



Center for Teaching & Learning

UNIVERSITY OF COLORADO **BOULDER**



Annual Report 2025-2026

THANK YOU

At the CTL, we are grateful every day for the opportunity to work alongside the faculty, staff, and students who advance the teaching mission of our university. Partnerships are at the core of everything we do, and 2025/26 gave us so much for which to be thankful.

We're thankful to the professors who invited us into their course redesigns, the graduate students who worked with us to build more inclusive recitation sections, and the departments who partnered with us to navigate the challenges and opportunities of generative AI. We're thankful to everyone who took time out of a busy schedule to attend an event or consult with a member of our team, and to all who presented in our workshops and panels. We're thankful to our advisory board members for their continued guidance.

This year's achievements were only possible because of these partnerships. Thanks to the collaborative work of faculty along with Continuing Education, the Office of Information Technology, the Digital Accessibility Office, and our own team, the Canvas template, launched in fall 2024, is now used in 8% of courses campuswide. After a two-year pilot shaped by faculty feedback and growing demand, Teaching Circles is now a regular CTL program. In partnership with the Office of Academic and Learning Innovation, we convened a group of faculty, students, and staff from across campus to imagine the future of teaching. These and other activities are elaborated throughout this report.

None of this happens without the CU community's willingness to show up, share ideas, and trust us as partners in this work. It is simply inspiring, and we are thankful for every one of you.



Amanda McAndrew

CTL Assistant Director -
Teaching, Learning & Technology



Kirk Ambrose

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



Kelly Gildersleeve

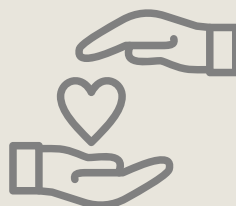
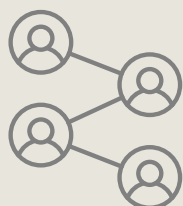
Assistant Director,
Center for Teaching & Learning

BRINGING CTL AND ASSETT TOGETHER

ASSETT began back in AY 2008-09 when students voted to fund support for faculty professional development in pedagogically sound integration of technology in teaching and instructional design. For 17 years, ASSETT supported faculty in the College of Arts & Sciences in many ways, from the use of learning management systems and other educational technologies, through individual consultations, workshops, seminars, development seed grants, an innovation incubator, course design, web hosting for course websites and portfolios, and many other collaborations and support services. When Arts & Sciences Support of Education Through Technology (ASSETT) moved into the Center for Teaching and Learning in 2021, it still functioned much the same as it always had; we just worked more closely with the CTL. Then in May 2025, it was announced that the ASSETT name would be dropped and our support would be expanded to the entire campus. This transition simplified administrative structures and reduced confusion about where to find teaching support, with or without technology. Over this past year, we have worked to align our mission, vision, and values, which we are happy to share in this edition of the CTL Annual Report. Additionally, over the past year, we worked to communicate this change, combine funding, and more closely consolidate our programming. While it's bittersweet to see the ASSETT era come to a close, it's gratifying to see our combined efforts more effectively and efficiently serve the university's teaching and learning mission.

THE CTL MISSION, VISION, AND VALUES

The Center for Teaching & Learning fosters a vibrant community of educators dedicated to advancing excellence, equity, and innovation in teaching and learning while working toward a diverse, inclusive, and learner-centered campus. We believe meaningful teaching and learning are strengthened through human connection, collaboration, and community. We are committed to continual improvement through research and reflective practice, guided by compassion, empathy, inclusion, and awareness, and inspired by curiosity, inquiry, play, and innovation.



IMPACT HIGHLIGHTS

Every conversation, consultation, workshop, and partnership described in this report began with a shared goal: supporting CU community members in their ongoing growth as educators and leaders. As educators explored new ideas, often learning from one another, they created more meaningful learning experiences for students and contributed to a vibrant culture of teaching and learning across CU Boulder. In the 2025-26 year, because of the CTL:



Teaching support became easier to access.

The integration of ASSETT into the CTL created a single, connected hub for teaching and learning support. This makes it easier for educators across campus to access resources, guidance, and professional development.



Educators built stronger connections across campus.

Faculty, postdoctoral scholars, staff, and students came together across disciplines to exchange ideas and strengthen a campuswide community dedicated to student success.



More courses were redesigned with students in mind.

Through consultations, workshops, programs, and campus partnerships, educators strengthened course design, assessment practices, student engagement, and inclusive teaching.



Campus conversations around generative AI (gen AI) became more collaborative.

The CTL created spaces for educators and students to examine emerging questions, share experiences, and explore timely questions around teaching, learning, and AI.



Students became partners in teaching and learning.

Students contributed as consultants, researchers, co-designers, and partners, ensuring that their lived experiences informed course design, teaching practices, and campus conversations about learning.



Innovation moved from ideas into practice.

New initiatives, pilot projects, and cross-unit collaborations gave educators opportunities to explore, assess, and share promising approaches that can improve teaching and learning across the university.



Future educators gained the skills to lead tomorrow's classrooms.

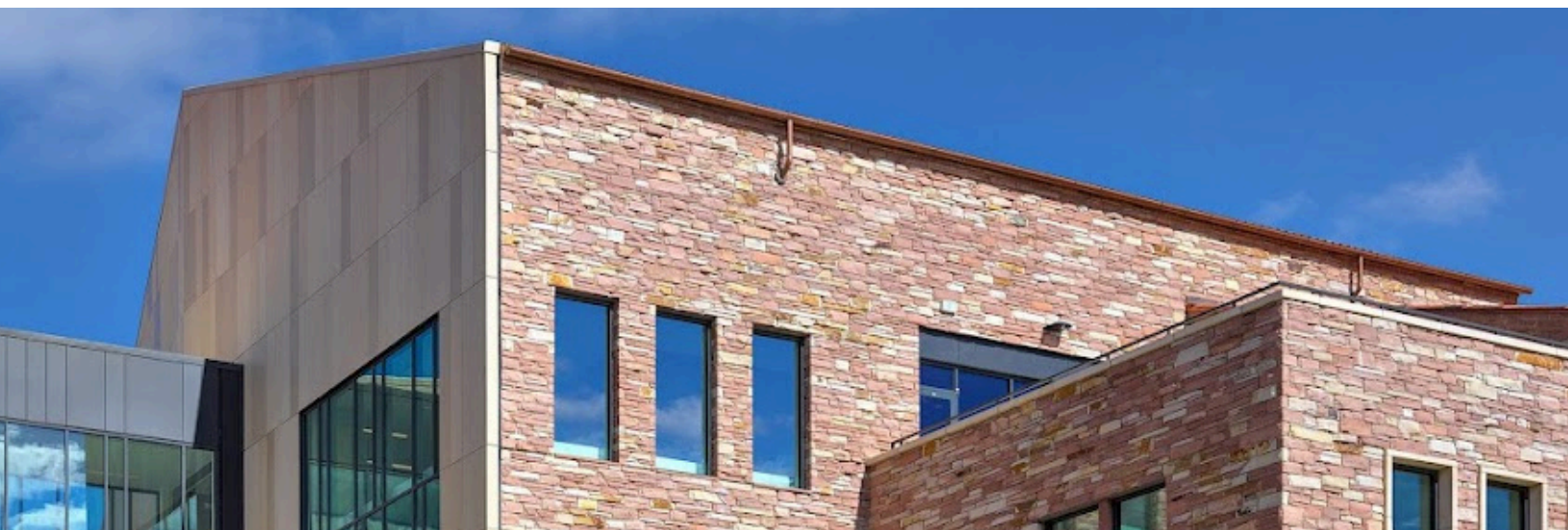
Graduate students and postdoctoral scholars developed the knowledge, confidence, and teaching experience needed to succeed as educators and leaders in higher education.

