



# Annual Report 2022-2023



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



ASSETT  
UNIVERSITY OF COLORADO **BOULDER**

# Center for Teaching & Learning

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



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

The 2022/23 year was marked by an intensified commitment to fostering student engagement, learning, and success on our campus. As a snapshot, our Innovating Large Courses Initiative brought teams of CU educators together to improve students' experiences in large, introductory courses. In addition, 16 CU educators completed our Just and Equitable Teaching (JET) micro-credential, a program designed to empower educators to create more welcoming and inclusive learning spaces. We also launched a Canvas Grading Initiative in collaboration with OIT to promote student-centered grading practices across campus. We will continue this initiative this fall with a faculty working group. In April, we hosted the national meeting of the [CIRTL](#) network, committed to developing future faculty in STEM education. Lastly, we recently added two assessment experts to our team to support individual educators and programs with assessing student learning and developing data-informed action plans for promoting the continual improvement of CU classes, curricula, and teaching practices.

Importantly, our successes over the past year were due in large part to our many partners, educators, staff, and students who are dedicated to improving teaching and learning on our campus. We are extremely grateful for the hard work and energy our campus community has invested in this cause and look forward to further advancing this mission in the year 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

During 2022-23, ASSETT was steadfast in our commitment to improving the student learning experience across the college focusing on universal design for learning, teaching evaluation approaches and investigating student partnership opportunities. We found new occasions to collaborate with our colleagues in the CTL to reach a wider audience and provide more seamless support for faculty. Additionally, we took time this year to engage in our own self study, examining our programs and services for alignment with our learning objectives, values and mission. While a demanding task, it will ultimately improve our service to the A&S community.



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

Coming off a stellar year, the Innovation Incubator took time to reboot, reimagine and take to heart the lessons learned in the completed incubator cycle. We welcome 3 new incubator teams and new projects to dive into over the next three years. We provided bridge funding and support to the Inclusive Data Science (IDS) and Student Success teams who were rolling ahead full steam. The IDS team continues to make headlines (literally!) with their groundbreaking program, notably achieving the large enrollment goals set for Inclusive Data Science for All.

Lastly, we want to thank each of you who continually strive to improve your teaching and to create optimal learning environments for ALL students. Your dedication fortifies and motivates us to stay abreast of the latest teaching, learning and technology research so we can bring valuable support services to you. We are fortunate to have such a strong community of students, staff and faculty to be a part of and to serve each day.







### 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 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**. 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 better learning experiences for our students. We seek to empower students and faculty to innovate and experiment with technology and other new teaching and learning strategies.

# CTL at a Glance

	Offering Type	Number of Events/Meetings	Number of Participants
	<b>Workshops &amp; Events*</b>	<b>56</b>	<b>591</b>
	Career Development	11	73
	Course Design	3	42
	General Pedagogy	8	93
	Inclusive Pedagogy	27	308
	Teaching Well with Technology	7	75
	<b>Programs and Initiatives</b>	<b>3 programs</b>	<b>43</b>
	Innovative Large Courses Initiative	3 course teams	14
	Just & Equitable Teaching (JET) Micro-credential Program	12	16
	Book Clubs	18	13
	<b>Communities of Practice</b>		
	Inclusive Community of Practice	5	41
	<b>Services</b>	<b>98</b>	<b>319</b>
	Individual Group Consultations	73	85
	Department/Unit Trainings	12	221
	Classroom Observations	13	13
	<b>Orientation Sessions</b>	<b>3</b>	<b>430</b>
	New Faculty Orientation	1	90
	Graduate Student Orientation	1	300
	College of Engineering New Faculty Orientation	1	40
	<b>Conferences</b>		
	Fall Intensive	44	404

\* A total of 37 guest presenters contributed to our workshops this year. Thank you!

