was to develop a Canvas course template as a resource for all CU educators, with longer-term goals of (1) improving consistency across Canvas courses for students and (2) decreasing course preparation time for instructors. Notably, Oct. 2024 marked the “soft launch” of our new Canvas template via Canvas Commons, making it available to all CU educators for use in Spring 2025 courses. The template includes resources such as a start-of-semester survey, campus resources page, and customizable student-centered syllabus. It also reflects promising practices in teaching and learning and digital accessibility, having been refined based on instructor and student usability testing, instructor and student feedback surveys, and accessibility testing. As of Spring 2025, the template was used in roughly 200 Canvas courses at CU. In preparation for our Fall 2025 “hard launch,” we plan to pair promotion of the template with expanded support for CU educators, along with continued assessment of the template's impacts on instructor and student success.

CIRTL@CU

The University of Colorado is a founding member of the [Center for integrated Research, Teaching & Learning](#) (CIRTL), through the former Graduate Teaching Program (GTP) at CU. The CIRTL Network provides nationally recognized standards for training future faculty and professionals in core pedagogical arenas, such as active learning and inclusive teaching. Membership in this organization for over 20 years since its inception in 2005, has allowed graduate students and postdocs to access a host of workshops and courses across the network, previously through the GTP and now the CTL. Additionally, CTL's professional development series for graduate students and postdoctoral scholars, facilitated by CU affiliates or alumni, gained greater visibility through the CIRTL network. Titled “The Joyful Journey,” this series included workshops, presentations, and panels on materials and guidance for navigating the academic job market as well as one panel for exploring careers outside of higher education. With eight sessions across the semester, The Joyful Journey saw 2,179 unique registrants (nearly half being international) and 1,218 unique participants from 43 different institutions, both inside and outside of the CIRTL Network. The University of Colorado had a strong turnout, with 58 individual participants. Although CU is leaving the Network in Summer 2025, we will continue to collaborate with them through advertising the Joyful Journey and Book Club, as well as promoting their open programming to the CU community.



Campus & National Partnerships, cont.

Grade Early and Often Initiative

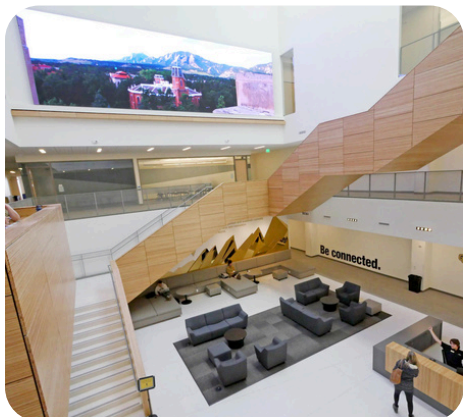
The Grade Early and Often Initiative (GEO) is an A&S student success pilot identified through the college's Early Alert Program work that aims to encourage instructors to provide early and frequent feedback, track attendance, and implement the 16 guidelines from the [Grade for Student Success](#) faculty guide to student-centered grading in Canvas. The purpose of these practices is to promote timely access to information regarding students' class-based performance and engagement data, while fostering their learning, sense of belonging, and success. Over the 2024-25 year, with support from A&S Student Success Leadership, the CTL partnered with OIT to carry out an extensive yearlong project to assess a pilot of GEO. Instructors of A&S RAPs (Residential Academic Programs) and select Math courses (MATH 1150, 1300, 2300, 2400, 2510) were asked to implement the recommended practices in their courses. Our team conducted pre- and posttest surveys of instructors and students in these courses to assess faculty implementation of the practices (as well as barriers and resources to support implementation), student perceptions of and experiences with the practices, and examine links between the recommended practices and key student outcomes of interest.

Humanities Core Competencies as Data Acumen

The [Humanities Core Competencies as Data Acumen: Integrating Humanities and Data Science Education](#) grant is a collaboration across ASSETT; the CTL; the department of English; the Center for Research Data & Digital Scholarship; the College of Communication, Media, and Information; and the Miramontes Arts & Sciences Program. This grant supports course development teams of 8 faculty and 8 undergraduate student collaborators over the first two years of the three year grant. AY 2024-25 marked the third and final year of the grant during which new courses were finalized and a culminating campus-wide inclusive data science symposium was held in March 2025. Symposium speakers included scholars from Kenyon College; Emory University; The Australian National University; and the University of California, Los Angeles. A total of 127 unique participants attended symposium sessions offered throughout the day-long symposium and evening keynote.