The stories throughout this report illustrate the many ways our community is working together to advance innovative teaching and learning. While each initiative has its own goals and accomplishments, they all contribute to a shared vision: empowering educators, centering student experiences, and creating meaningful learning and teaching experiences.

NEW AND NOTEWORTHY

The CTL celebrated a number of new and noteworthy events in the 2025-26 year:

- Dr. Maggie Prater joined our team as our new Foundational Course Specialist!
- The CTL welcomed three new undergraduate Student Pedagogical Consultants to the team: Phoenix Bryan, Catalina Holly, and Daniel Mandeville.
- Members of the CTL Assessment Team have partnered closely with Academic Affairs to support all CU academic programs with developing program learning outcomes and 3-year program assessment plans.
- The CTL Leadership Team embarked on a multi-year listening tour with department chairs and directors to identify and address departmental teaching and learning needs.
- After a 2-year pilot, [Teaching Circles](#) officially launched as a new CTL program in Fall 2025.
- A CTL working group is developing “[CTL Programming Pathways](#)” to guide and recognize educators who wish to sustain their engagement in core areas of teaching and learning, such as equitable assessment and student-centered course design.
- In May 2025, Professors Tina Pittman Wagers and Roselinde Kaiser offered the first Pedagogy and Wellness in the Classroom microcredential. This course was offered again in Spring 2026
- The [AI Literacy Foundations Canvas Course](#), developed in partnership with OIT and ALI, first launched to faculty and staff in August 2025 and released to the entire campus in March 2026 after reviews from undergraduate and graduate students.



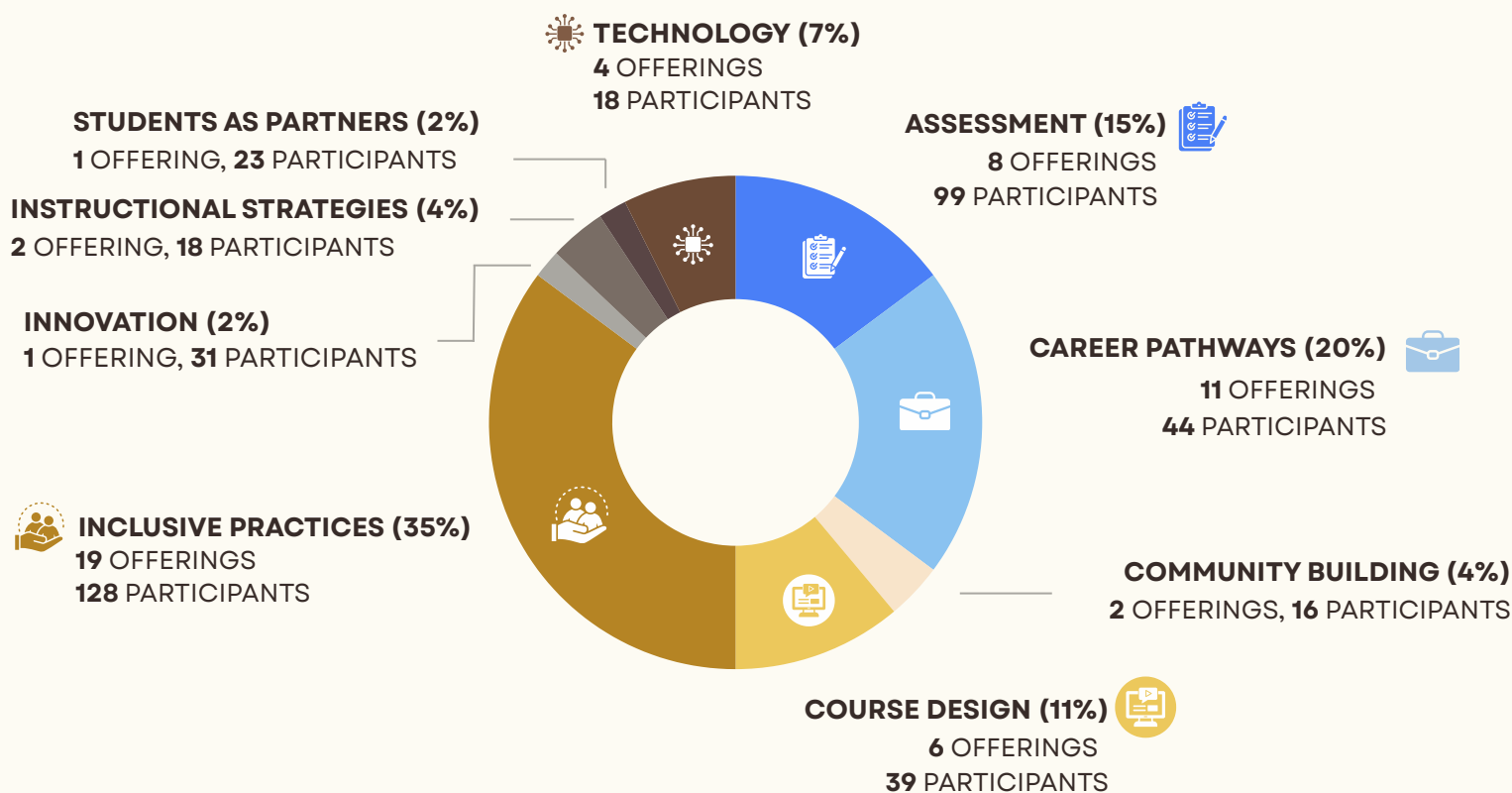
CTL AT A GLANCE

WORKSHOPS & EVENTS

 **416** TOTAL PARTICIPANTS
 **54** TOTAL EVENTS

Which Themes Shaped CTL Workshops in 2025–26?

Distribution of **54 offerings** by theme, with participant counts



TOP 5 THEMES

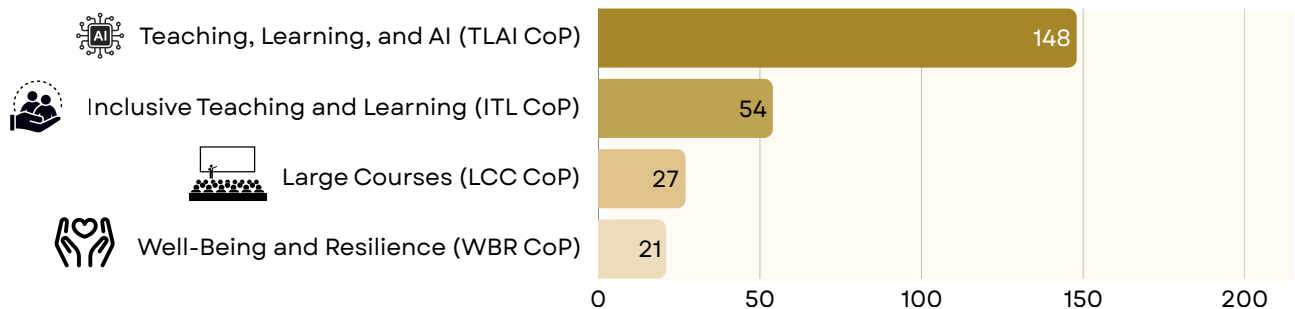
- 1. INCLUSIVE PRACTICES (35% OF ALL OFFERINGS)** 
- 2. CAREER PATHWAYS (20% OF ALL OFFERINGS)** 
- 3. ASSESSMENT (15% OF ALL OFFERINGS)** 
- 4. COURSE DESIGN (11% OF ALL OFFERINGS)** 
- 5. TECHNOLOGY (7% OF ALL OFFERINGS)** 

CTL AT A GLANCE, CONT.

