

ANNUAL REPORT

Summer 2025 – Spring 2026



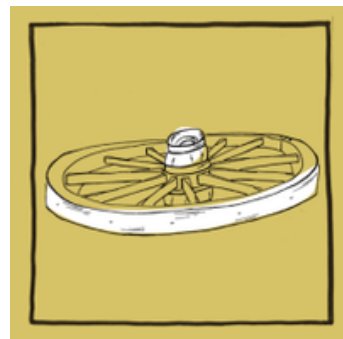
THE INSTITUTE FOR
LEARNING AND TEACHING
COLORADO STATE UNIVERSITY

Overview

Campus Hub for Teaching and Learning

The Institute for Learning and Teaching (TILT) serves as a campus hub to advance the teaching and learning mission of Colorado State University. TILT's three teams, Faculty Development, Learning Programs, and Student Engagement, work together to enhance innovative, inclusive teaching and learning practices in and out of the classroom.

TILT's core activities include faculty and graduate student teaching development, peer-based academic support, scholarship and fellowship advising, and undergraduate research and artistry.



Current organizational efforts and priorities are guided by the [2025-2030 TILT Strategic Plan](#).

This annual report provides a snapshot of notable accomplishments and outcomes from the 2025-2026 academic year with special attention to key campus initiatives and impact on student success. Throughout the report, detailed assessment reports are embedded to provide a deeper view of selected program operations and outcomes.

TILT by the Numbers

During the 2025-2026 academic year, TILT supported more than **9,410 students** through our academic learning and engagement programs and more than **1,395 faculty and staff, and GTAs** through our teaching development programming.

11,007 Visits to TILT Tutoring and Learning Assistant academic support hours in the Great Hall

6,191 Undergraduate STEM student enrollments supported by Learning Assistants

2,826 Students completed TILT's Academic Integrity Tutorial

975 Undergraduate students engaged in research and artistry through OURA programming

210 Undergraduate students employed by TILT as peer educators, mentors, and desk staff

35 Nationally competitive scholarships won for a total of **\$1.14 million** in student awards

346 New Graduate Teaching Assistants trained in research-based teaching practices

2,667 Best Practices in Teaching Courses completed cumulatively since 2019

1,158 Unique instructors have ever completed a Best Practices in Teaching Course

552 Participations in the Spring Generative AI Workshop Series

396 Participations in Teaching Effectiveness Workshops

207 Attendees at the annual TILT Summer Conference

73 Faculty from 34 departments submitted **502** TEI reflections since May 2021

Responding to Campus Needs

Expanding Peer Academic Support

In response to increasing requests from students and continued national evidence of the impact of academic coaching on student success, TILT expanded its **Peer Academic Coaching** pilot into a second year.

- 40 students from all eight colleges attended 48 coaching sessions with a trained peer academic coach.
- **81% of students were retained** the semester following their coaching session.
- Top coaching topics were campus resource referrals, time management/organization, and study skills.



Assessing Faculty Needs

During Spring 2025, TILT conducted a faculty needs assessment survey to identify gaps in service and to inform strategy and direction of teaching development efforts.

Most respondents (75%) believe TILT's offerings are of good or excellent quality.

Respondents ranked TILT as their number one preferred place to go for teaching support.

Faculty prefer shorter, flexible formats due to time constraints and competing priorities.

Respondents' top teaching priorities were creating inclusive classrooms, active learning strategies, and student engagement and motivation.

University structures that value and reward teaching are necessary to increase faculty engagement in teaching development efforts.

Guided by survey findings and input from the TILT Advisory Board, TILT:

- Began developing a tiered menu of engagement to provide **flexible entry points** into faculty development at all points of the **faculty career arc**.
- Increased visibility and access to one-on-one teaching consultations. TILT staff conducted **85 one-on-one teaching consultations** in AY25-26.
- Expanded faculty support for course design through the new offering, **Course Design Institute**, providing time, guidance, and peer feedback for course (re)design.
- Established "Teaching with Art" series in response to faculty calls for **disciplinary-specific pedagogical** support.
- Hosted a weeklong intensive SoTL workshop to support faculty in conducting **research on teaching and learning** in their courses.
- Created more space for **faculty-to-faculty dialogues** around teaching (e.g., Communities of Practice).



Learn more in the [TILT Faculty Needs Assessment Report](#).

