

# Annual Report

Syracuse University  
Center for Teaching and  
Learning Excellence

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2025-2026  
Achievements and Impact

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## Mission, Vision, and Action Plan

**Mission:** The mission of the Center for Teaching and Learning Excellence is to support effective teaching and engaged learning.

We enact our mission by facilitating opportunities for collaborative, meaningful, and empowering pedagogical learning and reflection for educators at every stage of their careers.

**Vision:** The CTLE will serve as an equity advocate, education innovation partner, classroom change agent, and campus community builder at Syracuse University.

[teachingexcellence.syr.edu](https://teachingexcellence.syr.edu)

**Action Plan:** View the complete CTLE 2025-2026 Action Plan at [tinyurl.com/PlanCTLE2526](https://tinyurl.com/PlanCTLE2526) or use the QR code below:



This year's Action Plan focused on supporting instructors' teaching innovation and reflection; strengthening programmatic collaborations with key campus partners; and meeting CTLE Objectives and Success Outcomes.

# OBJECTIVES & ACHIEVEMENTS

## 2025-2026 CTLE Action Plan Objectives

#1. Facilitate pedagogical learning and reflection, including collaborative programming with other campus stakeholders, for diverse groups of instructors at different stages of their careers

#2. Develop, facilitate, and strengthen the CTLE's three signature programs: the Course Redesign Institute (CRI), Critical Teaching Behaviors (CTB) programs, and pedagogical partnerships

#3. Promote and administer the SU Academic Integrity Policy, including supporting instructors' effective teaching and students' authentic learning of academic integrity skills

#4. Maintain and strengthen CTLE planning, communications, asynchronous resources, assessment, reporting, and a positive, productive work environment

## 2025-2026 CTLE Success Outcomes

#SO1. The CTLE will increase our listserv numbers and program participation numbers, with targeted increase from Whitman.

#SO2. Participation in CTLE programming will lead instructors to make changes or revisions to their teaching practices.

#SO3. There will be a detectable increase in faculty, Chairs, and Deans referencing or utilizing any aspect of Critical Teaching Behaviors (CTB) framework or CTLE handout "Writing About Teaching: Tips and Best Practices for Writing Faculty Evaluations (R & R Letters)."

#SO4. The CTLE will increase the number of professional development opportunities and other support for teaching being offered to instructors via Students Consulting on Teaching (SCOT) program, the Academic Integrity Office (AIO), and the Meredith Professor Faculty Fellow projects.

## Key Achievements in Meeting Objectives

### 01

#### Programming Growth and Outreach

Unique user engagements (380) with CTLE programs and services **increased 68%** and total number of engagements (702) **increased 45%**. Mailing list subscribers (477) **increased 33%**. Students Consulting on Teaching (SCOT) partnerships **increased 21%**. The CTLE website was accessed 12,235 times. AIO gave 62 campus presentations and created and maintained a new blog.

### 02

#### Innovation and Implementation

89% of CTLE workshop and event participants who completed a post-program survey plan to implement changes to their teaching practices. The Faculty Affairs Office reported increased use of CTB Framework in faculty portfolios and reviews. CRI participants revised 15 gateway and large enrollment classes. AIO revised the Academic Integrity Policy and co-facilitated a new faculty reading group.

### 03

#### Increased Impact through Campus Collaborations

2025-2026 Program partners included CAS, Community Standards, Faculty Affairs, FYS, the Graduate School, Newhouse, OPC, and the SU Art Museum. Significant initiatives included programs in student-as-partners assessment of Shared Competencies (Institutional Effectiveness); teaching innovation (SOURCE); and inclusive STEM teaching (ECS Inclusive Excellence).

# Programming Summary

80

## Total number of programs

Including workshops, guest speakers, book clubs, and SCOT partnerships

### Workshops

- Co-Creating Classroom Civility
- Planning for Learner Variability
- Five Ways to Increase Inclusivity and Student Learning
- Conveying Enthusiasm in Your Teaching Practice
- AI Usage Statements and Citations for Teaching and Learning
- Planning for Effective Pedagogical Partnerships (FYS Orientation)
- Getting Useful Student Feedback on Teaching
- Supporting Student Success with Productive Error Course Design
- Inspiring Authentic Learning with Primary Sources from the Syracuse Art Museum Collections
- Maintaining Rigor and Academic Honesty in the Age of AI with Transparent Teaching Practices
- Increasing Student Learning During Class and In Assignments
- 10 Ways to Make Student Feel Welcome During the First Week of Class (co-facilitated with OPC)

