



Center for Research on Teaching and Learning Excellence

Annual Report

2024 - 2025



Welcome to a Year of Excellence: CRTLE Annual Highlights

Welcome to the annual report for the Center for Research on Teaching and Learning Excellence (CRTLE). This report provides an overview of the events, seminars, conferences, presentations, and webinars held over the past academic year. These activities support CRTLE's mission to promote excellence in teaching and learning across the UTA community. The report highlights key accomplishments and progress made through shared efforts, with continued collaboration expected in the coming year.



Director Message



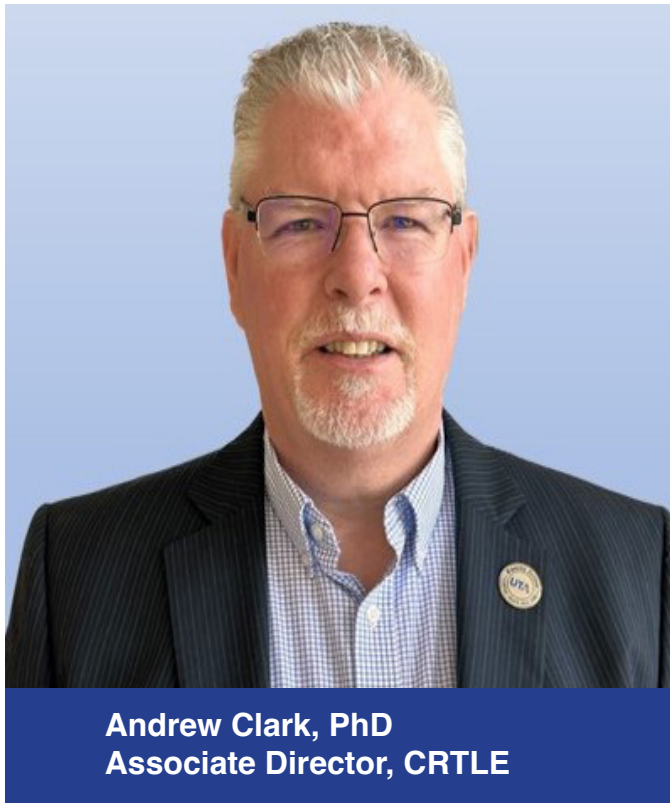
Peggy Semingson, PhD
Interim Director, CRTLE

I'm pleased to present the annual report for the Center for Research on Teaching and Learning Excellence (CRTLE) at The University of Texas at Arlington. As the Interim Director of CRTLE since January 2025, I am proud of our team's dedicated efforts to continue broadening awareness of our events, initiatives, and resources, leveraging resources and partnerships related to teaching, learning, and service learning, and ensuring more faculty across all modalities benefit from our offerings and programs.

This past year, we've focused on promoting innovation in teaching and exploring emerging and established technologies to empower every educator. Four CRTLE Faculty Fellows were invaluable in providing support and knowledge for faculty across their Faculty Lounge Sessions. Key areas of focus included navigating teaching in an age of AI, exploring uses of microcredentials, expansion of the noted ACUE (Association of College and University Educators) professional development program, and integrating high impact practices into teaching and learning.

To build on CRTLE's momentum, future goals for 2025-2026 for CRTLE include expansion of the CRTLE Faculty Fellows from four to ten fellows, showcasing the exceptional teaching happening within our university, both internally and to the wider public, expansion of partnerships at UTA, and showcasing the dedication and creativity of our faculty. Looking ahead, we are committed to explicitly aligning CRTLE's mission and initiatives with the university's Strategic Plan 2030 and making this connection more visible and public-facing as we continue to champion teaching excellence at UTA.

Associate Director Message



It has been a privilege to have been part of CRTLE for the last seven years. We have been through a lot from the move to online instruction during the pandemic, to the emergence of AI. The last year has brought about many changes including the fact that I am leaving UTA after 22 years to pursue an administrative opportunity at another institution. When I started here at UTA I never dreamed that I would be involved in a center like CRTLE. Yet, it has been one of the highlights of my time here.

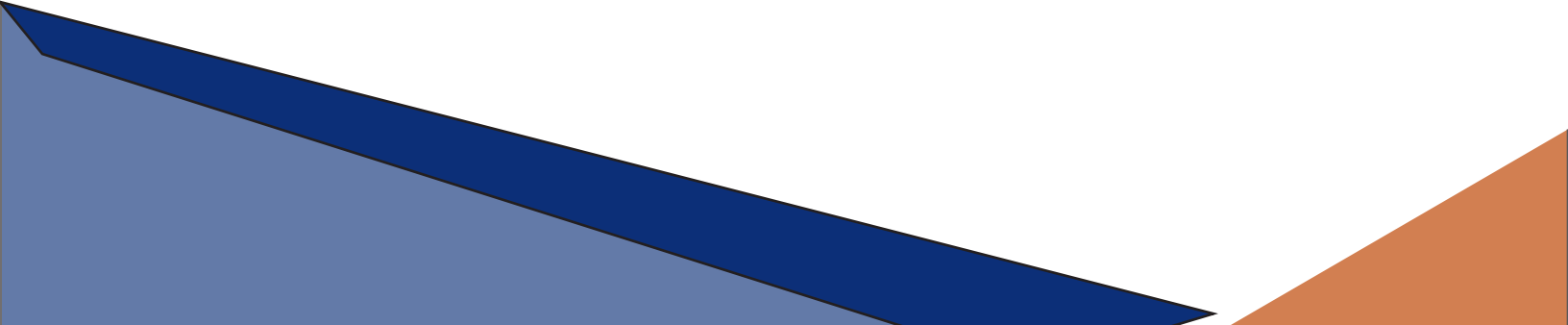
I am proud to have been part of a center that has responded so quickly to turn what seemed like disruptions to teaching into opportunities for growth and development. I am proud of the commitment of our faculty to teaching success and have been grateful to have been able to offer opportunities for faculty to grow and develop. I have witnessed over and over that when faculty succeed, their students succeed as well. I am grateful for the opportunity to have served the UTA community in this role and to have worked alongside dedicated and committed staff that have made, and continue to make, CRTLE an indispensable asset to UTA.