Addressing Emerging Priorities

Accessible Courses

In response to new statewide accessibility requirements for course materials, TILT held a one-day **Accessibility Skills Sprint** to equip instructors to confidently apply accessible headings in Word documents, PowerPoint presentations, and Canvas pages.

- Eighty-two faculty and staff participated in one-on-one appointments with 22 trained facilitators from TILT, Libraries, ATRC, SDC, Business, and Math and learned how to create accessible course materials.

Artificial Intelligence (AI) in the Classroom

Amid ongoing campus conversations about generative AI, TILT led critical discussions among faculty and students about the opportunities and impacts of AI on teaching and learning.

Spring Generative AI Workshop Series

- 248 faculty and staff participated in 15 one-hour interactive workshops facilitated by faculty and staff from across campus; cumulative attendance was 512 faculty/staff across all sessions.

Artificial Intelligence CoP

- TILT continued to convene the AI Community of Practice, a cross-unit collaboration of 44 faculty and staff on generative AI in teaching and learning.
- CoP members produced *“Responsible AI Principles and Guidelines”* at the request of the Committee on Teaching and Learning to inform Faculty Council’s consideration of institutional AI guidance.
- Two further deliverables are in progress for 2026: an inventory of CSU courses incorporating generative AI and faculty guidance on integrating AI into assessment and feedback.

AI and Academic Integrity

- TILT’s Academic Integrity program consulted with 35 faculty across 18 academic units, largely driven by generative AI and remote proctoring questions.

Responsible AI Week

Is AI Ruining College?

This provocative question kicked off Responsible AI Week, a collaborative effort between TILT, English, the Career Center, Libraries, the Honors Program, and the Writing Center to invite student voices into the institutional conversation about AI.

Roughly 37 students weighed in on this question on a public display board on the LSC Plaza – 30 responded **yes**, with comments clustering around critical thinking, integrity, and creativity.

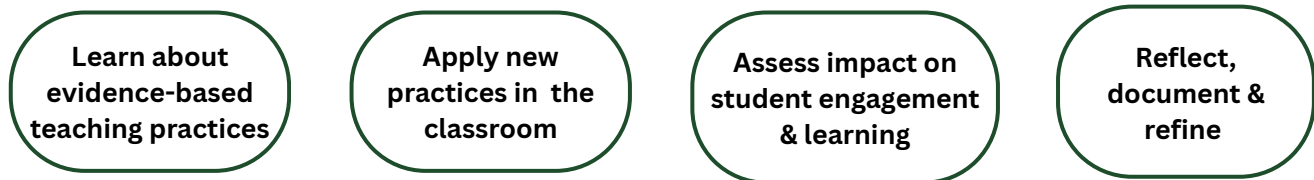
Throughout the week, 124 students participated in a series of six hybrid sessions including *AI and Ethics: Where Do You Draw the Line?*, *Research in the Age of AI*, and *AI and Your Job Search*.

“Absolutely, it harms the environment and makes us incapable of critical thought.”

“No...especially when used to leverage your productivity, it can greatly benefit our studies.”

Teaching Effectiveness

TILT's faculty development efforts foster evidence-based, inclusive teaching practices through peer learning, reflection, and shared inquiry. Our model encourages faculty to **engage in professional development** aligned with the seven domains of the Teaching Effectiveness Framework, **implement** new practices in their courses, and critically **reflect** on the outcomes and impact on student learning.



The **Teaching Effectiveness Framework (TEF)** provides:

- Shared understanding of evidence-based teaching practices
- Common language and resources for demonstrating and evaluating teaching effectiveness for annual review and promotion and tenure
- A structure for engaging in teaching professional development



The **Teaching Effectiveness Initiative (TEI)**:

- Encourages faculty to move from learning to implementation of evidence-based teaching practices
- Provides structure to examine evidence of impact on student engagement and learning
- Rewards continued reflection and refinement of teaching
- Creates tangible documentation of teaching development for annual review and promotion processes

73 faculty
from 34 departments
submitted
502 TEI reflections
since May 2021.