### Programs & Talks

- Learning Student Names Seminar
- AIO + CTLE Book Club
- Evaluating Teaching Using the CTB Framework
- Communicating Your Teaching Narrative (CUT Seminar)
- Faculty Portfolio Work Session
- Discussion Game: Using the Analog Inspiration Card Deck
- Building an Inclusive and Understanding Classroom (co-facilitated with Community Standards office)
- Building a Research Team with Undergraduates in Humanities, Arts, and Social Sciences (co-facilitated with SOURCE)
- CURE (Course-based Undergraduate Research Experience) Seminar (co-facilitated with SOURCE)
- Panel: Professional and Personal Rewards of Teaching FYS (co-facilitated with FYS)
- Student Panel: Student Perspectives on AI

### Events

- Course Redesign Institute
- New Faculty Orientation Presentation
- Guest Speaker: Remembering Names
- Guest Speaker: Pedagogical Wellness
- Guest presenter: Crafting Course Titles and Descriptions that Reflect Content and Attract Students
- Guest Speaker: Motivation and Student Writing in the Age of AI
- Guest presenters: Clear Communication in Assignment Design

### MP Faculty Fellow-Facilitated

2025-27 MP Faculty Fellows:

**Mark Brockway, Zach Huitink, Doug Yung**

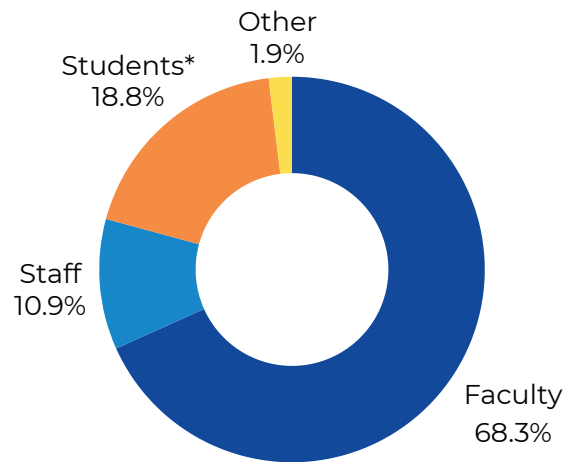
- Teaching in the Age of AI
- AI-Proof or AI-Ready: Crafting Resilient Assignments
- AI in the Classroom: Student Perspectives
- Using In-Class Workshops to Increase Student Engagement and Save Instructors Time
- SU Symposium Session: New Database for Student Engagement Tools
- Drop-in office hours, in-person and via Zoom
- One-on-one consultations on student engagement, online course design, and gen AI
- Database of online teaching professional development modules

# Campus Engagement Summary

100%	702	68%
of SU Schools and Colleges had faculty participate in at least one CTLE program or use our services	Total number of participants who engaged in CTLE programming or services, with 380 unique participants	Increase from last year in number of unique users engaging with CTLE programs and services

116	Total number of consultations completed with individuals and department members on range of topics including early career teaching, course design, ethical use of AI, online teaching, grading practices, and department / peer evaluations of teaching
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## Programming Participants by Campus Role



\*80% graduate students, 20% undergraduate SCOT Consultants

## CTLE Research, Scholarship, and Service to the Profession

Jessamyn Neuhaus presented research at the 2025 POD Network Annual conference, and gave keynote speeches and invited workshops at James Madison University, University of Delaware, Northern Illinois University, Pikes Peak State College, and SUNY Oswego. Jessamyn was interviewed about her 2025 book, *Snafu Edu: Teaching and Learning When Things Go Wrong in the College Classroom* (Oklahoma University Press) for the podcasts *Tea for Teaching*, *Teaching in Higher Ed*, *One HE*, *Top Hat Higher Listenings*, and *Social Learning Amplified*, and facilitated a Perusall reading group. Jessamyn also served as editor of *Teaching History: A Journal of Methods*. Ebony Graham conducted research on the SCOT program's participant experiences through a transition of leadership and a separate project on student pedagogical partners who become staff members at higher education institutions. Ebony also served on the POD Network Special Interest Group on Co-Creation through Partnership. Kate Marzen and Ashley Jimenez presented research at the International Center for Academic Integrity (ICIA) Conference and serve on the Membership Committee and the Content and Communications Committee, respectively. Kate and Jessamyn were interviewed for the *Opposite of Cheating* podcast.