Annual Report
2023-2024

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

ASSETT
UNIVERSITY OF COLORADO **BOULDER**

Thank you!

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Reflecting on the 2023-24 academic year, we are filled with gratitude for our many campus partners, especially to you–CU educators, staff, and students–for advancing effective and innovative teaching and learning at CU and beyond. The 2023-24 year was marked by stimulating and essential conversations around how best to support student engagement, learning, and success in a rapidly changing educational landscape. For example, the proliferation of generative AI tools raises complex questions about how to support students in developing foundational skills, while also preparing them to use AI responsibly and ethically in their future professional, personal, and civic lives. Furthermore, conversations in higher education around equity-minded teaching, the integration of technology and teaching, and increased flexibility in the new college classroom have inspired us to rekindle our commitments to continual self-reflection and growth. We are grateful to belong to a community committed to taking on this important work!

Thank you for your continued investments in teaching and learning and for inspiring the work we do here at the Center for Teaching & Learning (CTL) and Arts & Sciences Support of Education Through Technology (ASSETT). We look forward to continuing this work with you in the year ahead.

CTL Mission

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

ASSETT Mission

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

New & Noteworthy

- The CTL partnered with the Boulder Faculty Assembly to create a faculty fellow in sustainability across the curriculum. During AY 2024-25, Professor Vicki Hand will convene a group of faculty, students, and community members to develop clearer pathways for students to pursue climate change and sustainability education across multiple majors.

- The ASSETT innovation incubator awarded one year of funding to support a Critical AI Literacy pilot led by Teaching Assistant Professor Lee Frankel-Goldwater. The project will be implemented in AY 2024-25.

- The CTL welcomed a new undergraduate Student Assistant, Emelia Mantz, to the team.

- The CTL hosted a two-day Spring Conference to spark and inform conversations around Promising Teaching Practices in the 21st Century.

- The CTL and ASSETT hosted a 3-day AI Design Summer Studio where participants were led through small facilitated sessions and created a teaching and learning resource focused on Teaching & Learning with AI for our new AI repository. In between the AI Design Summer Studio, we also hosted a day long Open AI Access day that featured two keynote speakers, Maha Bali from the American University in Cairo, and Marc Watkins, from the University of Mississippi.

- In partnership with other key campus units, the CTL and ASSETT spearheaded two BUS (Buff Undergraduate Success) initiatives–The Canvas Grading Initiative and Canvas Templates Initiative–to support student success campuswide.

- Through the CTL's new, year-long Teaching, Learning, & Technology Fellows program, faculty from across campus discussed emerging trends, needs, and future directions in teaching, learning, and technology.

- The CTL and ASSETT piloted a new Teaching Triads program, through which faculty learn how to conduct peer classroom observations and provide constructive feedback on others' teaching, while building community with peers from across campus.

- The CTL and ASSETT partnered with other key campus units to develop and launch a new 12-week Teaching International Students (TIS) micro-credential program in spring 2024 to provide professional learning to educators on how to support multilingual international students within and beyond the classroom.

- ASSETT launched Students as Pedagogical Partners. This initiative partners faculty and undergraduate students to work interdependently on student-centered curricular projects.

- ASSETT facilitated a new AI Community of Practice to discuss timely topics related to generative AI and teaching and learning.

- The CTL now offers robust resources and support for departmental teaching evaluation, including numerous online resources developed through the Teaching Quality Framework (TQF) Initiative and Quality Teaching Initiative (QTI).

- In 2023-24, total unique visitors to the CTL Website surpassed 100,000!