# ASSETT at a Glance

	Offering Type	Number of Events/Meetings	Number of Participants
	<b>Workshops &amp; Events*</b>	<b>31</b>	<b>568</b>
	Assessment	9	119
	Course Design	11	273
	General Pedagogy	2	23
	Inclusive Pedagogy	3	27
	Teaching Well with Technology	6	126
	<b>Programs and Initiatives</b>	<b>3 programs</b>	<b>51</b>
	Faculty Fellows (2 cohorts)	9	16
	Innovation Incubator (2 cohorts)	5 teams	20
	Active Learning Academy	10	15
	<b>Communities of Practice</b>	<b>14</b>	<b>99</b>
	Universal Design for Learning (UDL) CoP	7	33
	Online Pedagogy CoP	7	66
	<b>Services</b>	<b>79</b>	<b>148</b>
	Individual & Group Consultations	53	53
	Department/Unit Trainings	7	89
	Visualizing Instructional Practices (VIP) Classroom Observations	19	6

*\*A total of 34 guest presenters contributed to our workshops this year. Thank you!*

# CTL Programming

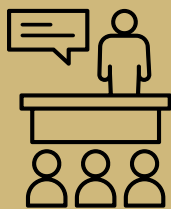
## Lead Graduate Fellows Program

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 CU Boulder campus. Graduate students participating in the Lead Network receive a fellowship and engage in five aspects; including academic management, academic leadership, peer consultation, college pedagogy, and collaboration in hopes of improving graduate student support in their disciplines and across campus. The 2022-2023 academic year marks the 30th (!) year of the Lead Network. This year, we supported 50 graduate student Leads. 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 is sent out to department chairs and graduate directors in early January each year. Each department has its own selection process. The CTL does not accept self-nominations for participation in this program.

## Certificate in College Teaching

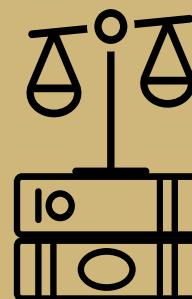


The University of Colorado Boulder considers the employment and training of graduate teachers to be a professional apprenticeship that shapes the professoriate of the future. To recognize graduate teachers who devote time to improve their teaching, the Center for Teaching & Learning, in collaboration with the Graduate School, offers the [Certificate in College Teaching](#) (CCT). This certificate requires no coursework and is free to obtain. In 2022-2023, we awarded 41 CCTs. Those who have earned the CCT report that it is an asset to those seeking postdoctoral scholar and faculty appointments.

## Just & Equitable Teaching Program

[The Just & Equitable Teaching](#) (JET) micro-credential is an instructional development program that brings together educators from CU Boulder focusing on social justice and equity in college classrooms. This encompasses unpacking implicit biases, fostering a better understanding of what limits learning opportunities in today's college classrooms, and helping participants build their capacity to design and support a culture of equity. Participants include graduate and professional students, postdoctoral fellows, and instructors across all ranks.

Learning objectives include: Engaging regularly in self-examination and reflection of equitable teaching practices; Analyzing definitions of social justice and equity in the contexts of teaching and learning; Developing strategies to address micro-aggressions, stereotypes, and biases; Exploring the intersectional relationships between power, privilege, oppression, and education; and Creating a JET implementation plan responsive to the cultural and social needs of today's learners and one's field of study.



## Book Clubs

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



## Fall Intensive



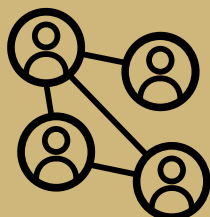
The CTL's Fall Intensive is an annual 3-day conference involving dozens of workshops designed to support educators at the outset of the academic year. Workshops are designed to introduce individuals to myriad aspects of teaching at CU Boulder. In the Fall of 2022 the CTL had 600 registrants in the Canvas Community Page.

## Podcast

The [Inclusive Educators Podcast](#) is an accessible discussion platform where listeners are able to explore college teaching and learning in the 21st century. Guests on the show feature scholars and authors across the country as well as educators in the CU Boulder community who can offer expertise on inclusive teaching practices. This podcast is available on Apple and Spotify.