COMMUNITIES OF PRACTICE

 **251** TOTAL PARTICIPANTS
 **27** TOTAL CoPs SESSIONS

Number of Participants Attending CTL Communities of Practice (CoPs)



SIGNATURE EVENTS

 **1216** TOTAL PARTICIPANTS
 **67** TOTAL WORKSHOPS
ACROSS **5** EVENTS

1 FALL INTENSIVE



 **1026** PARTICIPANTS*
 **37** WORKSHOPS

3 SPRING CONFERENCE



 **50** PARTICIPANTS
 **6** WORKSHOPS

5 MAY COURSE DESIGN WORKSHOP SERIES



 **22** PARTICIPANTS
 **3** WORKSHOPS

1

AUG 2025

2

OCT 2025

3

DEC 2025

3

FEB 2026

3

APR 2026

4

JUN 2026

5

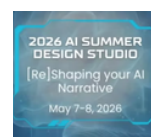
2 FALL TEACHING, LEARNING, AND TECHNOLOGY CONFERENCE



 **81** PARTICIPANTS
 **12** WORKSHOPS

A **47%** INCREASE IN OUR **FALL CONFERENCE** ATTENDANCE COMPARED TO LAST YEAR!

4 AI SUMMER DESIGN STUDIO



 **37** PARTICIPANTS
 **9** WORKSHOPS

*NON-UNIQUE

CTL AT A GLANCE, CONT.

SIGNATURE PROGRAMS

 **144** PARTICIPANTS
 **6** TOTAL PROGRAMS

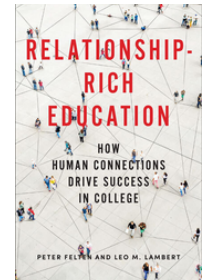
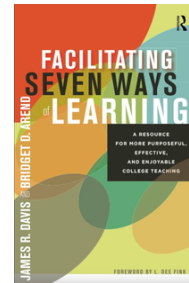
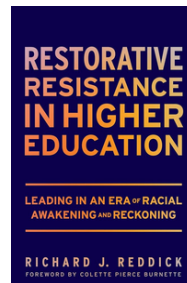
FACULTY FELLOWS

8 MEETINGS | **11** FACULTY



BOOK CLUB

3 CLUBS | **24** PARTICIPANTS



INNOVATION INCUBATOR

3 TEAMS (2023-26) | **24** MEMBERS



**Give Us the
Camera**



**Developing
Virtual
Laboratories**



**AI Literacy
Ambassador**

LEAD GRADUATE TEACHING FELLOWS



50 LEADS

125 VIDEO TEACHING
CONSULTATIONS

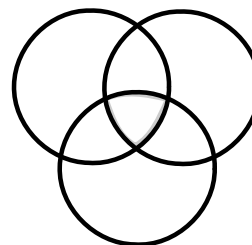
12 CTL WORKSHOPS
LED

STUDENTS AS PARTNERS

2 COHORTS | **22** MEETINGS | **20** PARTICIPANTS



TEACHING CIRCLES



4 COHORTS
14 MEETINGS
15 PARTICIPANTS
15 PEER OBSERVATIONS

CTL AT A GLANCE, CONT.

CERTIFICATES AND MICRO-CREDENTIALS



= 10 PEOPLE



= 1 PERSON



AI LITERACY FOUNDATIONS CANVAS COURSE (1 HOUR)

422 BADGES



CERTIFICATE IN COLLEGE TEACHING (2 SEMESTERS)

40 CERTIFICATES



FUTURE FACULTY DEVELOPMENT CERTIFICATE (2 SEMESTERS)

3 CERTIFICATES



JUST & EQUITABLE TEACHING (JET) MICRO-CREDENTIAL (1 SEMESTER)

8 CREDENTIALS



PEDAGOGY AND WELLNESS IN THE CLASSROOM MICRO-CREDENTIAL (4-5 WEEKS)

8 CREDENTIALS



CTL AT A GLANCE, CONT.

CONSULTATION SERVICES

 **663 SERVED**
 **222 CONSULTATIONS**

CLASSROOM OBSERVATIONS



Top 3 Observation Themes

- 1. INSTRUCTIONAL STRATEGIES (84%) | 43 OBSERVATIONS** (represented by a document with a magnifying glass icon)
- 2. INCLUSIVE PRACTICES (10%) | 5 OBSERVATIONS** (represented by a group of people icon)
- 3. COURSE DESIGN (6%) | 3 OBSERVATIONS** (represented by a gear icon)

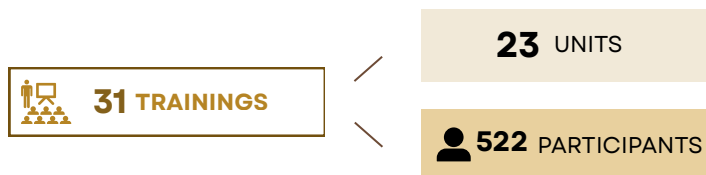
INDIVIDUAL & GROUP CONSULTATIONS



Top 3 Consultation Themes

- 1. ASSESSMENT (26%) | 37 CONSULTATIONS** (represented by a clipboard icon)
- 2. COURSE DESIGN (26%) | 37 CONSULTATIONS** (represented by a gear icon)
- 3. TECHNOLOGY (6%) | 31 CONSULTATIONS** (represented by a network icon)

DEPARTMENT / UNIT TRAININGS

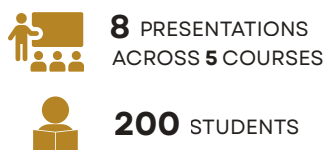


Top 3 Training Themes

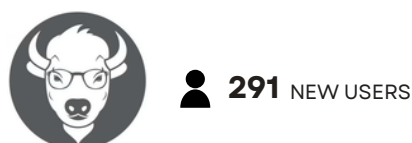
- 1. INCLUSIVE PRACTICES (29%) | 9 TRAININGS** (represented by a group of people icon)
- 2. TECHNOLOGY (26%) | 8 TRAININGS** (represented by a network icon)
- 3. ASSESSMENT (19%) | 6 TRAININGS** (represented by a clipboard icon)

OTHER SERVICES

CLASSROOM PRESENTATIONS



BUFFSCREATE WEBSITE HOSTING SERVICE



PRESENTING AT CU CAMPUS EVENTS



CTL PROGRAMMING

Book Club

[Book Club](#) meets weekly to discuss a selected book or text and consider ways to apply this understanding in our classrooms and university communities. Since the Graduate Teaching Program (GTP), established in 1983, joined the CTL in 2020, the book club has continued to build community across multiple institutions. The informal nature of discussions about ways to improve pedagogical approaches allows participants to share openly and freely. In AY 2025-2026, we facilitated three book clubs discussing *Restorative Resistance in Higher Education: Leading in an era of racial awakening and reckoning* by Richard J. Reddick; *Facilitating Seven Ways of Learning* by Bridget Arend and James R. Davis; and *Relationship Rich Education* by Peter Felten and Leo M. Lambert. Over the past six years, shifting from in-person to virtual meetings has facilitated connections among participants from institutions across the US, expanding our network beyond the CU campus.