CTL at a Glance

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Workshops & Events	**39** *(Total contact hours: 53)*	**552**
Assessment	8 (2 with ASSETT)	95
Career Pathways	4	39
Community Building	4 (1 with ASSETT)	160
Inclusive Practices	15	123
Innovation	1 (with ASSETT)	12
Instructional/Course Design	3	66
Intro to CTL/ASSETT Services	2	37
Technology	1 (with ASSETT)	13
Wellbeing	1	7
Programs, Initiatives, & Communities of Practice		**240**
AI Summer Design Studio (with ASSETT)	6 sessions	19
Book Clubs	3 clubs	44
Inclusive Community of Practice (ICoP) (with ASSETT)	5 meetings	33
Innovating Large Courses Initiative	3 course teams	5
Just & Equitable Teaching (JET) Micro-credential	2 cohorts	28
Teaching International Students (TIS) Micro-credential (with ASSETT & campus partners)	1 cohort	5
Teaching & Learning with AI CoP (with ASSETT)	5 meetings	95
Teaching, Learning, & Technology Fellows	7 meetings	6
Teaching Triads (with ASSETT)	4 meetings, 6 peer observations	5

CTL at a Glance, cont.

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Conferences		**1068**
Fall Intensive	43 workshops	831
Spring Conference	7 workshops	183
AI Summer Open Access Day (with ASSETT)	6 sessions	54
Orientation Sessions		**390**
New Faculty Orientation	1	90
Graduate Student Orientation	1	300
Services	**156**	**1057**
Individual & Group Consultations	108 (4 with ASSETT)	100
Department/Unit Trainings	29 trainings for 19 units (8 with ASSETT)	942
Classroom Observations	19 observations	15 instructors (total number of students in courses observed: 582)

Total Unique CTL Website Users for 2023-24: 102,799

ASSETT at a Glance

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Workshops & Events	**23** *(Total contact hours: 28)*	**384**
Assessment	4 (2 with CTL)	24
Community Building	2 (1 with CTL)	60
Inclusive Practices	2	23
Innovation	1 (with CTL)	12
Instructional/Course Design	9	241
Technology	5 (1 with CTL)	24
Programs, Initiatives, & Communities of Practice (CoP)		**286**
Active Learning Academy	10 meetings	10
AI Summer Design Studio (with CTL)	6 sessions	19
Faculty Fellows	8 meetings	10
Inclusive Community of Practice (ICoP) (with CTL)	5 meetings	33
Innovation Incubator	5 teams	16
Online Teaching CoP	8 meetings	75
Students as Pedagogical Partners	15 meetings	4
Teaching International Students (TIS) Micro-credential (with CTL & campus partners)	1 cohort	5
Teaching & Learning with AI CoP (with CTL)	5 meetings	95
Teaching Triads (with CTL)	4 meetings, 6 peer observations	5
Universal Design for Learning Micro-credential	Self-paced program	14

ASSETT at a Glance, cont.

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Conferences		
AI Summer Open Access Day (with CTL)	6 sessions	54
Services	**120**	**886**
Individual & Group Consultations	67 (4 with CTL)	62
Department/Unit Trainings	12 trainings for 9 units (8 with CTL)	392
Visualizing Instructional Practices (VIP) Classroom Observations	32 observations	14 instructors (Total number of students in courses observed: 1901)
Classroom presentations	9 presentations	418 students (7 courses, 6 instructors)

*Total Unique ASSETT Website Users for 2023-24: 26,770*

CTL Programming

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. The CTL facilitated three book clubs in 2023-24. In the fall of 2023, we facilitated a book club for 9 participants on Teaching as if Learning Matters, an edited volume of graduate student best practices in teaching. In the spring of 2024, we facilitated a book club for 12 participants on Robot Proof by Joseph E. Aoun, a text that explores the growth of AI in higher education. Finally, in the summer of 2024, we facilitated a book club for 16 participants on the book Inclusive Teaching: Strategies for Promoting Equity in the College Classroom by Kelly A. Hogan and Viji Sathy. The increase in book club participants over the past few semesters is due to the expansion of advertising for these through the CIRTL Network.

Certificate in College Teaching
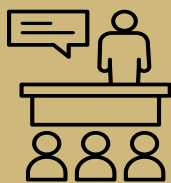
The University of Colorado Boulder considers the employment and training of graduate teachers to be a professional apprenticeship that shapes the professoriate of the future. To recognize graduate teachers who devote time to improve their teaching, the CTL, in collaboration with the Graduate School, offers the Certificate in College Teaching (CCT). This certificate requires no coursework and is free to obtain. In 2023-24, we awarded 33 CCTs. Those who have earned the CCT report that it is an asset to those seeking postdoctoral scholar and faculty appointments.