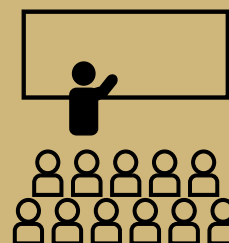
## CIRTL@CU



The University of Colorado joined 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

The [Innovating Large Courses Initiative](#) is 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. At the center of the initiative is department-based Course Teams that work collaboratively to identify and address barriers to student success in their respective courses. Teams will work together for three years to identify, plan, and implement approaches to course design, teaching, and assessment that support students' sense of belonging, learning, and success. During our first year of the initiative, course teams representing General Biology 1 and General Biology 2 (EBIO 1210 and 1220), Weather and the Atmosphere (ATOC 1050), and Introduction to Computer Science (CSCI 1300) worked both individually and collaboratively to identify strengths and aspirations to promote the success of the >4,000 students enrolled in these courses in the 2022-2023 academic year.



# ASSETT Programming

## Active Learning Academy

The [Active Learning Academy](#) is 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. It has 3 components: Learning by Design, Peer Mentoring and Course Design. The Learning by Design program focuses on course design and implementing research-based instructional practices and active learning. It was led by Amanda McAndrew, Karen Crouch, Harrison Stalvey (Mathematics) along with Leilani. We had 10 faculty from across the STEM fields participate in redesigning modules for their courses. Four of these participants continued on in the Peer Mentoring program where they are paired to observe one other teaching as they implement the strategies learned in the previous program.



## Visualizing Instructional Practices (VIP) Service



We successfully relaunched ASSETT's [Visualizing Instructional Practices \(VIP\) Service](#) after it had been dormant for two years due to the pandemic. We received one request in fall 2022 and five requests in spring 2023. In total we observed 19 class sessions for 7 courses in 6 departments (Environmental Studies; History; Molecular, Cellular & Developmental Biology; Ecology and Evolutionary Biology; Speech, Language, and Hearing Sciences; French & Italian). We also supported a colleague in the CTL to observe two courses in Leeds School of Business. Internally we overhauled our process for generating reports to make it more user-friendly and future proof (with the support of GA Michael Schneider), developed a color palette and set of graphics for consistent marketing (with the support of GA Alexis Block), and developed a VIP sustainability guide that documents all aspects of the service so that if there is turnover, incoming staff will be able to quickly pick the VIP Service up.

## 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. For Universal Design for Learning, we met with specific units and provided training for the 2022 COLTT conference, Academic Technology Consultants, the Office for the Senior Vice Chancellor of Diversity, CMCI as well as presented to the campus community in January. Course design workshops were delivered for the Faculty Fellows cohort (8 participants) and a 3-day workshop was hosted in May (10 participants). Additionally, in collaboration with Continuing Education's Learning Design Group, ASSETT/CTL presented a [monthly series on Course Design](#). These engaging sessions were conducted online and are available to all members of CU Boulder who are involved in teaching, regardless of the modality they use (face-to-face, remote, hybrid, online, etc.). This monthly workshop series highlighted 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, efficiency tips & tricks, and humanizing your course. We had 8 sessions and reached 249 participants.





## BufsCreate

[BufsCreate](#) is a service ASSETT provides to all Arts & Sciences learners to give them an opportunity to take control of their digital identities by designing and hosting their own web presence for academic, research, professional, and creative works via a panel of open source applications. BufsCreate allows users to host personal or class blogs and projects, online portfolios, art and photo galleries, and repositories of other digital artifacts. We hosted four workshops and delivered five department or classroom presentations. We continue to stay at almost full capacity for user accounts (500) and attracted 110 new users this academic year.



## Student Technology Consultants



The [Student Technology Consultants](#) (STCs) are a team of tech-savvy undergraduate staff members who are trained to help faculty and their students integrate innovative technologies and pedagogies into the classroom. The STCs support faculty members by conducting individual consultations, supporting their students with technology assistance in and out of the classroom, and performing classroom observations for the VIP service. In addition to contributing resources to the [Strategies for Student Success guide](#), the STCs also provide ASSETT with an undergraduate student perspective for multiple initiatives and projects. Below are accomplishments of the Student Technology Consultants.

