

2025-2026

YEAR IN REVIEW



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**CENTER FOR TEACHING
EXCELLENCE**

FROM THE DIRECTOR



“The true value of the CTE lives in the relationships, questions, discoveries, and renewed sense of possibility that continue long after a program or consultation has ended.”



Our annual report is a perfect example of what C. Thi Nguyen calls “value capture” (*The Score*, 2026, p. 8) where we rely on numbers and abstract words and phrases to represent the value of our work. It reduces and diminishes, narrows and constrains. It simplifies and trivializes that which is rich, nuanced, transformative, and joyful. Our report fails to capture the beauty of CTE work.

If you engaged in our programming this past year—or in other years—you know. If you engaged in Spark, our orientation for faculty new to UVA, you know the excitement of spending two days with other new colleagues learning about UVA’s culture of teaching, conversing with students who will soon be in your courses, and developing lifelong friendships. Or you may know what it’s like to work intensely with other instructors seeking better ways to design your courses—ways that help you consider new perspectives and imagine new possibilities to more deeply engage your students. If you worked with us, you know the CTE strives to create world-class experiences so that you can thrive professionally and discover (or rediscover) joy in teaching. This cannot be captured in a number in an annual report.

So, when you see the number of our instructional consultations we conducted, the workshops and learning communities we led, the programs we supported, or the grants we distributed, know that behind each is a rich experience that leads to growth and transformation for the instructors we partner with.



And when you read about the CTE team’s featured news stories, podcasts, interviews, peer-reviewed papers, conference presentations, and keynote addresses, know that this deep, intellectual work is what fuels us and ultimately shapes our day-to-day work. There are countless, beautiful stories behind every number and every program listed in this report.

We hope these pages offer a glimpse of that work, while also reminding us of all that resists measurement. The true value of the CTE lives in the relationships, questions, discoveries, and renewed sense of possibility that continue long after a program or consultation has ended.

MICHAEL PALMER
CTE Executive Director

OUR TEAM

FACULTY



MICHAEL PALMER

Barbara Fried Executive Director & Professor, General Faculty



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Senior Associate Director & Associate Professor, General Faculty



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JESS TAGGART

Assistant Director & Assistant Professor, General Faculty



CHAVELLA PITTMAN

Frank Talbott, Jr. Visiting Professor

PROFESSIONAL STAFF



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Associate Director



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Assistant Director of Learning Technology Initiatives



ANDREW KENNEDY

Assistant Director of STEM Education Initiatives



LUKE ROSENBERGER

Associate Director of Digital Accessibility Initiatives

FACULTY FELLOWS



C.L. BOHANNON

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



DEVIN DONOVAN

Associate Professor, English



PETER JOHANNESSEN

Associate Professor of Public Policy, Batten



MEIQIN LI

Associate Professor, Applied Mathematics



JELENA SAMONINA

Associate Professor, Chemistry

ADMINISTRATIVE STAFF



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Finance Generalist



KRISTIN SLOANE

Associate Program Manager & Communications Specialist



IRIS YOUNG

Program Coordinator

CTE INTERN



KEVIN SHAW

Graduate Student

2025-2026 STRATEGIC PRIORITIES

1



BUILD ON MOMENTUM SUPPORTING TEACHING AND LEARNING IN A GENAI WORLD

We strengthened UVA's leadership in generative AI by expanding faculty and student programs, resources, partnerships, and professional learning, including the inaugural Virginia AI Symposium and Faculty and Student AI Guides programs. These efforts engaged hundreds across UVA and beyond while informing institutional strategy, instructional technology decisions, and University-wide approaches to AI in teaching and learning.

2



ADVANCE DIGITAL ACCESSIBILITY GOALS OF THE CTE AND UNIVERSITY

We improved digital accessibility across UVA through student partnership, faculty support, resource development, and University-wide leadership, while also improving the accessibility of our own programs and materials, like our Course Design Institute. These efforts strengthened UVA's readiness for emerging accessibility requirements and promoted more inclusive, equitable learning experiences for all students.

