



**CENTER FOR TEACHING  
EXCELLENCE**

# **YEAR IN REVIEW**

## **2024-2025**

**Download Year in Review**





# Message from the Director

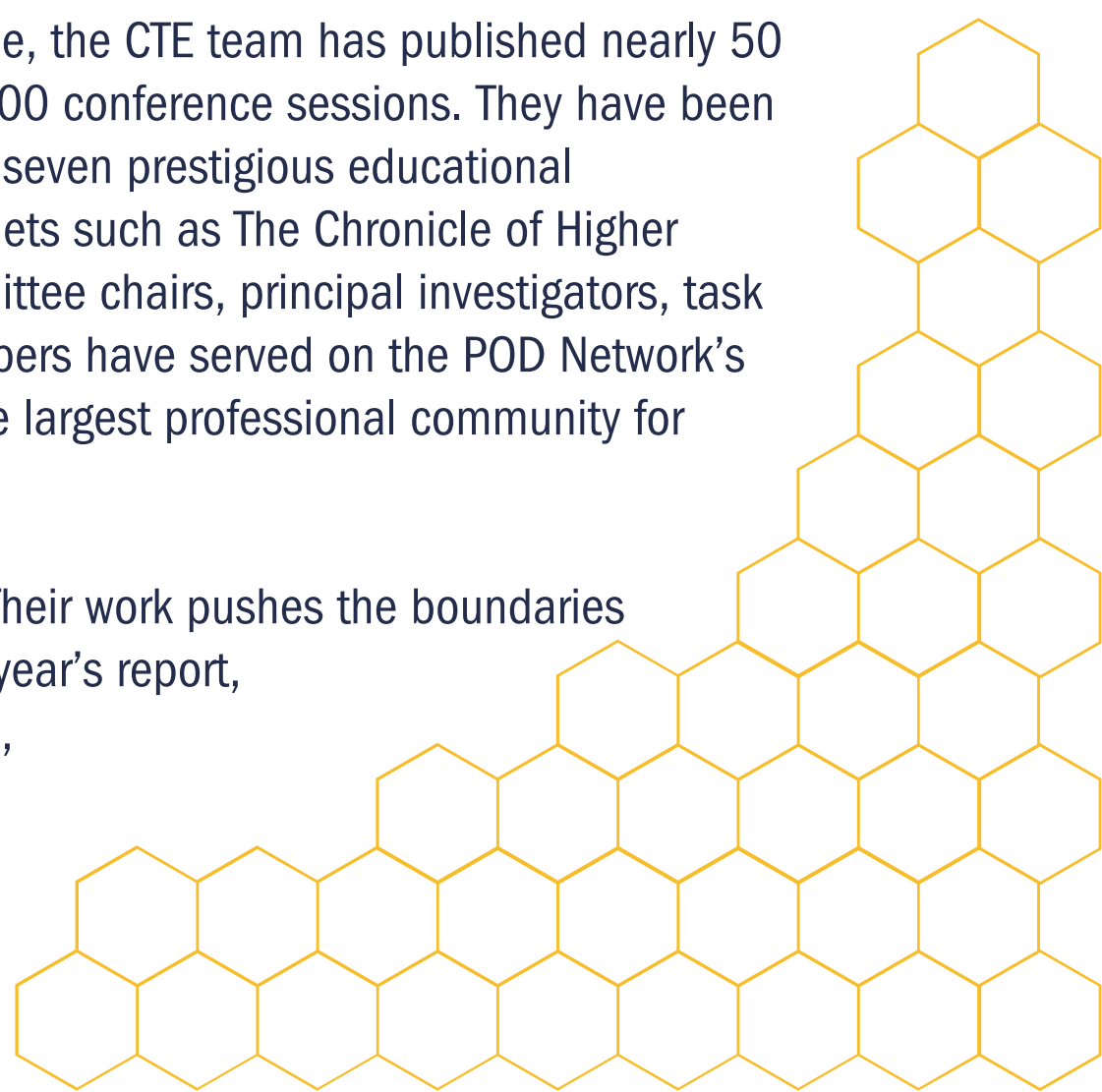


This year marks my tenth as director of the Center for Teaching Excellence. Over the years, I have used this space to highlight our strategic priorities, innovative programs, and significant accomplishments. Taken together, those annual reports tell a story of growth, maturation, and thriving. Yet what often remains hidden in that story are its central characters—the passionate, dedicated, and knowledgeable team members whose creativity and commitment propel the CTE forward. This year, I want to celebrate them.