Fall Intensive

The CTL's Fall Intensive is an annual 3-day teaching conference open to all current and future CU educators, including faculty, staff, postdocs, and graduate students. The Fall Intensive involves dozens of workshops designed to support educators at the outset of the academic year. The 2023 Fall Intensive featured a total of 43 workshops addressing myriad aspects of teaching at CU Boulder–from "Boosting Student Engagement in Small Classes" to "The Universal Classroom: Designing Your Courses for Diverse Learners" to "Elevating Your Speaking Voice." We had 562 registrants in the Canvas Community Page, and total attendance across all workshops was 831.
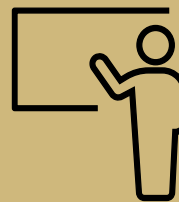
Future Faculty Development Certificate

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 2023-24, we awarded 5 FFDs. Several of these were related to CTL Lead Graduate Teaching Fellow projects, which can be combined with their duties, while two others were done by graduate students and postdoctoral scholars outside of this program.

CTL Programming, cont.

Inclusive Educators 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 and educators in the CU Boulder community who can offer expertise on inclusive teaching practices. In AY 2023-24, 8 new episodes were released featuring discussion on topics around equity-minded teaching, trauma informed pedagogy, black campus life and on teaching as an act of radical hope. With over 1100 downloads from over 40 countries, the audience of the podcast has steadily increased in the past year to an average of 67 listeners every month.

Innovating Large Courses 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. Teams 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 in their respective courses. During our second 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 implement and evaluate strategies to promote the success of the >3500 students enrolled in these courses in the 2023-24 academic year. In fall 2023 the CTL also held the first annual Large Course Symposium to showcase the work of the Large Course teams during the first year of the initiative. The symposium included presentations from each team, a keynote by Dr. Marcia Yonemoto on the topic of creating a sense of belonging from the beginning of the semester, and a student panel (2 graduate students) that provided insights for instructors.
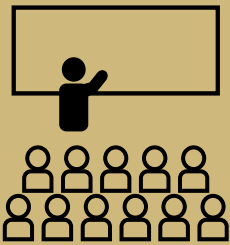
Just & Equitable Teaching (JET) Micro-credential

The Just & Equitable Teaching (JET) micro-credential is a professional development program that brings together educators from CU Boulder focusing on social justice and equity in college classrooms. This program aims to equip instructors with evidenced-based resources and practices to co-create inclusive learning environments through self-reflection, dialogue, workshops and mentorship. At the end of the 12-week hybrid program, participants present a Capstone action plan describing how they will address the needs of today's learners at the university. Participants include graduate and professional students, postdoctoral fellows, and instructors across all ranks. Of the 38 participants who attended sessions in 2023-24, a total of 28 participants completed all requirements and earned the JET micro-credential badge. Their projects largely focused on re-designing course, assessment and instructional material to be more equitable and inclusive, or on creating new services to better support their peers in adopting inclusive teaching strategies. We also collaborated with the Digital Accessibility Office to discuss strategies to make course content digitally accessible.

CTL Programming, cont.

Lead Graduate Fellows Program

Through the Lead Graduate Student Fellowship program (Lead Network), the CTL supports discipline-specific teacher training activities in over 45 graduate programs across seven schools and colleges on the CU Boulder campus. The 2023-24 academic year marked the 31st year of the Lead Network. This year, we supported 50 graduate student Leads and an additional three programs without a Lead. With well over 1000 former Leads across the globe, the Network continues to create an impact both inside and outside of higher education. A few highlights from AY 2023-24 include Leads performing over 125 Video-Teacher (peer) Consultations (VTCs); assisting their colleagues in finishing 35 Certificates; creating and facilitating 12 workshops for the CTL with topics ranging from Transitioning from a TA to a GPTI, Inclusive Teaching in STEM, Equitable Grading, and Approaching Conflict with Compassion; organizing orientations for their programs; and conducting small projects around Canvas Community pages for grads, peer mentoring networks, co-facilitating pedagogy seminars, and a myriad of others. These are but a few of the many ways that the Lead Network assists the CTL in advancing its mission and values.