3



DESIGN AND PILOT "TEACHING FORWARD" PROGRAM

We partnered with the College of Arts & Sciences and School of Education & Human Development to launch a flexible, evidence-based professional development program that supports faculty in continually strengthening their teaching. The initial cohort included 18 faculty, with six completing the first level. The program will be expanding to additional schools in 2026-2027.

4



DEVELOP A FORMAL PEDAGOGICAL PARTNERSHIP PROGRAM

We advanced a more coordinated, Center-wide approach to student partnership by expanding student leadership, co-creation, and consultation across teaching, AI, and accessibility initiatives. Through new leadership, staff development, expanded student roles, and greater integration of student voices into programs and resources, we laid the foundation for a sustainable pedagogical partnership model and a 2026-2027 pilot program.

OUR IMPACT



+1K

unique participants engaged in CTE programs, events, and services

40

workshops & events offered

126

consultations completed

\$117K

grant funds distributed

8

peer-reviewed articles published

12

invited workshops & presentations

26

committees served on

+37K*

CTE website visitors

+23K**

Learning Tech visitors

+39K***

Teaching Hub visitors

*More than doubled traffic from the previous year.

**Nearly 67% growth from the previous year.

***Nearly 50% growth from the previous year.

SIGNATURE PROGRAMMING

30


Course Design Institute
participants

22


c³Design
participants across 2 cohorts

54


CTE Speaker Series
participants across 2 events

27


Faculty AI Guides
in 2025-2026 cohort

26


Ignite Scholars
in 2025-2026 cohort

160


Innovations in Pedagogy Summit
participants across in-person
and virtual tracks

12


SoTL Scholars
in 2025-2026 cohort

32


Spark
participants

\$24K


SoTL Grant
funds distributed
across 7 projects

\$93K


Thrive Grant
funds distributed
across 30 projects

258


Teaching as a Graduate Student
participants across August
and January events

32


Tomorrow’s Professor Today
participants admitted

“My favorite part of this program has been meeting in a community of like minded humans that are eager to learn more about themselves and their teaching and being guided by such a great team of educators.”
- Ignite participant

“I owe much of my confidence in navigating GenAI in the classroom to the AI Guides program. It provided me not only with practical tools and ideas, but—perhaps more importantly—with a clear philosophy for using GenAI thoughtfully in teaching.”
- Faculty AI Guide

“[The Summit] is always a lovely event and I’m always grateful to attend! I especially love hearing from fellow faculty and staff on what they are doing and what has worked (or hasn’t!). And the themes of the keynotes are always meaningful.”
- In-person Summit participant

“First, thank you for having [a virtual Summit] generally. I am an Adjunct Online teacher who is not an educator by training. Opportunities for folks like me to receive PD and develop my ‘craft’ are few and far between so I genuinely appreciate the opportunity to learn more about teaching.”
- Virtual Summit participant

“My experience [in Spark] was positive. I got the opportunity to interact with new faculty members. ... I found it very helpful to get acquainted with the resources at UVA for teaching and mentoring.”
- Spark participant

“Thrive funding was instrumental in launching this scalable instructional model and establishing infrastructure that will continue to support undergraduate research training within our laboratory and beyond.”
- Thrive grant recipient

“In complete transparency, I appreciate having these resources readily available for a later time. I will likely return to this training as I develop my teaching experience and design my courses.”
- August TAGS participant



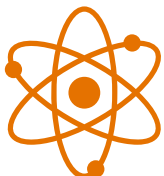
Curriculum (Re)Design

- Offboarded 2 projects, continued supporting 5 projects, and onboarded 1 new project
- Facilitated 76 encounters with curriculum project teams and department members, for a total of 85 hours



Data Liberation

- Finalized graduate time to degree dashboards to ensure both data accuracy and streamlined interactive graphs
- Developed a CTE engagement score framework to capture magnitude and type of participant engagement over time