The collaboration with other participants through book clubs was really beneficial to hear other perspectives, ideas, and experiences while also making a community for teaching. - Kim Jackson, PhD Candidate, History

Educational Technology Research Assistants

[The Educational Technology Research Assistants \(ETRA\)](#) continued informing educators about the undergraduate perspectives at CU. In Summer 2025, they presented at the Colorado Learning and Teaching with Technology conference. In Fall 2025, they presented their findings at the Fall Conference, to the Faculty Fellows cohort, and to first-year students in IPHY 1010. In Spring 2026, the ETRA presented at the Teaching for Learning (T4L) Conference at Metropolitan State University of Denver and published their final report of findings for a final data set of 2,992 respondents with response comparisons by demographic category and detailed concerns about AI in education. Shortly after their final presentation, the ETRA group concluded its work as team members pursued new professional and educational opportunities. Their impact continues, however, as the team is currently co-authoring a chapter in the forthcoming book *The Student and AI*, which is anticipated to be released in January 2027.



Ameenah



August



Ellen

*We are deeply grateful to our past ETAs, **Ameenah Razi, August Milliken, and Ellen Kedzierski**, for the time, care, creativity, and thoughtfulness they brought to this work. Their contributions helped shape our projects, support our community, and strengthen the foundation for future learning and research.*
- The CTL Team

CTL PROGRAMMING, CONT.

Faculty Fellows

In AY 2025-26, the [Faculty Fellows](#) program welcomed a cohort of 11 faculty members in a year-long examination of teaching practices, emerging technologies, and student-centered learning approaches, including active learning, equitable assessments, generative AI, and immersive learning experiences. All Faculty Fellows projects will be shared publicly, so other faculty may benefit from their work and gain inspiration to try new teaching approaches and assessment strategies. Highlights included projects such as: Dr. Brian Valente-Quinn (FRIT) worked with colleagues on Collaborative Hybrid Instruction Methods for a French-language literature class; Drs. Michael “Flux” Caruso (PYSC) and Tracy Kirkland (Cont Ed/SOCY) collaborated on a project titled Curiosity, Truth, and AI: Rethinking Student Learning in Higher Education, and Dr. Marianne Holbert (ENVD) developed her Pedagogical Prototype for Assessing Cultural Dimensions Impacting Studio Environments. Fellows consistently commend the program for the opportunity to learn from colleagues in other departments that they may have otherwise never met.



The most meaningful benefit [of Faculty Fellows] was meeting up on a regular basis with other people who were equally excited about improving our teaching and the learning of our students - having a sense of community based on our professional teaching responsibilities was a real benefit to me.

- Leilani Arthurs, Associate Professor, Geology



Innovation Incubator

In AY 2025-26, the A&S [Innovation Incubator](#) supported three funded teams in the final year of a three-year funding cycle. New to this cycle was an increased emphasis on student leadership across 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. Each team is assigned an assessment specialist from the CTL who provides ongoing consultation in design criteria and tools for measuring the success of team projects over time. Collectively, the teams, which totaled 24 participants, made significant progress in developing and testing prototypes and implementing programming while partnering closely with undergraduate students. For example, in year three, the GUT-C program was entirely student-led, with students managing the program budget, organizing events, and entering into and attending film festivals across the country. Project Viable employed a team of student (and recently graduated) developers, designers, and artists to develop and test a virtual microscopy lab module that can be utilized in a pre-lab setting to prepare students for hands-on lab work. The AI Literacy Ambassador program supported a cross-campus cohort of educators this year, saw the launch of a replicated program in Continuing Education, and laid the groundwork for expanding the program to the Graduate School in AY 2026-27.



CTL PROGRAMMING, CONT.

Lead Graduate Teaching Fellows Program

The [Lead Graduate Student Fellowship program](#) (Lead Network) supports discipline-specific teacher training activities in 47 graduate programs. 2025-26 marked the 33rd year of the Lead Network. This year, we supported 50 graduate student Leads and five more programs without a Lead. With over 1,000 former Leads across the globe, the Network continues to have an impact inside and outside of higher education. Highlights from this year include Leads performing over 125 Video-Teacher (peer) Consultations; assisting their colleagues in finishing 43 Certificates; creating and facilitating 12 workshops for the CTL on topics such as “Transitioning from TA to GPTI,” “Artificial Intelligence in the Classroom,” and “Bringing Joy to Yourself and the Classroom”; organizing orientations for their programs; and conducting small projects around Canvas Community pages for grads, peer mentoring networks, co-facilitating pedagogy seminars, and many other topics. These are a few of the ways the Lead Network assists the CTL in advancing its mission and values.



The opportunity to watch others teach is invaluable, and to be connected with a group of graduate students from across campus who care equally as much about teaching is really important in helping develop an approach to teaching and learning.

- Anthony Pinter, Assistant Teaching Professor, ATLAS

Students as Partners

Since 2024, [Students as Partners](#) (SaP) has partnered an equity-minded student with an educator seeking to improve their teaching and students' learning. Through this one-semester dialogic partnership, faculty incorporate the student perspective into a course design, assignment, or assessment with the goal of designing a more student-centered experience. This year, SaP supported 13 educators and seven students representing 16 departments. The program extended its impact by inviting four staff members to participate. Projects included two microcredentials, a teaching feedback tool, integration of AI-powered tools into courses, revised assessments, and course redesign. SAP participants earned recognition across campus for their excellence and contributions. Aaron Klass was named Graduate Student Employee of the Year, while Anna Hoisington and former student employee Anthony Cortez were undergraduate nominees. Former participant Dr. Katharine Semsar (MASP) received the Collaborative Access & Innovation Award for her course, Genes to Gender. Through this program, educators and students create welcoming and effective learning environments that strengthen teaching and learning across campus.



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

- Lauren Collins, Assistant Teaching Professor, Center for Asian Studies

CTL PROGRAMMING, CONT.

Teaching Circles

After a two-year pilot, the CTL's [Teaching Circles Program](#) officially launched in Fall 2025. Teaching Circles provide 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 CTL's [BUFF classroom observation framework](#) that covers four evidence-based dimensions of teaching: Be Prepared, Use Active Learning Strategies, Foster an Inclusive and Equitable Learning Environment, and Feedback & Assessments. In AY 2025-26, we facilitated four Teaching Circles (2/semester) with 3-4 faculty per Circle, for a total of 15 participants from 9 departments and programs across 4 colleges and schools. Participants have shared that they like the peer review process and learning from someone from a different discipline.