Spring Conference

The CTL's Spring Conference is an annual exploration of innovative practices that are shaping the current and future landscape of teaching and learning in higher education. Through interactive workshops and panel discussions, the Spring Conference aims to provide a forum for all current and aspiring CU educators to share strategies and gain inspiration for fostering dynamic learning environments in the modern college classroom. Our 2024 Spring Conference was a 2-day long event focused on *Promising Teaching Practices in the 21st century*. Forty-one participants joined the Canvas Community Page, and a total of 183 participants attended across all sessions. The conference featured keynote talks by Christina Katopodis, co-author of the book *The New College Classroom*, and Pedro Silva, Director of Engagement for *YOUnify*.

ASSETT Programming

Active Learning Academy

The Active Learning Academy (ALA) is a collaboration with Dr. Leilani Arthurs, Associate Professor of Geology, who earned a National Science Foundation grant to deliver a three-part professional development series to STEM faculty. Learning by Design focuses on course design and implementing research-based instructional practices and active learning. Dr. Nabilah Carlon, Teaching Associate Professor of Chemistry, joined the facilitation team as an alumnus of the program to provide feedback and share her experiences in the classroom. We had 10 faculty from across STEM fields participate in redesigning modules for their courses as part of the ALA Learning by Design program. Four of these participants completed the ALA Peer Mentoring program where they observed one another's teaching as they implemented the strategies learned in the previous program. One participant continued on to the full ALA Course Re/Design component.

BuffsCreate

BuffsCreate provides all Arts & Sciences learners the opportunity to take control of their digital identities by designing and hosting their own websites. Learners can hone their digital and information literacies by crafting their own digital presence free from social media influences and data collection practices. BuffsCreate allows learners to host academic, research, professional, and creative works via a panel of open source applications. Practical examples include personal or class blogs and projects, online portfolios, art and photo galleries, and repositories of other digital artifacts. In AY 2023-24 we conducted twelve consultations, three workshops, and delivered six department or classroom presentations. We continue to stay at almost full capacity for user accounts (407) and attracted 91 new users this academic year.

Course Design Workshop Series

The May 2024 three-day Course Design Workshop Series supports faculty endeavors in creating impactful learning experiences. The series covers course design for multiple modalities and provides a foundation of pedagogy and helpful frameworks, technical tools, and research-informed practices that can be flexibly applied to support Canvas courses. This year we had 29 participants who engaged in approximately 6-9 hours of guided instruction: three daily synchronous remote sessions and an optional last hour to explore a range of AI tools to help educators (a new component this year in collaboration with ALI instructional designers).

Excellence in Teaching with Technology Award

Each year ASSETT places a call for the Excellence in Teaching with Technology Award. This student-led award recognizes an Arts & Sciences faculty member nominated by their peers and/or students. Nominees have a record of excellence in teaching with technology and demonstrate commitment and leadership in furthering ASSETT's mission of advancing teaching and learning within CU's College of Arts & Sciences. In 2023, ASSETT recognized Bethany Wilcox (Asst. Professor, Physics) for her use of technology to help students engage with course materials in meaningful ways that further their abilities to visualize the complexities of physics while simultaneously building their confidence as learners and leaders in the classroom. In spring 2024 Sangbok Kim (Teaching Professor, Asian Languages and Civilizations) was recognized for his use of shared OneDrive documents, AI, the development of PIP Lang and many other tools to help improve learning in and outside of the classroom.

ASSETT Programming, cont.