Inclusive Research Mentoring Micro-credential

Beginning in Fall 2023, the Inclusive Research Mentoring micro-credential is a collaboration with the Graduate School's Dr. Loren Hough, Faculty Director for Student Support, and the CTL. This collaborative project offers eight sessions based on the [Center for Improvement in Mentored Experiences](#) (CIMER) network training, which is designed to "improve mentoring relationships for trainees and mentors at all career stages and disciplines through the development, implementation, and study of evidence-based and culturally-responsive interventions." Participants attend these eight, in addition to three DEI-focused workshops from across campus, create a mentoring agreement (faculty), participate in a mentor experience (graduate student/postdoctoral scholar), and fill out a reflection/exit survey to obtain this micro-credential. To date, we have had seven participants complete the requirements and have routinely had 5-10 participants at all workshops since its inception.



Campus & National Partnerships, cont.

Pedagogy and Wellness in the Classroom Micro-credential

The [Pedagogy and Wellness in the Classroom](#) (PWC) micro-credential is a partnership with Dr. Roselinde Kaiser, Associate Professor, and Dr. Tina Pittman Wagers, Teaching Professor Emerita, both of Psychology & Neuroscience. This collaborative project that began development in AY 2022-23 will offer multifaceted professional development in teaching practices that enhance student wellness. The PWC micro-credential launched its inaugural cohort in May 2025 with eight faculty members who attended two synchronous meetings. Topics discussed included conversations around the mental health on campus, the mental health of faculty, Dr. Pittman Wagers' EPICC model of pedagogy and communicating, and having difficult conversations with students.

Teaching Seminar Program (Turkey)

Since Fall 2019, staff who are now part of the CTL team have collaborated with three institutions (Sabancı University, Boğaziçi University, and Abdullah Gül University) in Turkey to provide 15-20 local graduate students and postdoctoral scholars support in teacher development as part of their continuing [Preparing Future Faculty for Turkish Universities](#) program. In the summer of 2020, the CTL delivered workshops on "Backwards Design" and "The Teaching Portfolio" for fifteen participants from two institutions via Zoom. Since then, the CTL has facilitated the Teaching Portfolio workshop each year as part of this program (2021-2025). Originally funded in part by the US State Department as a collaborative initiatives program, it is now self funded by two institutions to continue to provide this support.

Teaching International Students (TIS) Micro-credential

The [Teaching International Students](#) (TIS) micro-credential was developed to provide professional learning to CU educators to prepare them to support multilingual international students within and beyond the classroom. Initially conceived as the [Working with International Students](#) program by the Office of Undergraduate Education, this program was re-designed and launched as the TIS micro-credential by a collaborative team of facilitators from CTL, ASSETT, International English Center (IEC), Department of Linguistics-TESOL, and International Student Support Services (ISSS). Designed for instructors and instructional support staff at all levels, the program focuses on high-impact course design and instructional practices that leverage the linguistic and cultural assets international students bring to the U.S. classroom. Over two iterations of the program in 2024, a total of 10 participants each from a different department, have earned the micro-credential badge, becoming more vocal advocates for international students on campus. These participants have also undertaken [impactful projects](#), such as curricular redesign to improve the graduation rates of international students, workshops to help international students prepare for job searches, and course redesign to incorporate diverse and global perspectives in coursework.

"In teaching [my discipline] I use a lot of comparison with US institutions and the [TIS micro-credential] made me reflect that I was making things more complicated [for international students], so I started comparing with their countries too. [Additionally], I was already vocal [about advocating for international students], but the class gave me an American perspective that I was lacking."

Federiga Bindi, Lecturer, PSCL, Participant Fall 2024



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STUDENT PEDAGOGICAL CONSULTANT

Grace Zinser

STUDENT PEDAGOGICAL CONSULTANT

Congratulations to Emma Wood, who earned her Master's in Religious Studies in May 2025 and will begin her PhD at Florida State University this fall. Congratulations also to our undergraduate graduates: Adriana Espinosa (MCD Biology), Abi Horton (Classics/History), Grace Zinser (Neuroscience), Ellen Kedzierski (Psychology & Russian), Aaron Klass (Theater & Dance), and August Milliken (Computational Linguistics, Analytics, Search, and Informatics B.A./M.S.) - many of whom will be starting or continuing graduate programs this fall. We wish you all the best.

Campus Partners - Thank You for Making this Work Possible!

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Thank You

As of May 2025, CTL and ASSETT have officially merged into one unit under the CTL name, marking an exciting new chapter. This merger builds on years of collaboration and brings together ASSETT's strength in educational technology with CTL's campus-wide support for teaching. While the ASSETT name is no longer in use, its impact continues through CTL's expanded mission. Together, we are shaping the future of teaching and learning at CU Boulder through deeper connections, greater innovation, and a stronger commitment to connectedness.



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www.colorado.edu/center/teaching-learning/