When I began directing the CTE in 2016, the team numbered fewer than ten. Today, the CTE has grown to 14 permanent employees and into a vibrant community of nearly 100 faculty, staff, fellows, graduate and undergraduate interns, and instructional consultants, including more than 50 faculty serving as AI Guides. Collectively, they extend the reach of the CTE into every corner of the University.

The team's impact extends far beyond Grounds. Over the past decade, the CTE team has published nearly 50 peer-reviewed articles, co-authored books, and presented close to 100 conference sessions. They have been invited to share their expertise nationally and internationally, earned seven prestigious educational development awards, and contributed to public conversations in outlets such as The Chronicle of Higher Education and Inside Higher Ed. They serve as journal editors, committee chairs, principal investigators, task force leaders, and award-winning teachers. Five different team members have served on the POD Network's Board of Directors (13 of the past 15 years), continuing to shape the largest professional community for educational developers in North America.

It is my privilege to lead such an extraordinary group of colleagues. Their work pushes the boundaries of educational development and inspires me daily. As you read this year's report, I hope you see what I see: a story not only of programs and progress, but also of the people who make it possible.





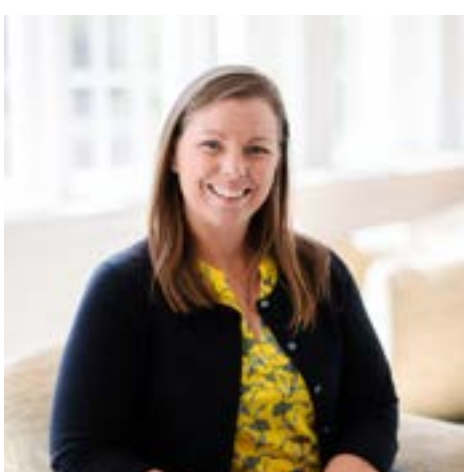
# Our Team

## FACULTY



MICHAEL PALMER

Barbara Fried Director & Professor, General Faculty



LINDSAY WHEELER

Senior Associate Director & Associate Professor, General Faculty



DOROTHE BACH

Associate Director & Professor, General Faculty



ELIZABETH DICKENS

Associate Director & Associate Professor, General Faculty



ADRIANA STREIFER

Associate Director & Associate Professor, General Faculty



LYNN MANDELTORT

Assistant Director of Engineering Education Initiatives & Assistant Professor, General Faculty



JESSICA TAGGART

Assistant Director & Assistant Professor General Faculty

## PROFESSIONAL STAFF



DEREK BRUFF

Associate Director



MELISSA ELLEGOOD

Assistant Director of Learning Technology Initiatives



ANDREW KENNEDY

Assistant Director of STEM Education Initiatives



LUKE ROSENBERGER

Assistant Director of Digital Accessibility Initiatives

## FACULTY FELLOWS



C.L. BOHANNON

Associate Professor & Senior Associate Dean of Faculty Affairs and Community Engagement, Architecture



LIZ ELLESSOR

Associate Professor, Media Studies



PETER JOHANNESSEN

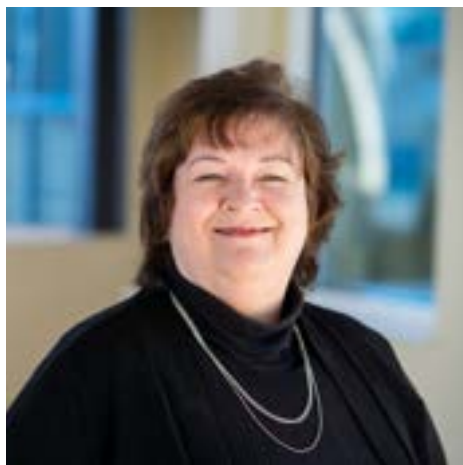
Associate Professor of Public Policy, Batten



IAN MULLINS

Associate Professor, Sociology

## ADMINISTRATIVE STAFF



CARLA BREEDEN

Finance Generalist



KRISTIN SLOANE

Associate Program Manager and Communications Specialist



IRIS YOUNG

Program Coordinator

## GRADUATE INTERNS



BERNADETTE CRUSE

Education



MOLLY NICHOLS

English



# 2024-2025 Strategic Priorities

## 01. Develop and Implement Faculty AI Guides Program

In collaboration with the Office of the Executive Vice President and Provost, we launched the Faculty AI Guides program to advance the understanding of generative AI (GenAI) across Grounds and empower instructors to make informed and intentional decisions about the role of GenAI in their teaching.



