



# Annual Report 2021-2022



Center for Teaching & Learning  
UNIVERSITY OF COLORADO **BOULDER**



ASSETT  
UNIVERSITY OF COLORADO **BOULDER**

# Center for Teaching & Learning

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## Thank You from the Center for Teaching & Learning (CTL) Director



**Kirk Ambrose**  
FOUNDING DIRECTOR,  
CENTER FOR TEACHING &  
LEARNING  
PROFESSOR, ART HISTORY

The 2021/2022 academic year marked the second in the history of the Center for Teaching & Learning at CU Boulder. The campus was filled with renewed energy, with greater numbers of in-person classes and other activities and, in many arenas, there was talk of a “return to normal.” From the perspective of our Center, we were likewise struck by how many CU educators took lessons learned from the pandemic and thought deeply about how they might change aspects of their teaching to enhance student learning going forward.

Collaboration is a core value of the Center. On behalf of the Center for Teaching & Learning team, I would like to thank the graduate students, teaching professors, tenured and tenure-track faculty, and staff with whom we have worked over the past year. We are likewise grateful to the many offices on our campus that we have worked with over the past twelve months to help advance the teaching mission of the university. We look forward to strengthening these relationships in the years ahead.

### About

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.

### Philosophy

Our work through the CTL aims to cultivate attitudes toward teaching that are open, curious, and innovative. We understand teaching to be a skill-based and intentional practice that necessarily evolves over time and is enriched through reflection and reevaluation. Impactful teaching, we believe, is not innately produced but is learned, informed by continuous dialogue and collective knowledge. Productive teaching also must be thoughtfully and creatively planned as well as purposefully assessed and reexamined. Mindful that teaching is a social and public act that should reflect a diverse populace, we aim to promote and develop awareness about multiple and often intersecting identities such as race, ethnicity, gender expression, sexual orientation, ability, and socioeconomic class. As a Center, we invite educators to an open, common space where all are welcome to explore teaching practices, pose questions, have brave conversations, take creative risks, and embrace intellectual humility. Our Center is at its best when a community of educators itself produces knowledge about teaching, builds this knowledge within their own academic units and spaces, and grows their capacity to enact positive change.

# Arts & Sciences Support of Education Through Technology

## Thank You from the Arts & Sciences Support of Education Through Technology (ASSETT) Manager

ASSETT completed the first year in our new campus home with the recently formed Center for Teaching & Learning. It has been a year full of transitions for ASSETT; all very positive ones. While change is the only constant, it's what keeps us fresh, agile and seeking continuous improvement.

Even while adjusting to these changes, the ASSETT team charted more new territory. Most notably our Innovation Incubator teams thrived. The inclusive data science team received two substantial and prestigious awards from the National Science Foundation and the National Endowment for the Humanities totaling \$450,000! Further, our student success team was the recipient of a 2021 President's Fund for the Humanities award and hosted a national conference for the Reacting to the Past Consortium. Faculty continue to remark on the connections and community built in ASSETT programs. Thus, building communities of learners continues to fortify the core of our work as faculty explored topics like teaching with technology, teaching evaluation, course design and gamification.



**Amanda McAndrew**  
MANAGER, ARTS &  
SCIENCES SUPPORT OF  
EDUCATION THROUGH  
TECHNOLOGY

Lastly, we are so fortunate to work with such dedicated individuals from across the college. From individual consultations to facilitating workshops to leading an entire seminar to collaborating on student success projects with you as partners is quite rewarding and keeps us motivated to serve our students. We relish in this community of faculty, staff and students that brings us together to create better learning experiences every single day. All of us in ASSETT and CTL are looking forward to another year of progress!

## About

ASSETT supports the undergraduate student learning experience by encouraging faculty to grow professionally in the areas of teaching, learning, and technology. Founded in 2008-09, ASSETT prides ourselves on building a connected community and cultivating a strong culture around impactful teaching and learning. Over the years, ASSETT has developed a strong presence and reputation within the College of A&S as well as the whole campus. We seek to empower students and faculty to innovate and experiment with technology and other new teaching and learning strategies that push on the structures of higher education to respond more appropriately to our students' needs.

## Philosophy

ASSETT's mission is to integrate technology with pedagogy to promote impactful learning. We accomplish this through four areas of focus. We work to **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 much of 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**. Our staff continually stays abreast of new research and findings in teaching and learning and strategizes to find the best methods to keep our constituents informed, engaged, motivated, and prepared to create the best learning experience possible for our students.