 [Learn more in the TEI Assessment Report.](#)

Learning About Evidence-Based Teaching Practices

Professional Learning Experiences

- Accessibility Skills Sprint
- Best Practices in Teaching courses
- Communities of Practice
- Course Design Institute
- Design a Course Cohort
- Early Career Teaching Fellows
- Fall Faculty Ramp Up
- New Faculty Welcome
- PEER Institute (SoTL/DBER)
- Teaching Effectiveness Workshops
- Teaching Squares
- Teaching with Art Workshops
- Spring Generative AI Workshops
- Summer Conference

2,016 total participations by 924 individuals



421 faculty



390 staff



113 GTAs

Faculty represented 55 departments and all 8 colleges



Applying New Practices in the Classroom

Qualitative analysis of TEI submissions document concrete changes faculty made to their course design and instruction after participating in TILT professional development.

After completing Best Practices in Teaching (BPiT) courses, faculty report:

Improved course accessibility

Revised digital materials, documents, slides, videos, Canvas content, and course sites using headings, alt text, captions, contrast, tagged PDFs, readable layouts, accessible math notation, and clear navigation; provided materials in advance and replaced inaccessible resources with more usable formats.

Redesigned for active, scaffolded learning

Used backward design and Bloom's Taxonomy to align outcomes, activities, and assessments; replaced or supplemented high-stakes exams with low-stakes quizzes, formative checks, case studies, discussions, peer feedback, and sequenced assignments with explicit criteria, examples, rubrics, and opportunities for revision.

Strengthened inclusion and belonging

Learned and used students' names and identities, co-created community norms, incorporated inclusive examples and language, offered flexible participation options, connected content to students' fields and experiences, and added reflection, personalized feedback, and growth-mindset supports.

Reflections provide evidence of **sustained and transferred practice**. More than half of reflections demonstrate that a practice was **sustained over time, expanded, transferred** to another course/context, or incorporated into a faculty member's broader teaching practice.

Impact on Student Engagement and Learning

Faculty development is one of the greatest influences on student success when compared to other key student success initiatives ([Civitas Learning Student Success Impact Report](#)).

Through TEI, faculty report direct evidence of how the instructional changes they made after completing TILT professional development impacted student learning in their courses.

What's Next?

TILT is leveraging learning analytics data to help us better understand the relationships between faculty development, teaching effectiveness, and student success at scale. Pilot data will be available in Spring 2027.

Highlight: Faculty-reported Impact on Learning

- **DFW rates decreased from 31% to 15%** in an upper-division math course after weekly low-stakes quizzes and active learning replaced high-stakes exams and lecture.
- **Student participation increased** in online discussion boards after incorporating intentional community building and other inclusive practices in an undergraduate psychology course.
- **Average scores on all assignments improved** (3.5 percentage point increase overall) following an inclusive course redesign in a clinical sciences course.



Learn more about [TILT's Best Practices in Teaching Courses](#).

Teaching Across the Faculty Career

Graduate Students

TILT supports graduate students both as future faculty and as current instructors teaching more than 103,300 undergraduate credit-hours during AY25-26.

- 346 GTAs completed **New GTA Orientation**, a joint effort between TILT, CSU Graduate School, Division of Student Affairs, and Inclusive Excellence.
- 28 graduate students completed the **Graduate Student Teaching Certificate of Completion** during AY25-26, while 148 more made meaningful progress toward earning the certificate.

“As I prepare to enter the academic job market, the GSTCC program has provided me with the skills... that will help me stand out.”



Early Career Fellows Dr. Kathy Whitman and Dr. Brittney Morgan discuss teaching at a monthly gathering.

Early Career Faculty

- TILT collaborated with the Office of the Provost to host **New Faculty Welcome**, providing 31 faculty with onboarding and community to jumpstart their CSU career.
- TILT's newly launched **Early Career Teaching Fellows Program** brought together 8 faculty in their first four years at CSU each month to explore practical teaching challenges and develop teaching portfolios for career advancement.

Promotion and Tenure

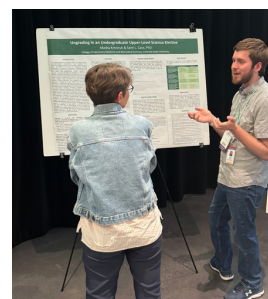
Both the Teaching Effectiveness Framework (TEF) and Initiative (TEI) support faculty in demonstrating teaching effectiveness for annual review and promotion.

- Forty-one faculty members attended workshops on using TEF for teaching reviews and 72 compiled concrete evidence of teaching effectiveness through TEI.

“TEI helped me articulate how I am implementing teaching strategies with intention to improve... I was able to utilize my reflections and the data I collected to tell a better story in my promotion package.”