**51**

**2024-2025 cohort**

**107**

**Guide-hosted events**

**+1,600**

**participants at  
Guide events**

Highlights include:

- The Guides participated in a two-day institute on AI and teaching in August and then met monthly in small teams to explore GenAI in their teaching contexts. The Guides shared what they learned with colleagues through individual and informal consultations as well as workshops, presentations, and lunch-and-learns.
- Over the academic year, Faculty AI Guides hosted 107 events with more than 1,635 participants and consulted with over 200 instructors.
- The program was highlighted in a *Chronicle of Higher Education* article.

[View Final Report](#)

## 02. Leverage OneHE Content to Expand CTE Programming and Reach

We piloted a limited subscription to the online educational development provider OneHE to determine if the content would be a useful complement to existing CTE resources for the UVA teaching community. OneHE specializes in short videos that offer practical teaching strategies featuring experts in teaching and learning from around the world. We incorporated OneHE content into both our graduate student and faculty programming.



- Graduate students: For the August session, we revised our Teaching as a Graduate Student online materials to include OneHE videos. Among 75 survey respondents, 68% rated the materials Excellent or Good. For the January session, 76% of 17 respondents did so.
- Faculty: Our fall OneHE video discussion series for new faculty had low attendance and was therefore discontinued. In the spring, we offered open, no-prep sessions featuring experienced UVA faculty and staff offering their perspectives on different topics. The series was well received, averaging 18 participants across four sessions, including many remote faculty.

## 03. Establish CTE-wide Assessment Plan

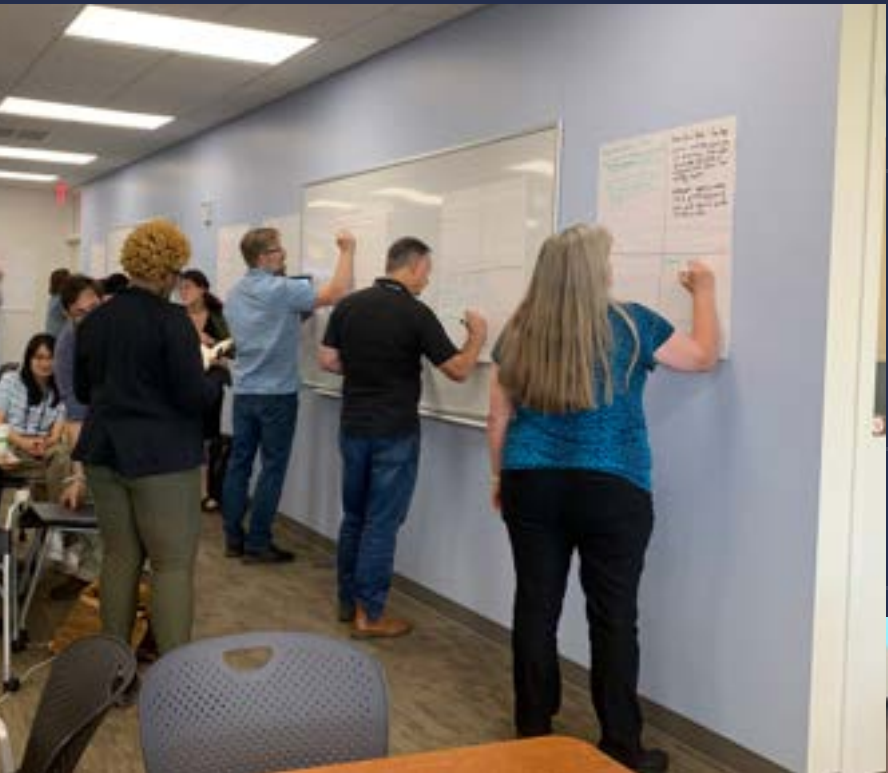
In response to our external review, we initiated the development of a CTE-wide assessment plan to articulate our principles and values around assessment, our theory of change, and strategies for measuring impact across micro (faculty), meso (department), and macro (institutional) levels.