# Participants in CTL Programming in '21-'22

Academic and Professional Pathways	162	
	89	<a href="#">Assessment</a> Workshops
<a href="#">Inclusive Pedagogy</a> Workshops	98	
	171	Teaching Excellence/Innovative Teaching Workshops
Teaching Well with Technology Workshops	68	
	80	Wellness Workshops
<a href="#">Inclusive Community of Practice</a> (ICoP)	189	
	50	<a href="#">Online Community of Practice</a> (OCoP)
Conferences and Institutes	539	
	184	<a href="#">Department Trainings</a>
<a href="#">Consultations</a>	108	
	10	<a href="#">Teaching Observations</a>
Invited Talks	432	
	172	Groups ( <a href="#">Book Club</a> , Discussion Groups, Design Team)

# ASSETT '21-'22 Numbers at a Glance

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Total amount of grant funding **\$458,375**  
.....

**881** Undergraduate participants in the [CU Study Buddies](#) pilot program  
.....

Consultations given to 42 unique constituents  
.....

**50**

**23**

[Incubator](#) participants (faculty, graduate students, and undergraduate students)  
.....

Workshops and presentations given to 196 total participants  
.....

**21**

**22**

[Faculty Fellows](#) (2021-22 and 2022-23 cohorts)  
.....

[Learning by Design and Peer Mentoring](#) participants  
.....

**8**

**6**

Invited speakers delivered talks to 280 total participants from the campus community  
.....

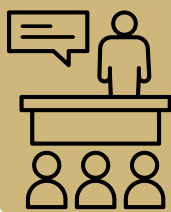
# CTL Programming

## Lead Graduate Fellows Program

Through the [Lead Graduate Student Fellowship program](#) (Lead Network), the CTL supports discipline-specific teacher training activities in seven schools and colleges and in over 45 graduate programs on the Boulder campus. The 2021-2022 academic year marks the 29th year of the Lead Network. With well over 1000 former Leads across the globe, the Network continues to create an impact both inside and outside of higher education. The call for applications to the Lead Network are sent out to department chairs and graduate directors in early January each year. Each department has its own selection process. Graduate students participating in the Lead Network receive a stipend and engage in five aspects of improving graduate student support in their disciplines and across campus.



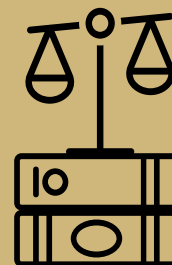
## Certificate in College Teaching



The University of Colorado Boulder considers the employment and training of graduate teachers to be a professional apprenticeship that shapes the professoriate of the future. To recognize graduate teachers who devote time to improve their teaching, the Center for Teaching & Learning, in collaboration with the Graduate School, offers [the Certificate in College Teaching](#) (CCT). This certificate requires no coursework, and is free to obtain. In AY 21/22 we had 42 CCTs. Those who have earned the CCT report that it is an asset to those seeking faculty, instructor, adjunct, visiting assistant professor and postdoctoral scholar appointments.

## Just & Equitable Teaching Program

[The Just & Equitable Teaching](#) (JET) micro-credential program focuses on unpacking implicit biases and fostering better understanding of the historical circumstances that led to the marginalization of populations, while also helping participants to build the skills to design and support a culture of equity in their department around teaching and learning. The program includes critical race theory and intersectionality theories coursework, structured community dialogues and workshops on mentoring and equitable course design. This micro-credential is open to graduate and professional students, postdoctoral fellows, teaching staff, and faculty of all ranks.

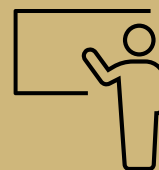


## Book Club

[Book club](#) typically meet weekly and discuss the text as well as ways we can apply this understanding in our own classrooms and university community. Book club is open to anyone interested, including graduate students, faculty, postdocs, and staff.

## Fall Intensive

The CTL's Fall Intensive is an annual workshop series designed to support educators at the outset of the academic year. Workshops are designed to introduce individuals to myriad aspects of teaching at CU Boulder.