One of the biggest benefits of Teaching Circles was simply bringing people together to talk honestly about teaching. I so rarely get the opportunity to speak with faculty outside my department about how they teach, how students respond, or what challenges they face in their classrooms. Hearing perspectives from completely different disciplines across campus was incredibly valuable.

- David Lacek, Assistant Teaching Professor, Leeds School of Business

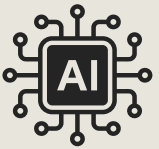


CTL Programming Moments from
2025/2026

SIGNATURE EVENTS

AI Summer Design Studio

The CTL delivered the third annual [AI Summer Design Studio](#) in 2026, centered on the theme of [Re]Shaping Your AI Narrative. The two-day event engaged 31 unique in-person participants through morning keynotes, hands-on workshops, forums for community feedback, and structured studio design time. An additional 7 participants attended the keynotes virtually. Keynotes were provided by Molly Chehak, Director of Digital Learning at Georgetown University, and CU Boulder's own Nathan Schneider, Associate Professor of Media Studies and Co-Director of the Media Economies Design Lab. The CTL's Students as Partners cohort led a workshop and a Co-Design lab. Additional workshops were provided by Chris Ostro, Learning/AI Specialist at the Division of Continuing Education, and Kayla Kohake, Learning Specialist at the Office of Academic Learning & Innovation. Participants were invited to contribute to the open, online [Teaching & Learning with AI Repository](#). Participants shared that they deeply appreciated the opportunity to work with student design partners this year. We will continue to engage students and student perspectives in substantive ways in future sessions at the AI Summer Design Studio.



Participating in the AI summer design studio helped me make connections with other faculty across campus that are thinking about AI. The diversity of thoughts and ideas about AI from that community have really helped me to expand my knowledge about AI and helped me to expand ways to address and use AI in the classroom.

- Christy Fillman, Teaching Professor of Distinction, Molecular, Cellular & Developmental Biology



SIGNATURE EVENTS, CONT.

Fall Teaching, Learning, and Technology Conference

In October 2025, the CTL and OIT jointly hosted our second annual [Fall Teaching, Learning, and Technology Conference](#). The theme of this two-day conference was "Engage Every Learner." The event featured 12 panels and interactive workshops addressing topics such as supporting student success in large courses, promoting engagement through technology, equity-minded teaching and assessment, student perspectives on generative AI, and educator wellness. In total, 81 unique participants attended across all sessions. We are grateful to our 14 guest presenters, many campus partners, and all conference participants for making this event a success.



I would say that going to CTL 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



SIGNATURE EVENTS, CONT.

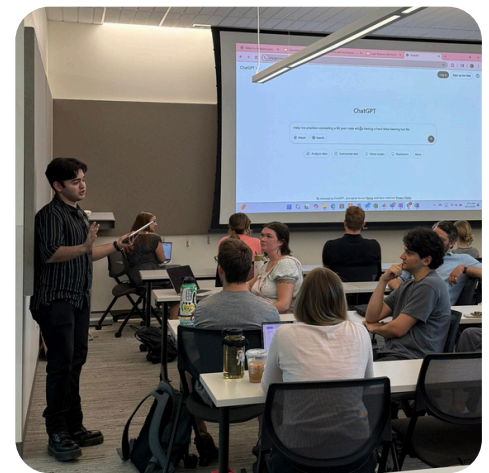
Fall Intensive

[Fall Intensive](#) is an annual 3-day teaching conference designed to support educators prior to the academic year and is open to current and future CU educators. The conference featured 37 workshops addressing myriad aspects of teaching at CU Boulder—from “Why Syllabi?: Different modes of syllabus-making” to “The Universal Classroom: Designing Courses for Diverse Learners” to “Elevating Your Speaking Voice.” We had 447 registrants in the Canvas Community Page, and 1026 participants attended in total across all workshops. Over the past six years, Fall Intensive has adapted to address the evolving needs of learners and educators. Although the foundational information essential to new educators remains, presenters update their workshops from year-to-year to address new challenges and opportunities in teaching and learning 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.



The 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



May Course Design Workshop Series

[The May 2025 three-day Course Design Workshop Series](#) brings together faculty who want to create more impactful learning experiences for their students. Since its launch in 2019, the series has remained a popular opportunity to explore course design, practical frameworks, technical tools, and research-informed practices that can be flexibly applied to support Canvas courses. This year, 22 participants completed 6 hours of guided instruction during three daily synchronous remote sessions. On the final day, we partnered with OIT to explore Canvas tools, settings, and the CU Canvas template.



SIGNATURE EVENTS, CONT.

Spring Teaching and Learning Conference

The CTL's annual Spring Teaching and Learning Conference brings together campus educators to share strategies for fostering dynamic learning environments in a rapidly changing educational landscape. In 2026, we moved the [Spring Teaching and Learning Conference](#) back to a one-day event that coincided with our Best Should Teach Lecture and Awards event. This change marked a new opportunity for collaboration and celebration of teaching on campus. A total of 50 unique participants attended across all 2026 Spring Teaching and Learning Conference sessions, a slight uptick from 2025. Conference sessions featured topics such as Promoting Student Learning Through Balanced Well-Being, Compassionate Collaboration in the Classroom, with panels for the CTL Excellence in Teaching with Technology Recipients, CTL Lead Graduate Teaching Fellows, Implementing the Canvas Templates; and lightning talks for Teaching, Learning and AI: CU Community Perspectives. We look forward to continuing to expand this signature event in future years!



COMMUNITIES OF PRACTICE

Inclusive Teaching and Learning CoP (ITL CoP)

The [Inclusive Teaching and Learning Community of Practice \(ITL CoP\)](#) aims to cultivate a welcoming community of educators around promising practices in diversity, inclusion, equity, and social justice in a university teaching and learning context. We updated the name from the Inclusive Community of Practice this year to more clearly communicate our focus on inclusive course design, pedagogy, and assessment. This year's ITL CoP met six times to learn and dialogue around engaging topics such as emergent strategy, community-engaged scholarship, trauma-informed pedagogy, and teaching and learning in the context of generative AI. Unique participants in our growing community totaled 54. In addition, our related Inclusivity Network email list has continued to keep its membership of approximately 300 CU community members informed with announcements regarding inclusivity-related programs and events campuswide.

This is one of the only spaces on campus where a multidisciplinary group comes together to discuss classroom practices that support learning and create a positive culture that supports students' feeling valued and like they belong at CU Boulder.

- Teresa Wroe,

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

Large Courses CoP (LCCoP)

As a result of the campus-wide [BUS Innovating Large Courses Initiative](#) (ILCI; Fall 2022 - Spring 2025), the [Large Courses Community of Practice](#) (LCCoP) was launched in AY 2025-26 to bring educators together to share ideas, resources, and discuss the implementation of instructional ideas for learner success in large-enrollment courses. The LCCoP is a collaboration between Dr. Warren Sconiers (EBIO) and Drs. Kalpana Gupta and Maggie Prater (CTL) and met four times in Fall 2025 and three times in Spring 2026, including both in-person and fully remote meetings. Faculty and instructors from across campus gathered to explore common challenges and opportunities in large enrollment teaching. Topics discussed included promoting student engagement, assessing student learning, and integrating technology. The in-person events allowed faculty to brainstorm and network with one another for overcoming challenges and sharing successful strategies. Over the course of the year, the LCCoP consisted of 27 total unique participants.