A two-day staff retreat in December served as a key milestone, where we collaboratively developed and refined a set of core CTE assessment principles, drafted a plan for center-wide assessment, and articulated individual programmatic assessment plans. We piloted several components of our assessment plan through targeted assessment projects. This included a comprehensive evaluation of the AI Guides program as well as an analysis of engagement patterns across CTE events and communications. We also began improving the accuracy of our internal database, particularly around instructor roles and CTE participation. These efforts mark an important step toward a more integrated, evidence-informed assessment strategy for the center’s work.



# Our Impact

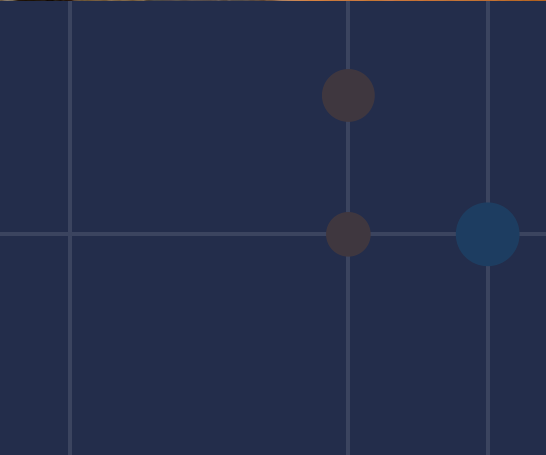


+1K

participants  
engaged in signature  
programming

38

workshops &  
events  
offered

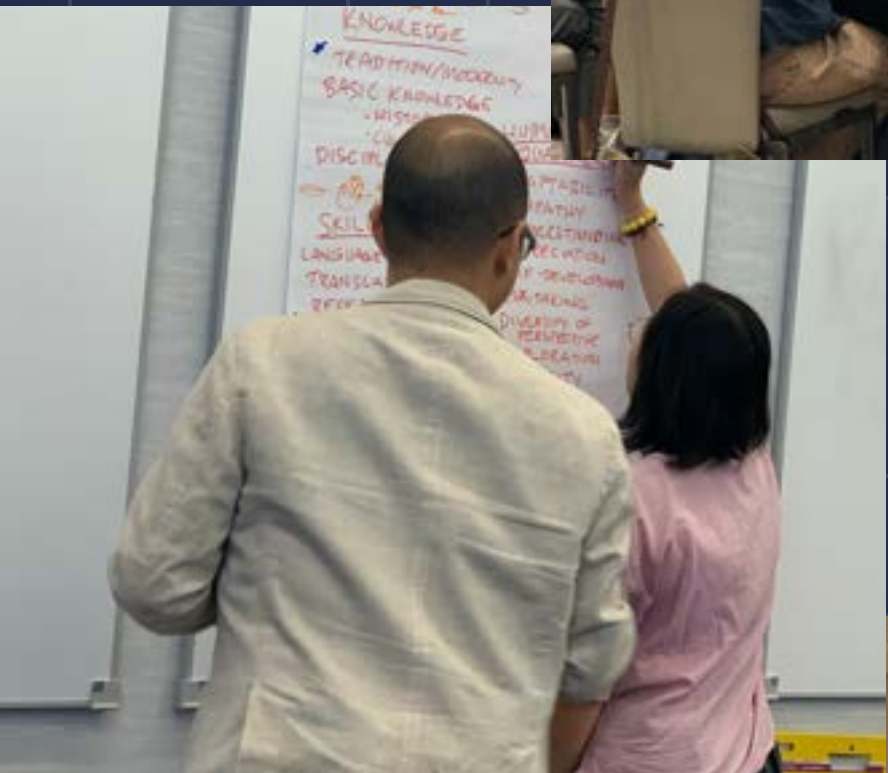


126

consultations  
completed

\$119K

grant funds  
distributed



10

peer-reviewed  
articles  
published

19

invited  
workshops &  
presentations



23

committees  
served on

+18K

CTE website  
visitors



+14K

Learning Tech  
visitors

+26K

Teaching Hub  
visitors

34

Teaching Hub  
collections  
published

25

Teaching Hub  
external curators  
recruited



# Our Participants

## CONSULTATION

*“My consultant was amazing! She listened carefully, and she truly supported me w/ my teaching by giving me specific classroom management strategies.”*