## June Gruber (Welcome in '22-'23)



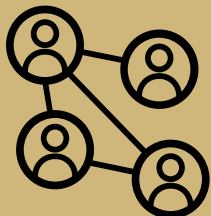
June Gruber, an Associate Professor of Psychology and Neuroscience and Director of the Positive Emotion and Psychopathology Laboratory, will be a new Faculty Fellow in the Center for Teaching & Learning this year. Dr. Gruber will oversee new initiatives focused on fostering faculty support around student mental health issues commonly arising in teaching and mentoring contexts. Dr. Gruber will provide faculty support and guidance for faculty handling student mental health challenges, promote and lead workshops and resources on best practices, and serve as a liaison to harmonize efforts across campus focused on optimizing resources, training and best practices on supporting faculty and student mental health on campus.

## Podcast (NEW in '22-'23)

The Inclusive Educators Podcast guides listeners through processes of teaching in today's college classrooms. Designed to promote accessibility to faculty, the podcast invites scholars, authors, and members of the CU Boulder community to offer expertise on inclusive pedagogy. Discussion topics include areas such as antiracist teaching, building inclusive syllabi, learning landscapes in higher education, manageable learning loads, etc. The podcast is available on Spotify with 1-2 new episodes posted each month.



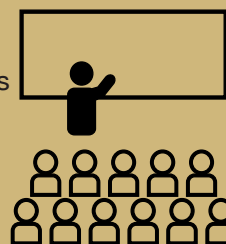
## CIRTL (NEW in '22-'23)



The University of Colorado is pleased to join the [CIRTL Network](#) in Fall of 2022. Our graduate students and postdocs are able to access a host of workshops and courses across the network. The CIRTL Network provides nationally recognized standards for training future faculty and professionals in core pedagogical arenas, such as active learning and inclusive teaching. CIRTL's formalized structure provides baseline competencies for integrating research, teaching and learning and offers certification in three levels of accomplishment: practitioners, associates, and scholars.

## Innovating Large Course Initiative (NEW in '22-'23)

The [Innovating Large Courses Initiative](#) is a new program focused on supporting academic units to create sustainable change for learning in large courses at CU Boulder. The initiative aims to improve student success in these courses through team-based efforts and cross-campus collaboration. **Course Teams** will be led by a **faculty team manager**. Teams will work together for three years to plan and implement effective teaching strategies that support student learning; and identify and adopt course design practices that align instruction, assignments, learning activities, and assessments with course learning outcomes. The initiative will assist course teams to identify co-curricular and academic support strategies to address student learning needs outside of the classroom context.



## CTL & ASSETT Faculty Fellows (NEW in '22-'23)



With the CTL and ASSETT joining in partnership, we are now able to expand ASSETT's [Faculty Fellows program](#) to the whole campus. Over the years, the most common feedback we get is that faculty learn the most from joining their peers in exploring new teaching approaches. This expansion allows us to further build the campus community and create interdisciplinary connections. We look forward to hosting an engaged group of faculty in the coming year!

# ASSETT & CTL Communities of Practice



## Online Pedagogy Community of Practice

[The Online Pedagogy Community of Practice](#) (OCoP) is a continuation of a monthly meeting that amplifies exemplary work already happening across our campus, from training and workshops to innovative course design and student-centered pedagogy.



## Universal Design for Learning Community of Practice (NEW in '22-'23)

New this year is a formation of a group of individuals looking at Universal Design for Learning and the goal is to open up a space of dialog that builds relationships between collaborators by sharing strategies and practices, encountering challenges with empathy, and creates community with monthly meetings.



## Inclusive Community of Practice

During the academic year, the [Inclusive Community of Practice](#) (ICoP) hosted by the Center for Teaching & Learning provides a monthly meeting space and inclusivity network email list to share best practices and create new knowledge on topics related to diversity, inclusion, equity, social justice, and human interaction.





# ASSETT Innovation in Teaching

The 2021-22 academic year rounded out a 3-year undertaking by ASSETT and 23 participants from across the College of Arts and Sciences. In 2019 four teams were awarded funds to investigate nascent approaches to engaging student learning experiences.

## Inclusive Data Science Team

During the academic year this team launched a fully enrolled (66 students with some attrition) [Interdisciplinary Data Science for All course](#) (AHUM 1825) that team teaches data science with a humanities lens. This course employed two undergraduate LAs who were previously interns that helped develop the course. Most notably, they won a National Science Foundation (\$300,000) award to evaluate the efficacy of AHUM 1825 over a three year period. Along with new faculty partners from the Center for Research Data & Digital Computing and the College of Communications, Media, and Information, they were awarded a National Endowment for the Humanities (\$150,000) grant to create 8 new interdisciplinary data science + humanities courses over the next three-years. Finally, this group hosted a virtual inclusive data science speaker series open to CU systems and featuring 5 nationally recognized speakers. \$16,000 in unique sponsorship supported the event including a President's Fund for the Humanities award and new corporate sponsorship from Dataku.