COMMUNITIES OF PRACTICE, CONT.

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

First launched in Fall 2023, 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 2025-26, we facilitated nine TLAI CoP sessions that attracted 148 unique participants, with 15-42 unique participants per session. Sessions explored complex questions about how educators can navigate the ever-changing landscape of generative AI and higher education while best preparing students to work with AI responsibly and ethically in their future professional, personal, and civic lives. Specific topics included: assessing AI detection; faculty feedback; AI ethics; authentic assessments; insights from student experiences; the role of values, norms, and behaviors during change events; making sense of generative AI availability; AI literacy; and the AI grief cycle. The popular TLAI CoP will continue monthly in AY 2026-27.

[I recommend the TLAI CoP because] students will need to know how to use AI in their workplaces. It is another tool. It can save time. We need to collaborate with students on learning to use AI but not to rely on AI. By recognizing that they are going to use it and working with them on how to use it, we instill more honesty around the topic. - David Paradis, Associate Teaching Professor, HIST, participant Spring 2024

Well-Being and Resilience CoP (WBR CoP)

Launched in AY 2025-26, the [Well-Being & Resilience Community of Practice](#) (WBR CoP) grew from the [CU Well-Being Collective's](#) commitment to supporting well-being across campus. The WBR CoP created the opportunity for all faculty and staff to connect and discuss strategies to manage their well-being and resilience, as well as strategies to integrate into their classrooms to foster well-being for their learners. Conversations focused on topics such as faculty burnout, well-being and resilience practices, contemplative approaches, trauma-informed pedagogy, and campus resources that support personal and community well-being. The WBR CoP met twice in the Fall, including one in-person gathering, and three times in the Spring (2 remote and 1 in-person). The Fall in-person event was a collaboration between Jess Morris (EHWB), Kristina Eklund (CALM), and Kalpana Gupta (CTL). Twenty-one unique participants engaged throughout the year.



CERTIFICATES & MICROCREDENTIALS

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 2025-26, we awarded 40 CCTs. Participants who have earned the CCT report that it has been a valuable asset when applying for postdoctoral and faculty positions.



[The Certificate in College Teaching] absolutely was helpful during my job application process, especially for classroom visits and interviews. Many interviewers were impressed with the training that I received as part of the program.

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

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 2025-26, we awarded 3 FFDs. Several of these were related to the 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. The FFD's continued success over the past six years reflects its lasting value 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



CERTIFICATES & MICROCREDENTIALS, CONT.

Just & Equitable Teaching (JET) Micro-credential

The [Just & Equitable Teaching \(JET\) micro-credential](#) is a semester-long professional development program that equips instructors with evidence-based resources and practices to co-create inclusive learning environments through self-reflection, dialogue, workshops, and mentorship. In Fall 2025, all eight JET participants completed a [Capstone action plan](#) and other requirements to receive a digital badge. Capstone projects focused on improving accessibility, student engagement, and assessment practices. Several participants have continued collaborating beyond the program, highlighting JET's role in fostering a growing community of equity-minded educators across 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, JET participant Spring 2024



Teaching, Learning, and Community at the CTL



SERVICES

BufsCreate

[BufsCreate](#) provides learners the opportunity to take control of their digital identities by designing and hosting their own websites. They can hone their digital and information literacies by crafting their own digital presence free from social media influences and corporate data collection practices. On BufsCreate, learners can 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 2025-26, we conducted 17 individual consultations and delivered five workshops and classroom presentations. We have maintained almost full capacity for user accounts for the past six years. This academic year, we exceeded our capacity with 565 users and welcomed 291 new users, more than 100 additional users compared to last year, marking a second consecutive year of record usage.



Using BufsCreate allowed us to work together on a unified platform while giving each student editorial input and a sense of authorship within a collective project. It fostered collaboration, creativity, and digital literacy, while reinforcing the importance of public scholarship.
- Lauren Collins, Teaching Assistant Professor, CAS

Classroom Observation Service

The CTL offers various forms of data-driven or qualitative [classroom observations](#) for educators at all levels, adaptable to different teaching modalities (in-person, asynchronous, remote, blended) and contexts, including large and small classes, labs, and recitations. Our free and confidential observations provide supportive and constructive feedback and actionable strategies to enhance teaching practices and improve student learning outcomes. In AY 2025-26, we observed 26 faculty in 30 courses across 20 departments (51 observations), representing a total of 1,781 enrolled students across courses. We also conducted classroom interviews with students as part of 6 of the observations, to provide educators with students' perspectives on the learning environment.



Department Trainings

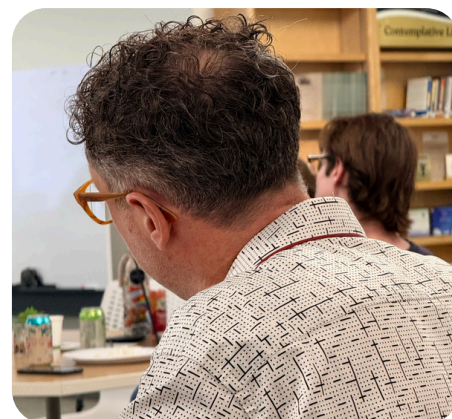
The CTL offers a menu of on-demand [department trainings](#) that can be customized to meet the specific teaching needs and goals of departments to address shared challenges, enhance collaboration, support professional growth, and encourage innovation. In AY 2025-26, we facilitated 31 department trainings for 23 departments and units for a total of 522 participants. Common department training topics included assessment of student learning, generative AI, and equitable teaching practices such as authentic assignments, relevance, transparency, and Universal Design for Learning.



SERVICES, CONT.

Individual and Group Consultations

The CTL provides personalized support to all educators through [individual and group teaching consultations](#). In 2025-26, we conducted 140 consultations for 115 of educators across 58 units. Common consultation topics included active learning, assessment of student learning, Canvas, classroom interactions, curriculum development, generative AI, large courses, online teaching, and student engagement. The CTL also assists other campus units with the development of instruments to assess teaching effectiveness and program, course, and student-level outcomes; assessment data collection, analysis, and interpretation; and creating comprehensive assessment plans—empowering educators to use data to inform improvements in teaching and learning. In 2025-26, the CTL Assessment Team supported the CU Dialogues micro-credential program, Natural Sciences Divisional Council, “From Theory to Action: Cultivating Inclusivity and Belonging” micro-credential (Office for Access & Community Engagement), and the TRAILS (Tools for Research, Academic Inquiry, Learning, and Scholarship) workshop series (CU Libraries, MCDB, Chemistry, and Biochemistry graduate programs).



CAMPUS & NATIONAL PARTNERSHIPS

AI Literacy Foundations Canvas Course

The [AI Literacy Foundations Canvas Course](#), developed in partnership with OIT, first launched to CU Boulder faculty and staff in August 2025. Designed to increase access to AI literacy resources across campus, the course empowers educators, learners, and administrators to make informed decisions about whether, when, and how to use AI tools.. Course topics include how generative AI works, AI on campus, AI in the classroom, basic prompt engineering, and using CU approved AI tools. In January 2026, the course was reviewed by undergraduate and graduate students, and their feedback was integrated into an updated version, released to the entire campus in March 2026, to make the course more inclusive of a student audience. This updated version also had improved video quality thanks to a partnership with the Office of Academic Learning Innovation (ALI). The course takes about one hour to complete, and those who complete the course receive a recognition badge through the campus Credly instance; 422 credentials were awarded in 2025-26.