## FACULTY AI GUIDES

*“I felt like we are actively engaged in a dialogue that's helping the university figure out how are we going to navigate these things from a pedagogical standpoint, from a policy standpoint, and that's where all of us as AI Guides can help shape a vision.”*

## IGNITE

*“Participating in Ignite has been an invaluable experience for me!”*

## SPARK

*“I thought the content was helpful, the activities thought provoking and helpful as I prepare for my first semester at UVA. It was also great to meet folks...that was a big part of the experience.”*

## SUMMIT

*“I found all sessions to be enjoyable and inspiring. I love that they involved themes of student engagement, emphasizing that making coursework relevant and personal for students makes them care more and want to put in effort. Overall, I made some great connections with people and came back with some ideas to try to incorporate in my own work. I really like how this Summit gives us a chance to meet and talk with people of different roles and departments throughout UVA and beyond.”*

## TAGS

*“This is a great first step to helping future TAs. I think the small group sections were the most helpful.”*

## THRIVE

*“My students and I are deeply grateful for these resources. ... [T]he grant not only enhanced our current course but also established a strong foundation for future iterations of this class and our ongoing research study.”*

# Signature Programming

36



Course Design  
Institute  
participants

33



c<sup>3</sup>Design  
participants  
across 2 cohorts

115



CTE Speaker Series  
participants  
across 4 events

17



Ignite Scholars  
in 2024-2025  
cohort

126

Innovations in Pedagogy Summit

in-person  
participants

82



virtual track  
participants

\$20K



SoTL Grant  
funds distributed  
across 5 projects

12



SoTL Scholars  
in 2024-2025  
cohort

56



Spark  
participants

\$98K



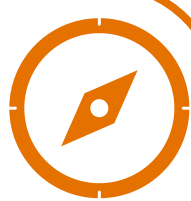
Thrive Grant  
funds distributed  
across 23 projects

265



Teaching as a  
Graduate Student  
participants across  
August & January events

28



Tomorrow's  
Professor Today  
participants admitted



## Curriculum (Re)Design

- Offboarded 1 unit, continued supporting 2 units, and onboarded 5 new units
- Held 66 meetings with curriculum development teams
- Facilitated 16 department workshops (total of 50 hours)
- Conducted student surveys and focus groups



## Data Liberation

- Revised course grade dashboards to promote ethical data use
- Developed graduate student dashboards
- Made progress on integrating CTE engagement score into student evaluation of teaching data



## HHMI

### Driving Change

- Worked with 10 departments
- Collected, organized, and presented student data to faculty
- Participated in Strategic Doing pathfinder projects to improve outcomes of equity within departments

### IE3

- Coordinated assessment of 140+ introductory STEM course sections
- Collaborated with instructors on survey questions for course redesign
- Led assessment plan for redesign of intro biology courses



## Learning Communities and Reading Groups

- Alternative Grading in STEM Learning Community
- *Failing our Future* Reading Group
- Fostering AI Literacy for Students and Ourselves Learning Community
- Pedagogies of Interconnectedness Community of Practice
- *Teaching with AI* SoTL Faculty Learning Community
- *Teaching Effectively with ChatGPT* Reading Group
- *The Spark of Learning* Graduate Student Reading Group