Innovation Incubator

In AY 2023-24 the ASSETT Innovation Incubator supported three funded teams in their first of three years of project development. Current teams include: Give Us the Camera: Improving Equity in the Media Arts (GUT-C), Developing Virtual Labs to Train Undergraduate Researchers and Womenexus. In fall 2023, the cohort participated in four communities of practice sessions focused on topics ranging from inclusive design thinking, assessment, and students as partners. Each team was assigned an assessment specialist from ASSETT or the CTL who helped to design criteria and tools for measuring success of team project's over time. Collectively, the teams made significant progress in year one in developing prototypes and implementing programming in partnership with student participants. In January 2023, the Innovation Incubator closed a one year Bridge Fund for past projects that included the Student Success and Inclusive Data Science teams from the 2019-2022 cohort. This opened the door for a unique one-year funding round from the incubator's "just-in-time" fund. In May 2024, $13,000 was awarded to a Critical AI Literacy pilot project led by Lee Frankel-Goldwater, Teresa Nugent, and Michael Klymkowsky that will be implemented in AY 2024-25.

Online Teaching Community of Practice (OCoP)

The Online Teaching CoP is a continuation of a monthly meeting connecting faculty and staff working across our campus for online teaching and learning. This CoP is a partnership between the CTL, Office of Academic and Learning Innovation, Continuing Education, and the Office of Information Technology. Monthly meetings were provided along with a network email list. Knowledge was shared around topics related to online perspectives, educational technology and high-impact pedagogical practices. In AY 2023-24 we hosted 8 meetings with 11-26 participants per meeting and a total of 75 unique participants.
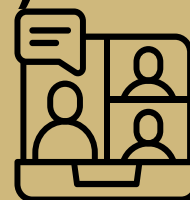
Student Technology Consultants

The Student Technology Consultants (STCs) are a team of two undergraduate staff members and a graduate student who are trained to help faculty and their students integrate innovative technologies and pedagogies into the classroom. They are also a shared internal resource to provide an undergraduate perspective on teaching, learning, and technology integration. In AY 2023-24, the STCs advertised, promoted, and convened a committee to evaluate nominees for the Excellence in Teaching with Technology Award. They produced 8 episodes of "A Buff's Life", a podcast series that's produced by students, for students. Each podcast features a unique undergraduate student's perspective about their academic journey, success, failures, technology, and mental health (all episodes can be found at ASSETT's Podcast Network on SoundCloud). They supported three faculty members with technology support requests. And, as a way to connect with the community, the STCs initiated a project called 'Students of CU' where they asked students questions about their classes and their favorite moments at CU. Keep an eye out for this column in fall 2024!

ASSETT Programming, cont.

Students as Pedagogical Partners

In spring 2024, ASSETT launched its inaugural Students as Pedagogical Partners program. This initiative partnered an equity-minded undergraduate student with a faculty member who sought to improve their teaching and their student's learning. Through this one-semester partnership, pairs worked together to incorporate the student perspective into a course, assignment, or project design. The Students as Partners framework encourages each project to have its own personality, objectives, and outcomes - with the goal of the final product being more student-focused. For the spring semester, we had 4 faculty participants and 4 undergraduate partners. We hope to expand our program in future semesters.

Universal Design for Learning (UDL) Support & Trainings

Universal Design for Learning (UDL) is a framework for curriculum and course design that fosters an inclusive learning environment and considers learner variability. We offer consultations, department trainings, workshops, and a UDL micro-credential (see below). In AY 2023-24 we completed several one-on-one consultations and departmental meetings that reached 57 individual faculty where participants explored specific issues, challenges, or questions related to UDL implementation or best practices. We ran 3 interactive workshops in partnership with CE's Learning Design Group to provide foundational knowledge on the framework, course design implementation tips. We also led one workshop for A&S's fall 2023 Disability Symposium.

Universal Design for Learning (UDL) Micro-credential
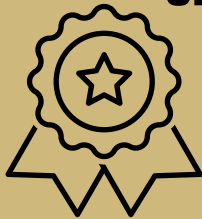
The UDL micro-credential is a self-paced, online Canvas course that offers an introduction to the principles of UDL, a framework that can help participants build flexibility into any learning experience to optimize the success of diverse learners and create inclusive, barrier-free experiences for the campus community. The UDL micro-credential serves as a catalyst for cultivating a community of inquiry focused on supporting one another's efforts beyond course completion. We awarded 14 badges in AY 2023-24 and the course has 100 students currently enrolled.