## Student Success Team

During the academic year this team earned a President's Fund for the Humanities (\$3750) to support the adoption of the Reacting to the Past (RTTP) pedagogy for the CU System which included organizing and hosting two RTTP reading groups with 26 participants from the system sponsoring an author's talk, and hosting a mini-RTTP game. They negotiated a system-wide site license to the Reacting Consortium, allowing all CU faculty to access RTTP teaching materials, instructors manuals, assessments and grading rubrics. A [gamification community of practice](#) was launched and met four times a semester and hosted experts on related topics. Approximately 100 overall participants attended. Most notably this team hosted a [four-day national RTTP conference](#) in June 2022. This event attracted about 70 participants from the US and Canada.

## Collective to Advance Multimodal Participatory Publishing (CAMPP) team

During the academic year, six team members supported one another's work on independent student-faculty multimodal publishing projects ranging from the [Shakespeare CoLab](#), to the [Hindsight creative non-fiction journal](#), to a digital fairytale archive. Two undergraduate student interns were employed to provide technical skills and student perspective on faculty projects. CAMPP undergraduate interns produced a [StoryCorps recording project](#) that documented team members' journeys in creating their multimodal projects. Additionally, they hosted a pitch workshop series and mini-pitch session for 8 student partners working on the digital fairytale archive. Campus leaders and fellow students populated the pitch panel.

## Metacognition & Wellbeing team

During the academic year, four team members developed materials for Canvas modules focused on [Metacognition & Wellbeing](#) with one module tested by students and faculty in a total of six courses over spring and summer 2021. The tested module was iterated to an updated version based on feedback provided by student and faculty testers and will be made widely available for course integration in spring 2022.

### Looking ahead:

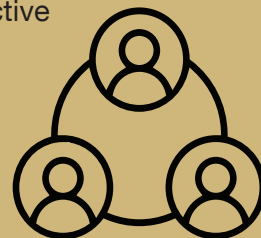
In fall 2022, a graduate student researcher will conduct an ethnography of the three-year pilot innovation incubator and make recommendations for developing the next iteration of the incubator with an emphasis on student-centeredness. It is anticipated that a new request for proposals will be released to the A&S community in spring 2023.

# ASSETT Programming

## Faculty Seminars

[The Faculty Fellows program](#) supported cohort of 12 faculty leading their departments in developing updated teaching evaluation plans in accordance with the Quality Teaching Initiative. Another cohort of 10 faculty spent spring 2022 investigating topics like active learning, backwards design, universal design for learning, teaching evaluation best practices, immersive learning experiences among other topics and have proposed projects for the coming academic year in these areas.

[The Learning by Design and Peer Mentoring](#) programs are a collaboration with Dr. Leilani Arthurs, Assoc. Professor of Geology, who earned a National Science Foundation grant to deliver an active learning, peer evaluation, and course design professional development programs to STEM faculty. We completed the third year of this five-year grant with 8 participants completing a teaching portfolio outlining plans to implement research-based instructional strategies to create more opportunities for active learning in their courses.



## Student Technology Consultants



The [Student Technology Consultants \(STCs\)](#) are a team of tech-savvy undergraduate employees who are trained to help faculty and their students integrate innovative technologies and pedagogies into the classroom. While faculty transitioned back to in-person/hybrid teaching, the STC team provided support by creating a [series of asynchronous resources](#) including: a Podcast guide used in three different classes, ideas for using memes in the classroom, a guide to finding free digital art tools, and a retrospective article about the Effectiveness of STC Technology Recommendations. The STCs conducted four consultations, participated in a House of Genius student panel, and presented their services to the Faculty Fellows group.

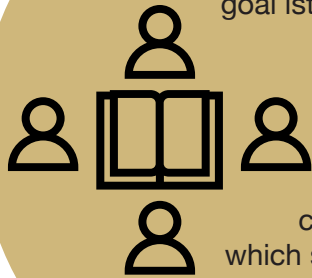
## Course Design and Universal Design

Course design continues to be an important area of focus for faculty and several workshops were organized to support their endeavors in creating impactful learning experiences. Course design workshops were delivered for the faculty fellows cohort, a 3-day workshop for 25 participants in May, and a collaborative workshop with the CTL for 25 first year experience teachers. For Universal Design for Learning, we met with specific units and provided trainings for Academic Technology Consultants, the Office for the Senior Vice Chancellor of Diversity as well as presented to the campus community in March.