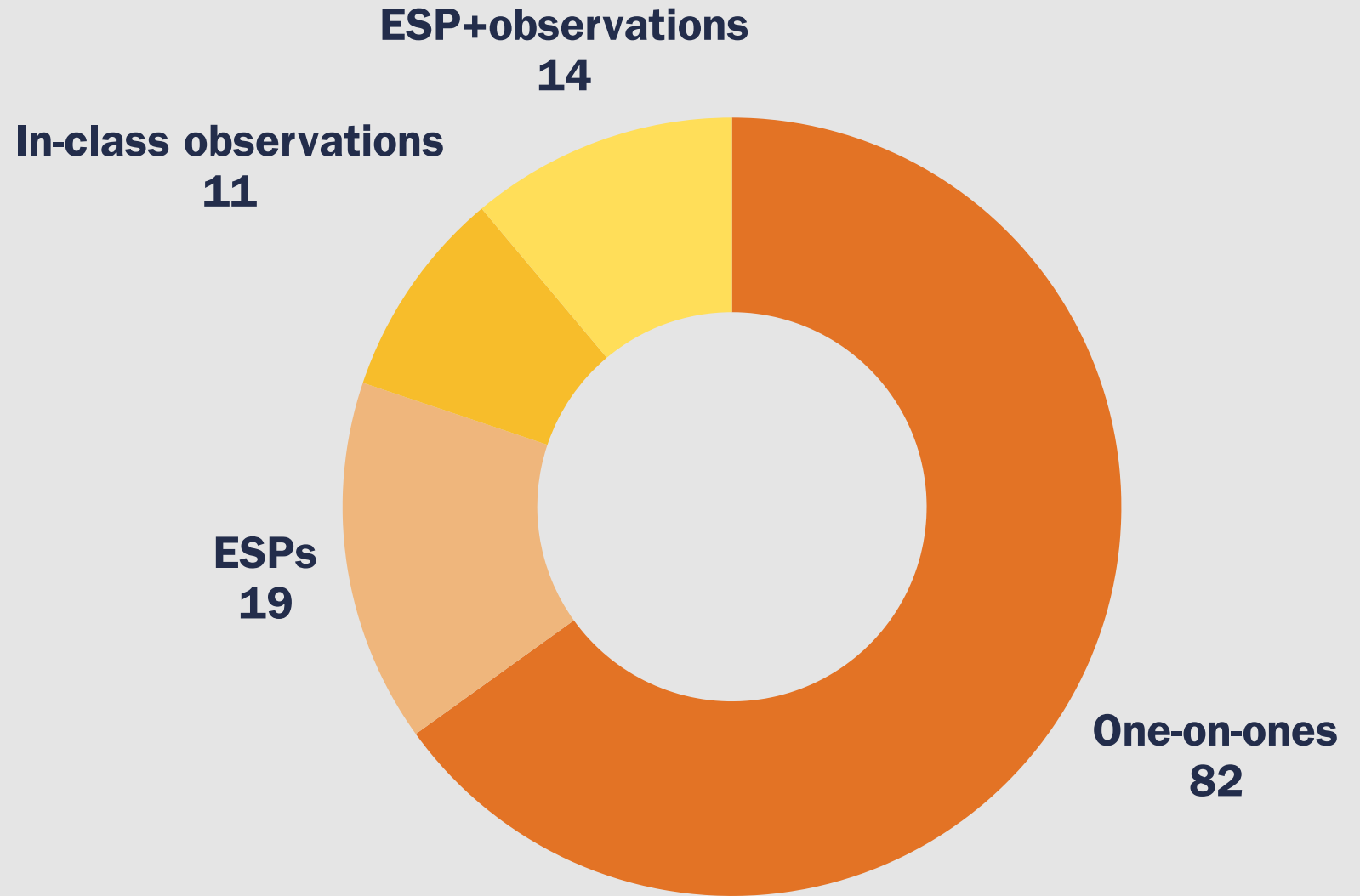


## National and International Speakers

- Sarah Rose Cavanagh, Innovations in Pedagogy Summit keynote speaker on faculty and student well-being
- Josh Eyler, CTE Speaker Series fall speaker on grading practices
- Amanda Lee Savage, CTE Speaker Series spring speaker on indigenous pedagogies
- Donata Schoeller, invited speaker on Thinking-at-the-Edge method

# Consultations

Completed 126 teaching consultations throughout the academic year. Instructors choose from four types: one-on-one consultation, Engaging Students' Perspectives (ESP) focus group, in-class observation, or ESP and observation.