Campus Compact Student Co-Design Project

In Spring 2026, the CTL and Public and Community Engaged Scholarship (PACES) collaborated on a Campus Compact pilot grant. Through this 18-month Student Co-Design project, the team will map the current landscape and collaboratively design a coordinated, community-engaged scholarship (CES) ecosystem for graduate students. The process intentionally models equity-oriented partnership practices by positioning graduate students as co-creators and co-leaders in the work. Graduate student leaders will partner with faculty and staff to shape priorities, design pathways, and develop programming that reflects the context and perspectives of graduate students. This shared-leadership approach ensures that the resulting structures meaningfully support the academic, personal, and professional needs of graduate students and the communities with whom they partner. The team includes graduate students Danielle Aguilar (SoE), Kaila Red Bow (ENVS), Kasra Mirfattahi (THTR), and Xiaodong Yan (COMM); staff members Jacie Moriyama (CTL), Lisa Schwartz (PACES), and faculty affiliate Anthony Pinter (ATLAS).

Canvas Grading Initiative

The 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 educators. In 2025-26, we embarked on a “road show” to share the [Grade for Student Success](#) (GSS) faculty guide and our assessment findings from two major rollouts of the guidelines conducted in 2024-25. This included giving workshops at CTL and campus events, as well as presenting to the BFA Executive Committee, BFA Academic Technology Committee, administrators in the Office of Undergraduate Education, and other faculty and administrator groups across campus. We also shared our [assessment findings via the Grade for Student Success webpage](#). Lastly, in Fall 2025 and Spring 2026, we ran [Grade for Student Success “Tips of the Week.”](#) These banner announcements in Canvas provided just-in-time guidance and resources to support educators with making grading more transparent in their own Canvas courses.

CAMPUS & NATIONAL PARTNERSHIPS, CONT.

Canvas Template Initiative

The [Canvas Template Initiative](#), which began as a larger collaboration, is now maintained by the CTL and OIT. Canvas Templates help all CU educators build well-organized, accessible courses, with the goals of improving consistency across courses for students and reducing course preparation time for instructors. Fall 2025 marked the template's "hard launch," paired with one-on-one support and promotion at multiple campus events. In Summer 2025, OIT's ATC Canvas Template implementation service partnered with 15 instructors to build 20 fully developed courses, reaching roughly 1,500 students. By Spring 2026, as celebrated in this [CU Boulder Today](#) article, the template was in use in approximately 1,100 Canvas courses, well beyond the target of 500. The team is beginning the early stages of a randomized controlled trial to assess the template's impact on instructor and student success and has been meeting with groups across campus to explore how the template might be adapted for specific programs and unit needs.

Education Innovation Working Group

In AY 2026-27, the CTL formed an exciting new partnership with the [Office of Academic Learning Innovation \(ALI\)](#) to build a community and framework focused on pedagogical research and design. The initiative engaged 27 faculty, staff, and student participants in creative, interdisciplinary collaboration to design and develop an environment at CU Boulder where the next iteration of higher education can be created, tested, and implemented. During five sessions throughout the academic year, the cohort participated in design-thinking, data sense-making, and brainstorming, coming together to explore questions such as: How can we create a nimble response to challenges in higher ed? How might we have robust, sustainable, and actionable interdisciplinary conversations? How do we respond to changing student populations, workforce needs, and pedagogical technologies? The initiative, which will continue over the next two academic years, is centered around hope, play, and the interplay of increasing pressure and unique opportunities facing higher education today.

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. In summer 2025, we analyzed data from Canvas and student and instructor surveys from our 2024-25 pilot in the A&S RAPs (Residential Academic Programs) and select Math courses (MATH 1150, 1300, 2300, 2400, 2510). Throughout 2025-26, we shared our assessment findings via the [Grade for Student Success webpage](#) and presentations to administrators and faculty representing the Office of Undergraduate Education, Grade Early and Often Initiative, RAPs, and other units.

CAMPUS & NATIONAL PARTNERSHIPS, CONT.

Inclusive Research Mentoring Micro-credential

Beginning in Fall 2023, the Inclusive Research Mentoring micro-credential has been 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 sessions, an additional 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 microcredential. To date, we have had 7 participants complete the requirements, and have routinely had 5-10 participants at all workshops since their inception.

The Joyful Journey

The University of Colorado was a founding member of the [Center for Integrated Research, Teaching & Learning](#) (CIRTL), through the former Graduate Teaching Program (GTP). CIRTL provides nationally recognized standards for training future faculty and professionals in core pedagogical arenas, such as active learning and inclusive teaching. Membership in CIRTL for over 20 years allowed graduate students and postdocs to access a host of workshops and courses, previously through the GTP and now the CTL. Unfortunately, due to funding, CU ended its membership for 2025-26. Despite no longer being a CIRTL member, the CTL continued collaborating with member institutions to facilitate the "The Joyful Journey" series. This series included workshops, presentations, and panels on navigating the academic job market and one panel for exploring careers outside of higher education. Across eight sessions in Spring 2026, The Joyful Journey welcomed 1,438 unique registrants and 881 unique participants from 40 institutions, inside and outside of the CIRTL Network. CU had a strong turnout, with 45 individual participants.



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 the CTL and Dr. Roselinde Kaiser, Associate Professor, and Dr. Tina Pittman Wagers, Director of the Raimy Clinic, both of Psychology & Neuroscience. Offered during the spring semester, the program combines asynchronous prep work with 2 in-person meetings to offer multifaceted professional development in teaching practices that support both student and faculty well-being. In May 2025, participants engaged in conversations about the mental health of campus, the mental health of faculty, Dr. Pittman Wagers' EPICC model of pedagogy, and communicating through difficult conversations in the classroom and with individual students. Eight faculty members completed the PWC micro-credential in Spring 2025.

Teaching Seminar Program (Türkiye)

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 Türkiye to provide 15-20 local graduate students and postdoctoral scholars with 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.



AWARDS

Best Should Teach

Established in 1996 by the late lifelong educator Lindley Stiles and his wife Marguerite Stiles, the [Best Should Teach award program](#) memorializes their belief that the teaching profession is among the highest of callings and celebrates excellence in K-12 and post-secondary teaching. Best Should Teach is currently a collaboration between the CTL, the School of Education, and the College of Arts and Sciences. These university partners and the community gathered on March 5th to celebrate [this year's award winners](#), which included six Gold Awards to CU Boulder faculty, five Gold Awards to K-12 educators from the School of Education's partner school districts, and 50 Silver Awards to Lead Graduate Teachers from the CTL's Graduate Teacher Program.