Scholarship and Leadership

- Eight faculty joined TILT faculty developers at the national **Teaching for Learning Annual Conference**, presenting on innovative teaching practices used in their courses at CSU.
- TILT awarded five faculty members the **TILT Faculty Research Fellowship**, granting \$5,000 to fund research on teaching and learning in their courses.
- Fourteen faculty members joined TILT's **Advisory Board** to help shape TILT's programs and services.



Faculty Research Fellow Dr. Case presenting at the TILT Summer Conference.

Celebration and Recognition

TILT celebrates and recognizes faculty excellence in teaching and mentoring at the Celebration of Teaching Lunch during Summer Conference each May and throughout the year.

Teaching Effectiveness Fellow Award

Recognizes faculty demonstrating a commitment to student learning through evidence-based and reflective practice.

Kristin Zersen

Associate Professor, Clinical Sciences



Dr. Kristen Zersen, Teaching Effectiveness Fellow Award recipient

N. Preston Davis Award

Recognizes technology-related instructional innovation.

Brooke Anderson

Associate Professor, Environmental and Radiological Health Sciences

Marco Ciarcia

Associate Teaching Professor, Mechanical Engineering

Community Engaged Learning Award

Recognizes remarkable contributions to Community Engaged and Service-Learning Programs and community partnerships.

Bill Shuster

Clinical Professor, Management

Kody Roper

Assistant Professor, School of Education

Kathryn Conrad

Community Partner, Office for Basic Needs



Community Engaged Learning Award Recipients

Thank **A** Teacher

Students celebrated and recognized their instructors through **490 postcards sent to 312 faculty in 74 campus departments and units** as part of TILT's Thank-A-Teacher initiative.

TILT delivered student-written thank you notes through campus mail in early May to share students' appreciation with instructors who made a difference in their education at CSU.



Success in Large, High DFW Courses

TILT Tutoring

Fifty trained undergraduate tutors provided **7,770 hours of peer-to-peer group tutoring** for CSU students enrolled in 20 large-enrollment, high-DFW math and science courses.

- **1,160 students** came to TILT Tutoring for a total of **5,274 visits**.
- Racially minoritized students and students with limited income **attend tutoring at higher rates** than other demographic groups and saw a **greater impact on course success**.

When surveyed (n = 103):

- Students' top reason for attending TILT Tutoring was a **preference for in-person support**.
- 100% thought their tutors were inclusive to students from all backgrounds.
- 98% increased their understanding of course concepts through tutoring.



Learn more in the [TILT Tutoring Assessment Report](#).

DFW rates were 6 percentage points lower among students who attended TILT Tutoring.

94.6% of Fall 2025 tutoring attendees **graduated or persisted** to Fall 2026.

“TILT saved me this semester...I genuinely don't think I would've passed biochemistry without it!!!
- BMS 300 student”

Learning Assistant Program

TILT's Learning Assistant (LA) Program supported **6,191 student enrollments** in LIFE 102, CHEM 107, CHEM 111 and CHEM 113 through peer academic support in and out of the classroom along with intentional faculty development and course redesign efforts.

Student success increased in all courses and across key student demographic groups. **DFW rates decreased by an average of 11 percentage points**, measured from the semester before implementation to Fall 2025 or Spring 2026.

DFW rates decreased:

- 15 percentage points in CHEM 113 — from 29% to 14%
- 13 percentage points in CHEM 107 — from 25% to 12%
- 13 percentage points in LIFE 102 — from 26% to 13%
- 2 percentage points in CHEM 111 — from 22% to 20%

Students shared that LAs improved their learning by:

- Enabling active learning in the classroom.
- Providing more individual assistance than one instructor can provide alone.
- Encouraging students to succeed.



Learn more in the [Learning Assistant Program Assessment Report](#).

Average **course success rates increased from 58% to 87%** among students whose **first exam score was below 70%** and who regularly participated in LA-led Cohort Tutor Groups.

“Having activities that help cement the core concepts very much help with retention. It's one thing to listen to a lecture...it is another entirely to have activities to engage with and think about.”
- LIFE 102 student”

Advancing Experiential Learning

Writing-Enriched Curriculum

- Four **WEC Faculty Fellows** received 20 hours of one-on-one mentorship and \$1,500 stipends to design, implement, and assess innovative writing-focused instruction in their courses. WEC courses enrolled **835 students** during AY25-26.
- TILT hosted the third annual **WAC Week**, bringing together 242 participants from across the United States and internationally to explore how writing can enhance student engagement and learning across disciplines, continuing CSU's four-decade legacy of innovation in **Writing Across the Curriculum**.