# Specialty Programming and New Initiatives



## **Faculty Fellows**

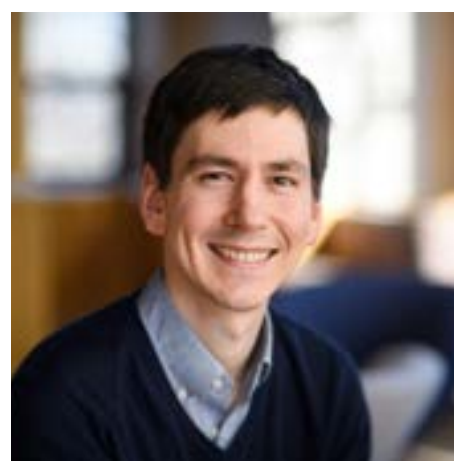
Our four 2023-2024 Faculty Fellows stayed on for another year and worked in the areas of community-engaged teaching, accessibility and disability, belonging in large-lecture courses, and teaching in times of political polarization.



**C.L. Bohannon**  
Architecture



**Liz Ellcessor**  
Media Studies



**Peter Johannessen**  
Batten School of  
Leadership & Public Policy



**Ian Mullins**  
Sociology

Select highlights of their work include:

- leading a monthly discussion group dedicated to community-engaged teaching, service learning, and community-based teaching
- designing and leading workshops, which included “Belonging in Large-Lecture Courses,” “Staying Afloat in a Sea of Accommodations,” and “Teaching During Periods of Political Turmoil”
- serving as consultants and learning team facilitators at our Course Design Institute
- supporting our Ignite program



## **Students as Partners**

We resurrected parts of our Students as Partners work by positioning our undergraduate student teaching consultants as CTE educational development partners. In addition to conducting teaching consultations during our Course Design Institute and the academic year, CTE undergraduate consultants:

- published the article “It’s never too late to get to know your students” on office hours.
- participated in and facilitated student-faculty lunches during Spark and the Innovations in Pedagogy Summit.
- served on panels and focus groups in support of the Curriculum (Re)Design program and our work with the School of Engineering & Applied Science.
- supported the design of workshops and resources related to student use of GenAI.
- supported CTE job candidate visits.



## **Writing about Teaching Series**

We created a new workshop series to support instructors in writing about teaching, including topics such as communicating the “so what,” identifying journal venues, AI-supported literature reviews, and structuring an empirical article. We also developed a resource on “Starter Prompts for an AI-Enhanced Literature Review Process” and hosted weekly, informal Writing about Teaching meetups over the summer.

Based on feedback from participants, we plan to continue offering these meetups next academic year.



# Additional Highlights

JULY



## Experienced Educational Developer Joins Team

Former director of Vanderbilt’s Center for Teaching Derek Bruff joined the CTE as an Associate Director for 2024-2025 to support various projects, such as our Faculty AI Guides program and Teaching Hub.

FALL-SPRING



## New Hires

We conducted two national searches for new team members:

- Assistant Director of Digital Accessibility Initiatives, joined team in May 2025
- Associate Director, joined team in July 2025

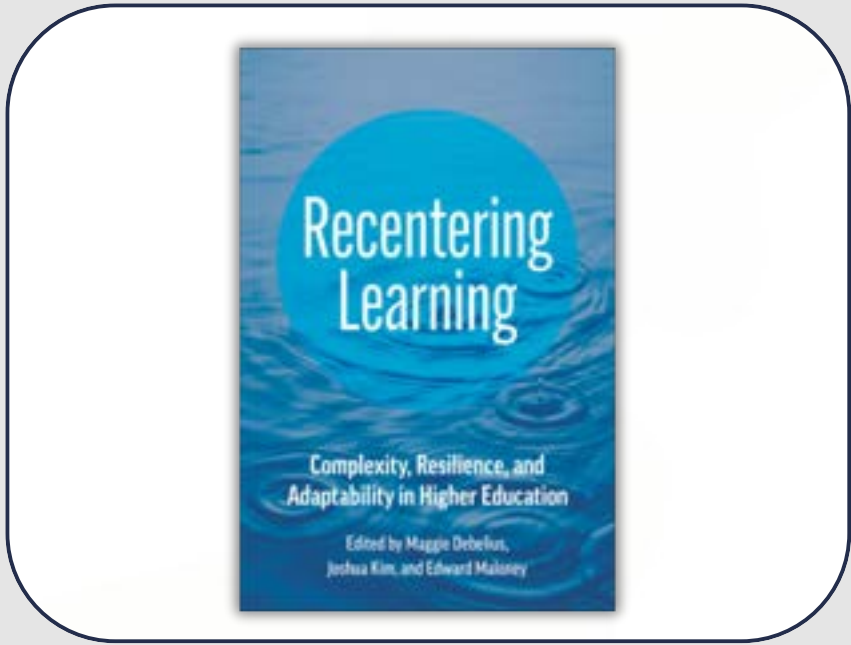
NOVEMBER



## Teaching Hub Selected as Innovation Award Finalist

Teaching Hub was submitted to the 2024 POD Network Innovation Award for the organization’s annual conference, resulting in a finalist position.