Best Should Teach Winners 2026



**Excellence in Teaching with Technology,
Winner Dr. Liu Liu**

Excellence in Teaching with Technology

In Spring 2026, the CTL sponsored the [Excellence in Teaching with Technology Award](#). This student-led award recognizes a faculty member nominated by their peers and students. Nominees have a record of excellence in teaching with technology and a demonstrated commitment and leadership in furthering the CTL's mission of supporting teaching and learning, a cornerstone of our university. Congratulations to this year's awardee, Dr. Liu Liu (Assistant Professor, Marketing), who was recognized for "us[ing] technology in a way that meaningfully deepens student learning by designing her Modern AI course around complete, real-world analytic workflows rather than isolated software demonstrations. What makes this use of technology especially effective is that it improves the learning experience on multiple levels. It gives students immediate, hands-on practice with industry-relevant tools, including Google Colab, Keras/TensorFlow, and the OpenAI API, while also helping them connect technical methods to practical business decision-making."



LOOKING AHEAD

Listed below are some of the initiatives we have planned for AY 2026-27. We welcome the chance to partner on projects that advance teaching and learning on our campus. If you have an idea, please reach out to us: ctl@colorado.edu.

- We partnered with representatives from OUE, OIT, and the Office of Student Conduct and Conflict Resolution to convene a working group of faculty and students in the coming academic year to develop more robust resources for campus related to assessment and generative AI. We anticipate welcoming two postdocs to our team to assist in this effort.
- We initiated a new collaboration between the Office of Information Technology (OIT), Office of Undergraduate Education (OUE), Academic Affairs, and the CTL to build learning outcomes into the Canvas Learning Management System.
- Members of the CTL team will support OUE and Academic Affairs with planning efforts around the development, implementation, and assessment of the [Common Curriculum](#), launching in Fall 2027.
- HW-WorkWell and the Center for Teaching & Learning developed a new course for faculty: [Workplace Well-Being for Educators](#).



CTL Team, October 2025

OUR TEAM

CTL Team

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[Sarah Andrews](#)

TEACHING & LEARNING TECHNOLOGY
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Emily Brown

INSTRUCTIONAL PRACTICES SUPPORT
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STUDENT PEDAGOGICAL CONSULTANT

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Jeff Nytech, Professor, College of Music

Diane Sieber, Associate Professor, Herbst Program

Caroline Sinkinson, Professor, University Libraries

Meghan Van Portfliet, Assistant Teaching
Professor, Leeds School of Business

Cindy White, Associate Professor, Communication

OUR TEAM, CONT.

Special Thanks

Roselind Kaiser, Associate Professor, Psychology and Neuroscience

Tamara Meneghini, Associate Professor, Theater and Dance

Jessica Morris, Director of Workplace Well-being, Employee Health and Well-Being

Beth Osnes, Professor, Theatre and Dance

Tina Pittman Wagers, Teaching Professor, Psychology and Neuroscience

Warren Sconiers, Associate Teaching Professor, Ecology and Evolutionary Biology

Congratulations

We wish our departing student employees all the best in their future endeavors!

Anna Hoisington, B.A., Sociology (pursuing graduate school in Barcelona)

Ellen Kedzierski, B.S., Psychology/B.A. Russian Studies

Rebecca Lee, Ph.D., Linguistics (now working at MSU Denver)

Emelia Mantz, B.S., Information Science

Sarah Maronick, M.A., Linguistics

Ameenah Razi, pursuing a B.S. in Computer Science

Aris Wertin, B.S., Molecular Cellular Developmental Biology (pursuing a career as a high school science teacher)

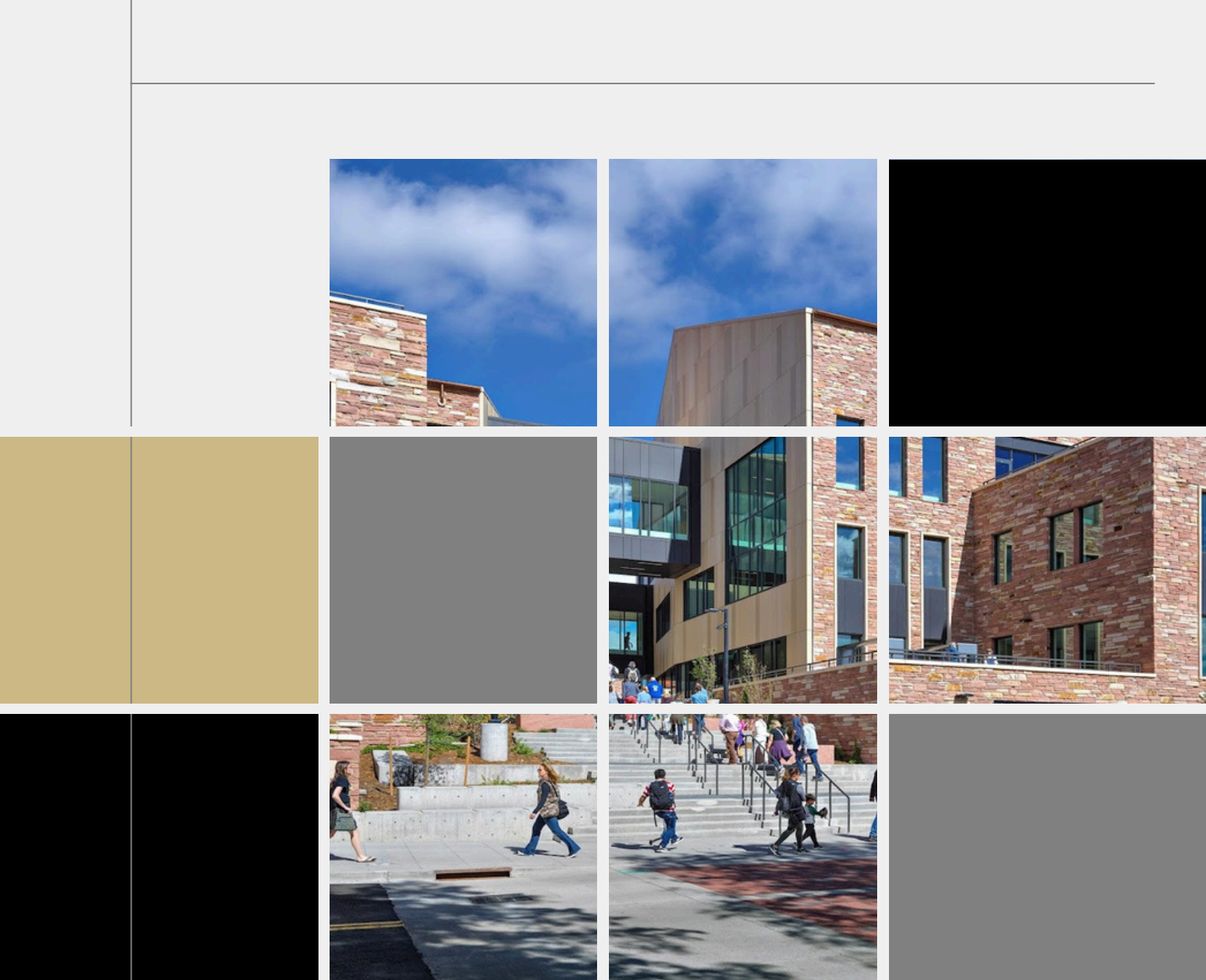
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Thank You



Center for Teaching & Learning (CTL)
Center for Academic Success and Engagement (CASE)
E390 (3rd Floor), East Building
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