### A Buff's Life Podcast

In spring 2023, the STCs initiated a new podcast series that's produced by students, for students called, A Buff's Life. Each podcast features a unique undergraduate student's perspective about their academic journey, success, failures, technology, and mental health. After participating on a student panel that focused on Student Success, Mental Health, and Technology, the students were inspired to extend their reach and to include a diversity of voices beyond the participants of the event.

### Undergraduate Student Panel

As a way to reach a broader audience, the STCs planned two undergraduate student panels that focused on Student Success, Mental Health, and Technology. Each panel consisted of three to four undergraduate students. In these sessions, student panelists answered moderated questions, and then took questions from audience members.

### Administration of the Excellence in Teaching with Technology Award

Each year ASSETT places a call for the [Excellence in Teaching with Technology Award](#). This 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 2023, the STCs advertised, promoted, and convened a committee to evaluate nominees.

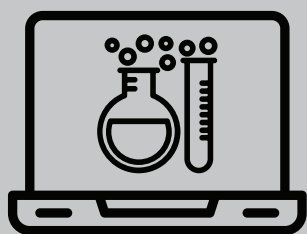
### Landscape Analysis

In spring 2023, the Student Technology Consultants program underwent a [programmatic analysis](#). This effort was designed and executed by researcher Irfanul Alam. Eleven A&S faculty and graduate students participated in this analysis by providing their perceptions and needs in their use of and support of innovative pedagogies and technologies.

# ASSETT Innovation Incubator

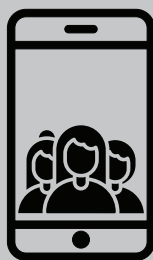
## New Cycle of Innovation Incubator Announced

In the academic year 2022-23, the ASSETT Innovation Incubator redesigned the application process for participation in the 2023-26 innovation cycle. Prospective teams [participated in an open idea submission process](#) prompted by the question, “How might we radically transform the undergraduate learning experience by engaging Arts & Sciences students in active learning with technology?” Among the eight teams — representing 48 people — that applied, three were selected for incubator funding (\$65,000 for each team) by a committee of faculty, undergraduate students, and staff from the College of Arts & Sciences and from the Office of Information Technology. Submitted ideas were evaluated based on criteria of being student centered, boundary breaking, actionable, and scalable. [Read more here about the funded teams that we will support over the coming three years.](#)



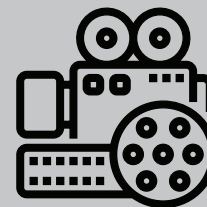
### [Developing Virtual Labs to Train Undergraduate Researchers](#)

Team Members: Kristin A. Moore & Jian Wei Tay



### [Give Us the Camera: Improving Equity in the Media Arts \(GUT-C\)](#)

Team Members: Laura Conway, Michelle Ellsworth, Charlie McCain, Angelica Lawson, Emilie Upczak



### [Womenexus](#)

Team Members: Sage Dobby, Sydney Kowalchuk, Hannah Van Meveren, Jihye Park

## Other Innovation Incubator News

In 2022-23, the Innovation Incubator provided bridge funding to two of the four alumni teams from the pilot (2019-2022) cohort. Bridge Funding spans January 2023 through December 2023. Below are summaries of how funding supports ongoing success of these initiatives.

Funding for the three-person **Student Success team** supports the ongoing cultivation of a Reacting to the Past (RTTP) community at CU Boulder and across the system. In spring 2023, the team hosted three Communities of Practice focused on RTTP with approximately 5-8 participants per CoP and provided four scholarships to CU Boulder faculty to attend the annual RTTP consortium in New York City. Additionally, the team hired two undergraduate students to produce faculty facing informational videos about RTTP.