## CU Study Buddies

[CU Study Buddies](#) is a pilot program in the College of Arts & Sciences in partnership with the Office of Information Technology, the Office of Undergraduate Education and ASSETT. Its goal is to help students in large lecture courses connect with their peers in study groups that meet outside of the classroom. Over the past year, this pilot included:



- **9 courses\***
- **32 sections**
- **881 students in pilot**

Spring 2022 survey results showed students who met with their study buddies received an average final course grade of B+ (average course GPA = 3.33). Students who did not participate received a final course grade of B- (average course GPA = 2.68). This difference was statistically significant ( $t = 2.75$ ,  $p = .017$ ) which suggests that students who met with their study buddies experienced significant academic benefits relative to those who did not opt into the program. In addition to academic gains, students reported that they enjoyed meeting peers, the class itself, and improving themselves.

*\*ARTH 1500, EBIO 1210, ECON 2010, PSYC 1001, CHEM 1133, ECON 2010, PHYS 2010, PHYS 2020, PSYC 1001, SOCY 1001*

## Quality Teaching Initiative

[The Quality Teaching Initiative \(QTI\)](#) is an ongoing project to improve teaching evaluation practices in all A&S departments and programs responsible for reappointment and/or promotion and tenure (38 total units). In the past year, 2 ASSETT staff consulted with units that led to 20 units submitting plans. Additionally, they hosted regular virtual drop-in hours, hosted 9 informational workshops, developed and prepared findings from a status survey and developed an online form to collect preliminary reports from units.



## Course Design Series (NEW in '22-'23)

This monthly workshop series will highlight Instructional Designers from across campus to share knowledge and generate ideas on timely topics such as proactive course design, assessing student learning, building community and using active learning in courses, and efficiency tips and tricks.

## Visualizing Instructional Practices Service (BACK in '22-'23)

In fall 2022, we will be ramping the [Visualizing Instructional Practices \(VIP\) Service](#) back up. It will continue in similar fashion to pre-pandemic, except an ASSETT consultant will reach out to schedule a post-consultation rather than having the faculty member reach out to us. Student Technology Consultants will be trained to do observations and an info session for faculty is planned for late September.



# Our Team

## Campus Partners

We could not have sustained this work without our valued partners across campus. **Thank you!**

- » Boulder Faculty Assembly
- » Center for STEM Learning
- » College of Arts & Sciences
- » Continuing Education
- » Counseling and Psychiatric Services
- » Disability Services
- » Graduate School
- » Office of Academic and Learning Innovation
- » Office of Data Analytics
- » Office of Diversity, Equity, and Community Engagement
- » Office of Faculty Affairs
- » Office of Information Technology
- » Office of Institutional Equity and Compliance
- » Office of Undergraduate Education
- » Renée Crown Wellness Institute
- » School of Education
- » University Libraries

## CTL Staff

[Kirk Ambrose](#)  
FOUNDING DIRECTOR  
PROFESSOR, ART HISTORY

[Preston Cumming](#)  
PROFESSIONAL DEVELOPMENT LEAD

[Nelson Guerra](#)  
BUDGET & FINANCE COORDINATOR

[Kalpana Gupta](#)  
PROFESSIONAL DEVELOPMENT LEAD

[Ashley Lawhorn](#)  
EVENT PLANNER & COMMUNICATION COORDINATOR

[Quatez Scott](#)  
INCLUSIVE PEDAGOGY LEAD

## ASSETT Staff

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ASSETT MANAGER

[Sarah Andrews](#)  
TEACHING, LEARNING, & TECHNOLOGY ASSESSMENT  
CONSULTANT

[Karen Crouch](#)  
INSTRUCTIONAL DESIGN & TECHNOLOGY CONSULTANT

[Jacie Moriyama](#)  
STUDENT SERVICES PORTFOLIO MANAGER

[Blair Young](#)  
INNOVATION CATALYST

## Special Thanks

[Beth Osnes](#)  
ASSETT FACULTY ADVISOR

## Student Support

Matara Hitchcock  
Olivia Marrese

Meghan Morrison  
Michael Schneider