HHMI

Success in STEM (formerly Driving Change)

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

STEM Teaching & Learning Community (formerly IE3)

- Collected survey data across intro STEM courses
- Offered one-on-one and group support to 6 faculty including guidance and feedback on 3 summer instructional projects

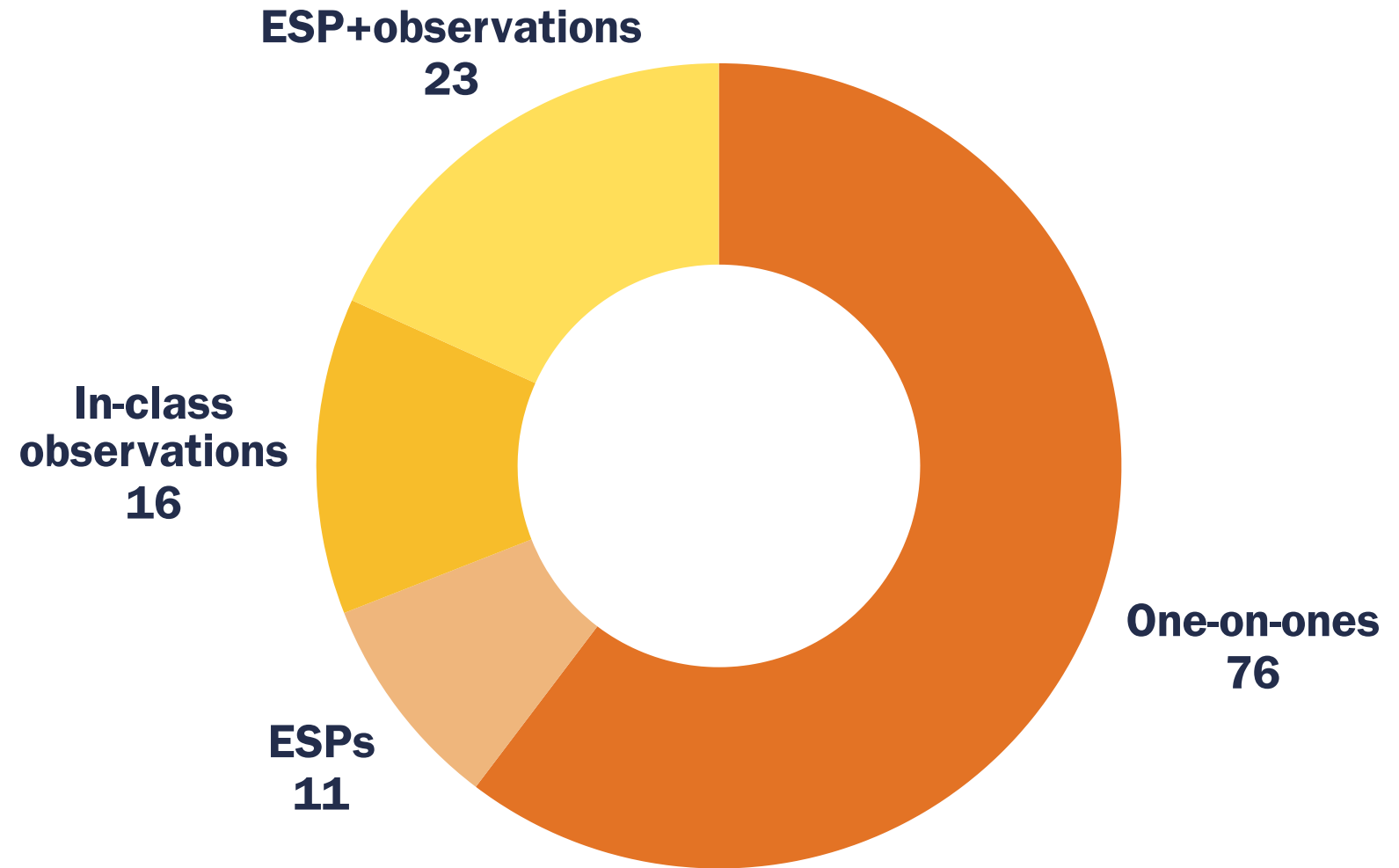


Learning Communities and Groups

- Collaborative Teaching Meetups
- Community-Engaged Teaching Learning Community
- Fostering AI Literacy for Students and Ourselves Learning Community
- Pedagogies of Interconnectedness group
- Plot Twists and Perspectives: Designing Online Learning That Resonates series
- *Teaching Effectively with ChatGPT* Reading Group
- Teaching with Custom AI Chatbots Learning Community
- *The Norton Guide to Equity-Minded Teaching* Graduate Student Book Group

CONSULTATIONS

The CTE completed **126** teaching consultations with 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. In addition to CTE faculty, our consultant team was comprised of 13 faculty, 3 graduate, and 6 undergraduate consultants.



ADDITIONAL HIGHLIGHTS

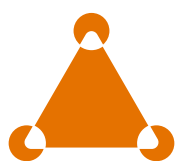


Faculty Fellows

This year's cohort consisted of **5 faculty** who contributed to workshops, learning communities, instructional consultations, resource development, and university-wide programs. Collectively, their work advanced key CTE priorities, including community-engaged teaching, evidence-based assessment, large-enrollment instruction, faculty belonging and community, metacognition, and innovative pedagogical practices.

Select highlights of their work include:

- Convened a year-long community-engaged teaching learning community, hosting seven discussions on various topics
- Designed and implemented a participatory Teaching Triangles model within the Writing & Rhetoric Program, leading four successful faculty cohorts and presenting the work at our *Innovations in Pedagogy Summit*