Visualizing Instructional Practices (VIP) Service

ASSETT's Visualizing Instructional Practices (VIP) service is a data-driven classroom observation service available to all instructors (including graduate students who teach) within the College of Arts & Sciences. Grounded in research-based methods, we provide instructors with visualizations of observation data and facilitate reflection on their teaching by examining various patterns of behaviors and activities that occur in their classroom. In AY 2023-24 we completed 32 observations of 17 courses for 14 faculty across 10 departments (up from 19 observations, 7 courses, 6 faculty, and 6 departments in AY 2022-23). Among these observations we also worked with 5 language instructors to adapt one of our observation protocols for use in language learning courses where the observer doesn't speak the target language.

CTL & ASSETT Collaborative Programming & Services

Consultations, Classroom Observations & Department Trainings

The CTL & ASSETT offer confidential consultations, classroom observations and department trainings free of charge to all educators and future educators on the CU Boulder Campus. Topics cover all aspects of pedagogy, including remote and hybrid teaching, inclusive teaching strategies, student engagement, assessment of student learning, specialized TA training, and more. This past year, the CTL and ASSETT completed a total of 171 consultations (154 unique participants), 33 department/unit trainings for 21 units (1019 participants in total), and 51 classroom observations in 34 courses across 22 departments (29 instructors serving 2,483 students).

AI Summer Design Studio and Open Access Day

ASSETT and the CTL partnered in delivering the inaugural 2024 AI Summer Design Studio. This three day event led 19 participants through facilitated discussions and studio design time. At the end of the event, participants designed, developed and contributed a learning resource to the CTL and ASSETT's new Teaching & Learning with AI Repository. Over the next year, participants of the Summer Design Studio will also serve as liaisons and provide resources to those who are curious about AI. The AI Open Access day was a one day event that provided information to help our CU Community unravel the complexities of AI. This forum was open to the campus and situated in between the two AI Summer Design Studio days. The Open Access day (54 participants) featured two keynote speakers, Maha Bali from the American University in Cairo, and Marc Watkins, from the University of Mississippi. Faculty members Lee Frankel-Goldwater and Diane Sieber facilitated hands-on sessions designed to complement the keynote speakers. After the AI Open Access day, participants convened at the Junkyard Social for an Open Mic night, hosted by faculty member Beth Osnes. Beth led a lively warm up activity and then participants took to the mic to say their piece about being Hot or Bothered by AI.

Faculty Fellows

CTL and ASSETT continue to collaborate to offer our Faculty Fellows program to faculty across the campus. We supported a cohort of 10 faculty members in a year-long investigation of teaching, learning and technology topics. This cohort investigated active learning, backwards design, artificial intelligence, universal design for learning, teaching evaluation best practices, and immersive learning experiences. The results of all 2023-24 Faculty Fellows efforts are made public so that other faculty may benefit from their work and gain inspiration to try new teaching approaches and other related projects. One fellow, Brianne Cohen from Art and Art History, went above and beyond in pursuing her course exhibition project, Waging Peace through AI (pdf), by participating in the NEH-funded Teaching Art History with AI workshop at the University of Pittsburgh in January 2024.

Inclusive Community of Practice (ICoP)

The Inclusive Community of Practice (ICoP), hosted by the CTL and ASSETT, provides a monthly meeting space and Inclusivity Network email list to share promising practices and create new knowledge on topics related to diversity, inclusion, equity, social justice, and human interaction–particularly in a university teaching and learning context. In AY 2023-24, 35 members of the CU community participated in ICoP, covering topics such as equity-minded course design, high-impact practices, and working through microaggressions. In addition, the Inclusivity Network email list has nearly 400 members.

CTL & ASSETT Collaborative Programming & Services, cont.