Funding for the six-person **Inclusive Data Science team** supports the continued growth of its Interdisciplinary Data Science for All course. The course continues to build undergraduate enrollment as planned at the outset. Year one enrolled approximately 67 students, year two enrolled approximately 140 students, and this year enrolled approximately 260 students. This is a feeder course for eight new data science + humanities courses currently being designed under the three-year National Endowment for the Humanities grant secured by this team. The Humanities Core Competencies as Data Acumen: Integrating Humanities and Data Science Education grant, a collaboration across ASSETT and the Center for Teaching & Learning, the department of English, the Center for Research Data & Digital Scholarship, the College of Communication, Media, and Information, and the Miramontes Arts & Sciences Program supports course development teams that include 8 faculty and 8 undergraduate student collaborators over the first two years of the grant. Additional activities include ASSETT hosted course development workshops (6) and 3 communities of practice (3) each year.

# CTL & ASSETT Collaborative Programming & Services

## Consultations, Classroom Observations & Department Trainings

The CTL & ASSETT offer [individualized, confidential consultations](#) free of charge to all educators and future educators on the CU Boulder campus on all aspects of pedagogy, including remote and hybrid teaching, inclusive teaching strategies, student engagement, assessment of student learning, specialized TA training, and more. We also provide confidential classroom observations and classroom interviews. We further work with departments and groups to develop training specific to their needs.

## Faculty Fellows

This year, ASSETT teamed up with the CTL again to be able to offer a [Faculty Fellows program](#) to faculty across the campus. We supported a cohort of 8 faculty members in a year-long investigation of teaching, learning and technology topics. Additionally, we wrapped up the last cohort of 10 ASSETT Faculty Fellows who completed a 3-semester stint and completed projects in May 2023. Each of these cohorts investigated topics like active learning, backwards design, universal design for learning, teaching evaluation best practices, and immersive learning experiences. The [results of all of their efforts](#) are made public on our website so that other faculty may benefit from their work and gain inspiration to try new teaching approaches.

Both Christy Fillman from Molecular, Cellular and Developmental Biology and Di Wu from Computer Science deserve kudos for successfully pursuing publishing opportunities with their projects. Christy piloted and developed a project on providing guidance to students in creating high quality, accessible scientific posters. She then worked with disciplinary colleagues to publish this work in [QUBES Educational Resources](#). Di will have an upcoming publication titled as Humanize Data Science Curriculum in the STEM-themed edition of [Early College Folio](#).

## Communities of Practice

### Inclusive Community of Practice (ICoP)

A community of practice (CoP) is a group of people who share a common concern or interest and come together to fulfill both individual and group goals. 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. ICoP Mission: To connect equity-minded folks on campus for development of inclusive practices and policies in the classroom through sharing and curation of existing and collaboratively innovated knowledge.

### Online Pedagogy Community of Practice (OCoP)

The [Online Pedagogy CoP](#) is a continuation of a monthly meeting that amplifies exemplary work already happening across our campus for online teaching and learning, from training and workshops to innovative course design and student-centered pedagogy. Planning for this group and topics is a partnership between the Center for Teaching & Learning, Office of Academic and Learning Innovation, Continuing Education, and Office of Information Technology.

### Universal Design for Learning Community of Practice (UDLCoP)

New this year is a formation of a group of individuals looking at Universal Design for Learning across departments. This monthly community of practice explores Universal Design for Learning (UDL) by sharing resources and ideas, promoting collaboration, and highlighting the work of our members and other models in higher education. This group is open to participants with all levels of knowledge, from beginner to advanced, and to students, faculty, and staff from CU Boulder and other universities with an interest in getting involved in UDL initiatives and the implementation of UDL strategies.

# Campus Initiatives Supported



## 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:

- 4 courses: CHEM 1113, EBIO 1210, EBIO 1220, PSYC 1001
- 17 sections
- 465 students signed up to participate in the pilot.

In fall 2022, the CU Study Buddy team offered this service to CHEM 1113, EBIO 1220, and PSYC 1001. 331 undergraduate students signed up to participate in this initiative.