DECEMBER



## Associate Director Co-authors Book Chapter

Associate Director Derek Bruff co-wrote the opening chapter, “Centering Resiliency: Principles for Academic Leaders and Teaching Center Directors,” in the book Recentring Learning Complexity, Resilience, and Adaptability in Higher Education.

FEBRUARY



## Director Publishes Book

Director Michael Palmer and his coauthors published the book Developing High-Impact Course Design Institutes: A Model for Change.

JUNE



## Associate Director Invited to Present Workshop at UM6P in Morocco

Associate Director Dorothe Bach presented and co-led the five-day Learning-Focused Course Design workshop at UM6P in Morocco.

JUNE



## Senior Associate Director Joins POD Network Core Committee

Senior Associate Director Lindsay Wheeler was voted onto the POD Network’s Core Committee, the organization's board of directors which oversees its activities and affairs. Members are elected for 3-year terms by a vote of the POD Network membership.



# 2025-2026 Strategic Priorities

## 01. Build On Momentum Supporting Teaching and Learning in a GenAI World

We have established the University as a leader in supporting teaching and learning in a GenAI world. Building on our holistic approach this past year, we anticipate refining and augmenting existing programming as well as developing new programming. The projects/initiatives we plan to pursue include the following:

- host an AI in Teaching & Learning Symposium to advance inclusive dialogue about AI and showcase innovative uses of AI in student learning.
- restructure Faculty AI Guides into disciplinary teams to provide sustained, context-specific support.
- engage students as co-creators in workshops, learning communities, and resource development.
- update and expand Teaching Hub resources with current GenAI advances, student perspectives, and MegaSoTL-AI outputs.
- partner on proofs-of-concept for GenAI tools (e.g., Cogniti) with instructor support, learning communities, and assessment.

## 02. Develop a Formal Pedagogical Partnership Program

Our team has partnered with undergraduate students in several ways over the years to support instructors' improvements to their teaching. We have more recently partnered with students to co-lead workshops and coauthor teaching and learning materials. The success of these partnerships suggests there is an opportunity to further develop and formalize our pedagogical partnership work.

A more robust program could support students and faculty participating in various forms of co-creation: teaching and learning approaches; scholarly analysis, presentations, and publications; and individual, programmatic, and institutional transformation.

## 03. Design and Pilot “Teaching Forward” Program in A&S and EHD

Partnering with the Associate Deans for Faculty Affairs in the College of Arts & Sciences and School of Education & Human Development, we will help develop and implement a structured, flexible professional development program designed to support faculty in continually enhancing their teaching practice. Built around evidence-based principles and scalable activities, the program will invite all faculty—regardless of discipline, rank, or experience—to participate in a sustained, reflective approach to improving student learning and engagement. The program will incentivize participation in CTE, school-based, and other pedagogically focused professional development that further their pedagogical knowledge and skills. The CTE will use its database and website infrastructure to track engagement and provide instructors with documentation useful for promotion and tenure and annual review purposes.

## 04. Advance Digital Accessibility Goals of the CTE and University

We envision a UVA where all learners and educators, including those with disabilities and who use assistive technologies, can engage fully and equitably in technology-integrated teaching and learning processes. Some steps we will take include:

- seeking out, listening carefully to, centering, and amplifying the experiences of learners and instructors who are disabled and/or who use assistive technologies to further their teaching and learning.
- learning and adopting new digital accessibility habits and literacies, new design principles, and potentially new tools and workflows. We will model and introduce those behavior changes in our programs, to help instructors understand and consider how they can adopt them in their own practice as well as share and model them for their own colleagues and students.
- updating, expanding, and publishing content internally and externally to promote the value of digital accessibility, the stories of those impacted by it, and the practices UVA can adopt to improve it.



# Contact Information

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