Teaching & Learning with Artificial Intelligence CoP (TLAI CoP)

In response to the rapid popularization of generative AI tools and consequent challenges and opportunities facing educators, ASSETT and the CTL facilitated five Teaching & Learning with AI CoPs in AY 2023-24 that attracted 95 unique participants with 19-43 participants per session. Sessions explored complex questions about how we can best prepare our students to work with AI responsibly and ethically in their future professional, personal, and civic lives. AY 2023-24 topics included: AI Literacy, AI & Assessment, Student Perspectives on AI, AI & Ethics, and Hands-on tools for teaching with AI. The popular TLAI CoP will continue monthly in AY 2024-25.

Teaching Triads

The CTL and ASSETT Teaching Triads program provides a structure and framework for small groups of faculty from different departments to observe each other's teaching, learn instructional methods from one another, and build community. Participants use the BUFF Classroom Observation Framework (pdf), created by CTL/ASSETT staff, which covers four evidence-based dimensions of teaching: **B**e Prepared, **U**se Active Learning Strategies, **F**oster an Inclusive and Equitable Learning Environment, and use **F**eedback & Assessments. We piloted the program in AY 2023-24 for five total participants across two cohorts (1 cohort per semester; 1 person participated in both cohorts). Participants were from the ATLAS Institute; the Department of Germanic & Slavic Languages & Literatures; the Leeds School of Business; the Molecular, Cellular, and Developmental Biology Department; and the Program in Environmental Design. Participants in each cohort were trained on the BUFF Classroom Observation Framework, participated in multiple Teaching Triad meetings, observed one peer and were observed in return, and wrote peer observation letters for each other. Each cohort also participated in a focus group to provide feedback on the Teaching Triads program so that we can improve it for AY 2024-25.

Campus & National Partnerships

Assessment Support to Other CU Units

The CTL's assessment team provides assessment support to diverse campus units. Assessment services include advising programs and course teams on the development of comprehensive assessment plans; creating surveys and other assessment instruments to measure program, course, and student-level outcomes; guiding assessment data collection, analysis, and interpretation; and developing action plans informed by assessment findings. In AY 2023-24, the CTL assessment team provided assessment support to the CU Dialogues micro-credential program; Infrastructure and Sustainability (I&S) staff-facing GED, computer literacy, and reading comprehension programs; Presidents Leadership Class; and the Grade Early and take Attendance Often initiative.

BUS Canvas Grading Initiative

As part of the broader Buff Undergraduate Success (BUS) initiative, the Canvas Grading Initiative is an ongoing collaboration between the CTL and the Office of Information Technology. This initiative aims to increase student access to timely and accurate grades in Canvas, while making grading in Canvas more efficient and customizable for instructors. Throughout the fall 2023 semester, the CTL led a faculty working group to discuss common student and faculty pain points in the Canvas gradebook and develop solutions. The working group consisted of 9 faculty members from diverse departments and who teach high-enrollment, first-year courses that are critical for student success. This collaborative effort has resulted in the creation of the new Grade for Student Success faculty guide to student-centered grading in Canvas, a set of 14 new faculty- and student-facing Canvas video tutorials to support the implementation of these guidelines, and a list of 26 Canvas enhancement requests designed to improve the student and faculty experience with the Canvas gradebook.

BUS Canvas Templates Initiative

Also as part of the broader BUS Initiative, the Canvas Template Initiative is a collaboration between the CTL, OIT, ASSETT, Digital Accessibility Office (DAO), and Continuing Education (CE). This initiative aims to develop Canvas course templates as a resource for all CU educators. Over the past several months, the Canvas Templates Initiative team facilitated and partnered with a faculty working group to develop a new Canvas course template. The template includes template assignments, a template syllabus, template start-of- and mid-semester surveys, and other content. Further, the template incorporates best practices in teaching and learning, digital accessibility, and design. We hope the Canvas template will provide a more unified experience for CU students navigating multiple Canvas courses simultaneously, while reducing instructor course preparation time. The template will be made available to all CU educators for use in their spring 2025 courses.