In spring 2023, the CU Study Buddies team partnered with the Office of Data Analytics to conduct a randomized control study with EBIO 1220 to determine if the treatment of the study buddies program caused a statistically significant increase in the student's final grades. While we could not prove that Study Buddies had an effect on student's grades, the team found that on average, those in the treatment section felt a stronger sense of community



## Quality Teaching Initiative

The [Quality Teaching Initiative \(QTI\)](#) is an initiative to update and improve teaching evaluation practices in all A&S departments and programs responsible for reappointment and/or promotion and tenure (38 total units). This was the final year of the A&S funded ASSETT support for the initiative. In addition to providing on demand consultation services to all A&S units, we organized and facilitated multiple events: three workshops, two campus-wide convenings, and one lunch & learn. Units also submitted status reports in June 2022, so we did substantial work in late summer and early fall to coordinate the process for getting feedback to all units. This involved developing a rubric to assess the reports, reviewing and providing feedback on reports, and coordinating with the Deans of Division on the process and language for them to share our feedback with units. While the initiative aspects concluded in May 2023, there will continue to be support (resources, consultations) within ASSETT and the CTL for units looking to improve their teaching evaluation practices.



## Pedagogy and Wellness Microcredential

In AY 22-23, the CTL and ASSETT started supporting the development of the Pedagogy and Wellness (PWC) microcredential. This project is being led by Roselinde Kaiser, Assistant Professor of Psychology & Neuroscience and Tina Pittman Wagers, Teaching Professor Emerita, Psychology & Neuroscience. This two-year collaborative project will offer multifaceted professional development in teaching practices that enhance student wellness. Participants will develop increased awareness of these practices and how they overlap with good pedagogy, identify wellness practices they already use as well as areas of expansion, and will feel empowered to employ new pedagogical practices in their classrooms. Participants will also become more effective at having conversations with their students in situations in which more targeted support for wellness is necessary (e.g., support for mental health, learning disabilities, or other needs), and will become aware of resources around campus that they can tap. The PWC course will launch in Spring 2024.



## Universal Design for Learning Microcredential

This [self-paced, online Canvas course](#) is for CU Boulder students, staff, and faculty. It offers an introduction to the principles of **Universal Design for Learning (UDL)** — a framework that can help participants build flexibility into any learning experience to optimize the success of diverse learners and create inclusive, barrier-free experiences for the campus community. This year ASSETT and the Learning Design Group partnered to redesign the Canvas course and manage the ongoing support and management of the UDL micro-credential.



# Our Team

## CTL Staff

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FOUNDING DIRECTOR

[Rachana Bhawe](#)

EQUITABLE ASSESSMENT SPECIALIST

[Preston Cumming](#)

PROFESSIONAL DEVELOPMENT LEAD

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ASSISTANT DIRECTOR

[Nelson Guerra](#)

BUDGET & FINANCE DIRECTOR

[Kalpana Gupta](#)

PROFESSIONAL DEVELOPMENT LEAD

[Ashley Lawhorn](#)

EVENT PLANNER & COMMUNICATIONS COORDINATOR

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INCLUSIVE PEDAGOGY LEAD

[Elliana Campbell](#)

STUDENT ASSISTANT

[Micah Caledon](#)

GRADUATE STUDENT WORKER

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STUDENT ASSISTANT

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[Joeli Schilling](#)

GRADUATE STUDENT WORKER

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[Sarah Andrews](#)

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[Karen Crouch](#)

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[Jacie Moriyama](#)

STUDENT SERVICES PORTFOLIO MANAGER

[Blair Young](#)

INNOVATION CATALYST

[Alexis Block](#)

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[Matthew Fishbein](#)

STUDENT TECHNOLOGY CONSULTANT

[Jona Hernandez Pacheco](#)

STUDENT TECHNOLOGY CONSULTANT

[Anthony Mignona](#)

STUDENT TECHNOLOGY CONSULTANT

[Michael Schneider](#)

EDUCATION DATA ANALYST (GA)

## Special Thanks

[June Gruber](#)

FACULTY FELLOW

[Beth Osnes](#)

ASSETT FACULTY ADVISOR

## 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