- Expanded the Pedagogies of Interconnectedness initiative through workshops, faculty collaborations, and a *Pedagogy Summit* session that introduced embodied and relational approaches to teaching and learning
- Developed resources for Teaching Hub
- Co-facilitated our *Ignite* program



Teaching Triangles

We introduced a Teaching Triangles model across Grounds, a professional development approach in which a group of three instructors observe each other's classes, exchange ideas, and reflect on practices they might adapt for their own courses. The initiative resulted in **nearly 120 reciprocal peer observations and conversations** within the following units/groups:

- SEAS Department of Engineering & Society
- A&S Writing & Rhetoric Program
- A&S Advising Fellows
- Ignite Scholars

This initiative will be expanded in 2026-2027.



Visiting Scholar

For the first time, the CTE hosted a visiting scholar. As the inaugural Frank Talbott, Jr. Visiting Professor, **Chavella Pittman** brought a distinctive focus on faculty well-being as an essential component of teaching excellence. Throughout the year, she engaged deeply with faculty, graduate students, administrators, and CTE staff to better understand the challenges instructors face. She also expanded the CTE's reach to faculty who had not traditionally engaged with our programs and services. During her year at UVA, Pittman:

- Provided individualized consultations for instructors
- Reviewed CTE programs and offered recommendations, including clearer communication about workload expectations and more flexible participation options
- Helped develop new resources and Teaching Hub collections
- Mentored a new CTE staff member
- Collaborated with the team on scholarly projects and future initiatives

Pittman's visiting professorship strengthened the CTE's capacity to support instructors navigating an increasingly complex teaching environment and established a foundation for future work on faculty well-being and teaching excellence.