CIRTL@CU

The University of Colorado joined the CIRTL Network in fall of 2022 (CIRTL@CU). 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. In the spring of 2024 our usual professional development series for graduate students and postdoctoral scholars was included in CIRTL programming. Titled "The Joyful Journey," this series included workshops, presentations, and panels on materials and guidance for navigating the academic job market as well as one panel for exploring careers outside of higher education. With eight sessions across the semester, The Joyful Journey saw 977 individual participants from 45 different institutions, both inside and outside of the CIRTL Network. The University of Colorado had a strong turnout, with 66 individual participants. All eight sessions were hosted and facilitated by CU affiliates and/or alumni.

Campus & National Partnerships, cont.

Humanities Core Competencies as Data Acumen

The *Humanities Core Competencies as Data Acumen: Integrating Humanities and Data Science Education* grant is a collaboration across ASSETT; the CTL; the department of English; the Center for Research Data & Digital Scholarship; the College of Communication, Media, and Information; and the Miramontes Arts & Sciences Program. This grant supports course development teams of 8 faculty and 8 undergraduate student collaborators over the first two years of the three year grant. AY 2023-24 marked the second year of the grant during which new courses were developed via activities including ASSETT-hosted course development workshops (6) and community of practice sessions (3), as well as ongoing collaboration across four student-faculty course design teams.

Monthly Course Design Series

The Monthly Course Design online workshop series is an ASSETT & CTL collaboration with Continuing Education's Learning Design Group. Sessions 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 highlights instructional designers from across campus to share knowledge and generate ideas with faculty on topics around course design, accessibility, student/faculty experiences online, AI, game-based learning, and redesigning a course. In AY 2023-24 we hosted 7 sessions and reached 218 participants.

Pedagogy and Wellness Micro-credential

The in-development Pedagogy and Wellness micro-credential is a partnership with Dr. Roselinde Kaiser, Associate Professor, and Dr. Tina Pittman Wagers, Teaching Professor Emerita, both of Psychology & Neuroscience. This collaborative project that began development in AY 2022-23 will offer multifaceted professional development in teaching practices that enhance student wellness. The Pedagogy and Welness micro-credential is currently in beta testing with three faculty members and will launch in Fall 2024.

Student Engagement Through Technology Symposium

Hosted by the Office of Information Technology (OIT) and the CTL, the spring 2024 Student Engagement Through Technology Symposium offered an opportunity for CU educators to explore the use of technology to further student engagement and learning. This half-day symposium featured panels, presentations, hands-on workshops, and community-building sessions addressing topics such as creative uses of iClickers for promoting active learning, getting started with PlayPosit to create interactive video lectures, and using AI tools to provide feedback on collaborative learning in the classroom. A total of 29 individuals participated.

Teaching International Students (TIS) Micro-credential

The Teaching International Students (TIS) micro-credential was developed to provide professional learning to CU educators to prepare them to support multilingual international students within and beyond the classroom. Initially conceived as the Working with International Students micro-credential by the Office of Undergraduate Education, this micro-credential was re-designed and launched as the TIS program by a collaborative team of facilitators from the CTL, ASSETT, International English Center (IEC), International Student and Scholar Services (ISSS), Teaching English to Speakers of Other Languages (TESOL) program within the Department of Linguistics, and the Global Studies Program in the College of Engineering & Applied Science (CEAS). Designed for instructors and instructional support staff at all levels, the course focuses on high-impact course design and instructional practices that leverage the linguistic and cultural assets international students bring to the U.S. classroom. At the end of the 12-week program, participants present a capstone action plan outlining how they plan to address the needs of international students within their respective disciplines. Among 7 participants who formed the first cohort in spring 2024, 5 participants completed all requirements to earn the micro-credential badge. Their capstone action plans can be viewed on CU Scholar under the TIS micro-credential collection.

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Special thanks and congratulations to Ashley, Quatez, Alexis, Em, and Michael. We thank you for your work with the CTL and ASSETT and wish you all the best in your future endeavors!

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Campus Partners

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

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- » Center for Research Data & Digital Scholarship
- » Center for STEM Learning
- » College of Arts & Sciences
- » College of Engineering & Applied Sciences
- » College of Media, Communication, and Information
- » Colorado Law
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