WEC Fellowship: Outcomes from JTC 100

- Reflective writing prompts replaced weekly multiple-choice quizzes.
- 95% of students agreed that the writing assignments helped them engage more deeply with course content.
- 88% agreed the weekly reflections helped them better understand media concepts

"The writing assignments helped me to connect the materials with my previous knowledge, which made me better understand the topic."

Community-Engaged Learning

TILT awarded \$9,000 in **Community-Engaged Learning Mini-Grants** to support 11 projects across 10 departments and 7 CSU colleges or special units.

- Grant-supported projects created community-engaged educational experiences for **680 students and learners**, supported collaboration with **23 community partner organizations** and impacted more than 1,322 people beyond CSU.
- Mini-Grants catalyzed a variety of new projects and partnerships, including a new owl conservation project, CSU Day at the Gardens — attracting more than 200 CSU students — and a music mentorship partnership with the Colorado Symphony that grew into a fully funded \$100,000 initiative.



A student talks to a visitor about local pollinators at CSU Day at The Gardens on Spring Creek. Collegian | Elias Javier

Scholarship and Fellowship Advising

- **33 CSU students won \$1.14 million in nationally competitive scholarships** during the 2025-2026 academic year. Notable awards include:
 - Goldwater Scholarship — 2 scholars
 - NSF Graduate Research Fellowship Program — 5 fellows; 11 semi-finalists
 - Fulbright — 1 scholar; 3 alternates
- OSFA successfully proposed for CSU to become a Beinecke Foundation institutional partner, allowing students to compete for this award in AY26-27.



Learn more in the [OSFA Annual Report](#).

Undergraduate Research and Artistry

The Office for Undergraduate Research and Artistry (OURA) serves to promote and expand access to high-quality undergraduate research, artistic, and other creative experiences at CSU by highlighting student research and creativity on campus, connecting students to research and artistic experiences, and through centralized assessment and reporting of research and artistic engagement across campus for the benefit of students and faculty.

Report

Access and Success

As the central reporting office for undergraduate research across campus, the Office for Undergraduate Research and Artistry (OURA) partnered with Institutional Research to develop a comprehensive, sustainable method for tracking undergraduate research activities and participation at CSU. These efforts are ongoing and provide a shared understanding of the undergraduate research experiences on campus, who participates, and impacts on student success at CSU.

631 undergraduate students presented original work at CSU research symposiums.

Undergraduate researchers **persist and graduate** at higher rates than their peers.

3,232 students received course credit for doing research, **advancing their academic progress.**



[Explore the new undergraduate Research Student Success Interactive Report.](#)

Highlight

Celebrate Undergraduate Research and Creativity (CURC)

CURC is CSU's oldest and largest interdisciplinary showcase of undergraduate student scholarly and creative work.

Through intentional efforts over the past five years:

- **CURC participation steadily increased** each year, from 239 students in Spring 2022 to 393 students in Spring 2026.
- **Representation across disciplines diversified** beyond traditional STEM fields, especially within the social sciences and liberal arts.
 - Participation by non-STEM majors nearly tripled since Spring 2022, growing from 49 to 141 students.
- Participation grew to include a **greater diversity of students.**
 - Participation doubled among racially minoritized and non-traditional students.
- Students who presented at CURC during their senior year **graduated at a rate 17 percentage points higher** than their cohort (Fall 2022 cohort).



CURC Categories

- Research posters
- Community Engagement
- Oral presentations
- Visual art
- Written work
- Films
- Performing arts

Journal for Undergraduate Research and Scholarly Excellence

- CSU's student-run publishing house, JUR Press, published **Volume 14** of the peer-reviewed Journal for Undergraduate Research and Scholarly Excellence, showcasing outstanding undergraduate research, scholarship, and creative works of undergraduate students worldwide.

Mentored Research and Artistry Distinction (MRAD)

- **88** undergraduate students earned CSU's Mentored Research and Artistry Distinction, an **official transcript notation** recognizing a meaningful, original contribution to their field of study through mentored research or creative scholarship.



2025 Journal of Undergraduate Research & Scholarly Excellence

Connect and Support

OURA Ambassadors

Undergraduate student OURA Ambassadors provide peer mentorship and leadership to support and advance undergraduate research at CSU.