SELECT STORIES

DESIGNED FOR LEARNING



Teaching Students When (Not) to Use AI



Featuring Derek Bruff, *Designed for Learning*



Designing Evidence- Based Change: Inside the Alt Grading Institute



Featuring Michael Palmer, *The Grading Podcast*



Student AI Guides Program Receives Jefferson Trust Flash Grant



The Jefferson Trust News

INSIDE HIGHER ED

Responding to Disruption? Consult a Center for Teaching and Learning



By Derek Bruff, Andrew Kennedy, and Jess Taggart,
Inside Higher Ed



Specifications, Standards and Designing Better Grading



Featuring Adriana Streifer, *The Grading Podcast*



AI-Aware Teaching



Featuring Derek Bruff, *Tea for Teaching*

SELECT SCHOLARLY ACTIVITY

- **Bach, D.** (2025, October 1). *Generative Listening: A Tool for Fostering Creativity, Celebrating Difference, and Deepening Connection* [Keynote address]. Old Dominion University, Center for Faculty Development Days of Teaching (online).
- Bayraktar, B., Henry, D., & **Taggart, J.** (2025). Navigating the AI-enabled Education Landscape: A Multifaceted Approach to Providing Effective Professional Learning and Support for Instructors. *Theory Into Practice*.
- Hansen, M., Sheffield, S. L.-M., **Santucci, A.**, & van der Rijst, R. (Eds.). (2026). *Mentorship and Academic Development* (1st ed.). Routledge.
- Kalman, E., Wright, M. C. & **Wheeler, L. B.** (2026). Why Faculty Lead: Motivations and Benefits for Informal Pedagogical Leadership. *International Journal for Academic Development*.
- **Palmer, M. S.**, Hurney, C., Troisi, & J. Hostetler, L. (2025, November 19-23). *Applying Research-based Model to Design High-impact Course Design Institutes* [Pre-conference workshop]. National Conference for the Professional and Organizational Development Network in Higher Education, San Diego, CA, United States.
- **Santucci, A.** (2025, October 23). *Across Difference: Intercultural Teaching & Learning* [Keynote address]. Annual HDS Teaching & Learning Forum, Technische Universität Chemnitz, Germany.
- **Streifer, A.**, & Samuel, D. (2025, November 19-23). *(Re)Designing Graduate Certificate Programs: Challenges and Opportunities* [Birds-of-a-Feather session]. National Conference for the Professional and Organizational Development Network in Higher Education, San Diego, CA, United States.
- Thomas, R., Supriya, K., & **Dickens, E.**, (2025, November 19-23). *Strategies for Creating and Sustaining Department-Based Educational Development* [Conference presentation]. National Conference for the Professional and Organizational Development Network in Higher Education, San Diego, CA, United States.
- Yi, F., **Taggart, J.**, & Mickel, B. (2025). *Fostering AI Literacy: A Guide for Educators in Higher Education*. <https://pressbooks.library.virginia.edu/ai-literacy/>

2026-2027 STRATEGIC PRIORITIES

1



REIMAGINE STEM-TLC

The STEM Teaching and Learning Community (STEM-TLC) is an HHMI IE3-funded initiative that aims to support STEM faculty with the effective integration of evidence-based practices into their teaching. We will transition this initiative to a CTE program co-led with the College of Arts & Sciences' Learning Design and Technology team. Over the next year, we will re-invision this initiative to continue developing STEM instructors' capacity to support each other and lead within and across their departments.

2



ADVANCE STUDENT PARTNERSHIP WORK

Serving as Teaching Consultants, AI Guides, and Accessibility Advisors, undergraduate students have supported instructors in strengthening their teaching; co-facilitated major events, institutes, and workshops; created resources that highlight student perspectives on teaching and learning; and helped shape the vision and direction of student engagement in CTE programming. Building on the success of these partnerships and the foundation established this past year, we plan to pilot an integrated initiative to support a range of student-faculty co-creation opportunities.

3



INCREASE CAPACITY FOR AND ADVANCE MESO-LEVEL WORK

Through efforts such as the Curriculum (Re)Design program, HHMI-funded Success in STEM initiative, and Faculty AI Guides program, the CTE has supported academic departments, schools, and programs in advancing curriculum, pedagogy, and student success. Over the next year, we plan to build on this work by expanding staff capacity to facilitate change at the department or meso level; strengthening collaboration and communication around departmental support efforts, both within the CTE and with partners across the University; and developing new opportunities to support teaching and learning in departments.

Contact Information

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Center for Teaching Excellence