- **77** undergraduate students met with an Ambassador for **individualized mentorship and guidance** for getting involved with undergraduate research.
- Ambassadors also led tabling events and visited classes and clubs to talk with students about getting involved with undergraduate research at CSU.

Research Ready

- **637** students enrolled in OURA's new Research Ready online self-paced course designed to prepare students to apply to research and creative positions at CSU. Students learn about research and develop a plan to find a mentored opportunity.

OURA Lab

- In AY25-26, 56 students completed the **OURA Lab at CSU, developing foundational research skills and preparing students for future research opportunities.**
- 11 completed **OURA Lab at Spur** and put their research skills into practice while working 40 hrs/wk with a Spur facility researcher in Denver during Summer 2025.
- Assessments of the OURA Lab continue to show increases in students' practical lab skills, sense of belonging at CSU, and confidence as a researcher.
- Of the 407 students who have completed the OURA Lab since it began in Spring 2021, at least **165 have gone on to do more research while at CSU.**



Eden Hailu, Systems Engineering Lab intern with OURA Lab at Spur



Learn more about the [OURA Lab at Spur](#).



Learn more about the [OURA Lab at CSU-Fort Collins](#).

Outreach and Engagement

National Representation

TILT's reach and influence goes beyond CSU, with staff routinely presenting at national conferences and publishing in peer-reviewed journals and serving in leadership roles with professional organizations. This work elevates CSU and TILT as leaders in teaching and learning on the national stage.

Presentations and Publications

- Council for Undergraduate Research ConnectUR Conference. *Who Does Undergraduate Research? A Collaborative Approach to Tracking Campuswide Undergraduate Research Participation*. Louise Allen & Rebekah LeMahieu. June 2025.
- Council for Undergraduate Research ConnectUR Conference. *You Belong Here. Creating Inclusive Spaces in Undergraduate Research: OURA Lab*. Jenniffer Riley. June 2025.
- Innovative Higher Education. *Implementing and Assessing an Inclusive Introductory Research Program: The OURA Lab*. Courtney Ngai & Rebekah LeMahieu. April 2026.
<https://doi.org/10.1007/s10755-026-09901-9>
- International Learning Assistant Conference. *Checking the Pulse of Your LA Program using Implementation Assessment*. Rebekah LeMahieu, Jennifer Roche, & Stacy Clark. October 2025.
- Leadership in Higher Education. *The Teaching Effectiveness Framework and Toolkit for Developing and Evaluating Teaching*. Jennifer Todd & Tonya Buchan. October 2025.
- Leading With Our Values Online Conference. *CommuniTea: Creating Informal Spaces of Connection and Resistance Through Intentional Community Building*. Anastasia Williams. June 2025.
- National Council of Teachers of English. *Students Can Use Generative AI to Enact Their Rights to Their Own Language* in Digital Literacies for Human Connection: 25 Ways to Engage Students in People-Centered Digital Practices. Kelly Bradbury, Genesee Carter & Sue Doe. 2026.
- Professional and Organizational Development (POD) Conference. *Collaborative Partnership in Action: Advisory Board Shaping the CTL's Future*. Amanda Penley, Anastasia Williams & Sue Doe. November 2025.
- Professional and Organizational Development (POD) Conference. *Distributed Strategic Planning: Writing the Future of your Center Collaboratively*. Anastasia Williams & Katherine Beydler. November 2025.
- Teaching for Learning Conference. *Leveraging a College Coordinator Model to Provide Curated Faculty Development*. Tonya Buchan & Frankie Wilcox. February 2026.
- Teaching for Learning Conference. *Teaching Matters: Incentivizing and Rewarding Evidence-based Teaching* (Roundtable). Tonya Buchan. February 2026.
- Teaching for Learning Conference. *From Pedagogical Solitude to Solidarity: Faculty-Student Partnerships as Humanizing Praxis*. Anastasia Williams. February 2026.
- Teaching for Learning Conference. *People-Centered Process: Building a Community of Practice Around Alternative Grading*. Blythe LaGasse, Jennifer Todd & Anastasia Williams. February 2026.
- WACE International Research Symposium. *Supervisory Mentorship of Campus Employment in Public Higher Education: Work-Integrated-Learning as a Scalable High-Impact Practice*. Sue Doe & Amanda Penley. April 2026.