CRTLE

The CRTLE **MISSION** is to engage faculty in research-based practices that innovate and enhance their teaching, resulting in clear and measurable advances in student learning. The Center remains at the cutting edge of teaching and learning advances in online and on-campus environments to address the deep structured, logical thinking, intellectual, social, and emotional needs of students in today's technological world. The Center's goal is to prepare and advance university teaching so that each UTA student is highly prepared for the workplace of the future.

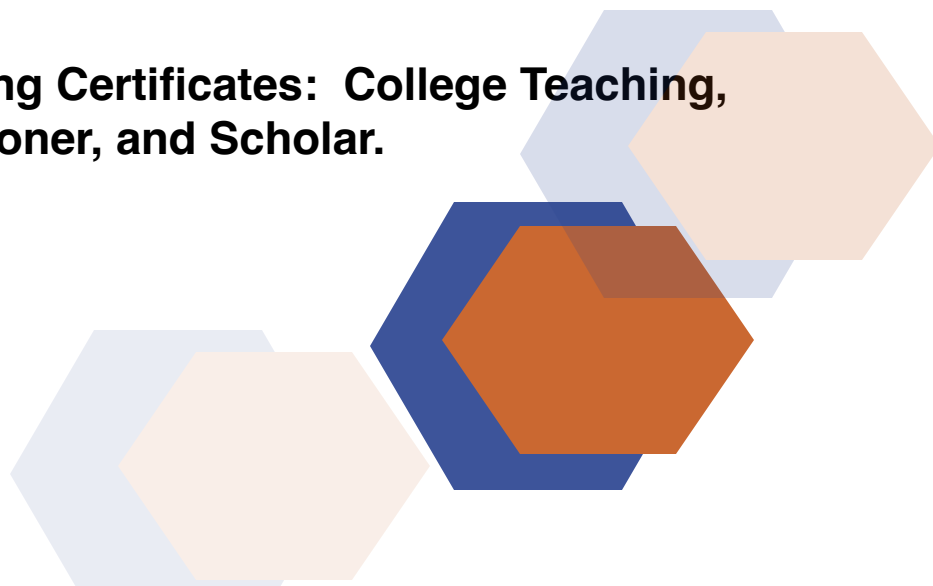
The primary **GOALS** of CRTLE are to achieve university-wide teaching and learning excellence by:

- Providing positive support for teaching, and inspiring and empowering faculty dedicated to ensuring all students learn successfully.
 - Collaborating with faculty across campus on research and grants, emphasizing the exploration and application of innovative and evidence-based teaching and learning practices.
 - Promoting experiential learning by engaging faculty in implementing high-impact teaching practices.
 - Supporting faculty with education and resources that promote equitable, inclusive, and culturally responsive learning environments.
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Major Initiatives

- 1 ACUE Certificate**
- 2 Quality Enhancement Plan (QEP):
Professional Learning Community**
- 3 Maverick Advantage Faculty Engagement (MAFE)**
- 4 Center for Service Learning**
- 5 Faculty Showcase**
- 6 CRTLE and AI**
- 7 CIRTl UTA Teaching Certificates: College Teaching,
Associate, Practitioner, and Scholar.**



Administration and staff



Peggy Semingson, Ph.D.
Interim Director, CRTLE



Susan Dequeant, M.ED
Associate Director, Center
for Service Learning



Andrew Clark, Ph.D.
Associate Director, CRTLE,
and QEP Director

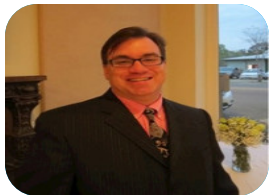


Beth Fleener, Ph.D.
Senior Teaching Innovation
Research Associate, CRTLE



Nakesha Brown, M.ED
Coordinator II, Special
Programs

CRTLE Facilitators



Kevin Carr, Ph.D.
College of Business



Rosie Kallie, Ph.D.
College of Engineering



Larry Nelson, Ph.D.
College of Nursing and
Health Innovation



Jeffrey Witzel, Ph.D.
College of Liberal Arts

ACUE Certificate

The University of Texas at Arlington and [ACUE](#) partner to bring faculty and staff high-quality and research-backed professional learning courses.

Through thoughtfully designed learning experiences and expert-led facilitation, participants in ACUE's courses gain practical, evidence-based strategies they can apply with their students immediately. These proven practices help boost student retention, foster a strong sense of belonging, improve academic achievement, and close equity gaps. ACUE's courses consistently earn high marks from faculty and staff nationwide for their relevance and impact, culminating in the only nationally recognized Certificate in the Effective Teaching Practice Framework.

At UTA, faculty and staff have the opportunity to complete this prestigious certification at no cost, with at least two of the four required courses offered each semester. The 2024–25 academic year focused on online instruction, supporting faculty who teach in asynchronous, synchronous, hybrid, or HyFlex formats.



ACUE Certificate

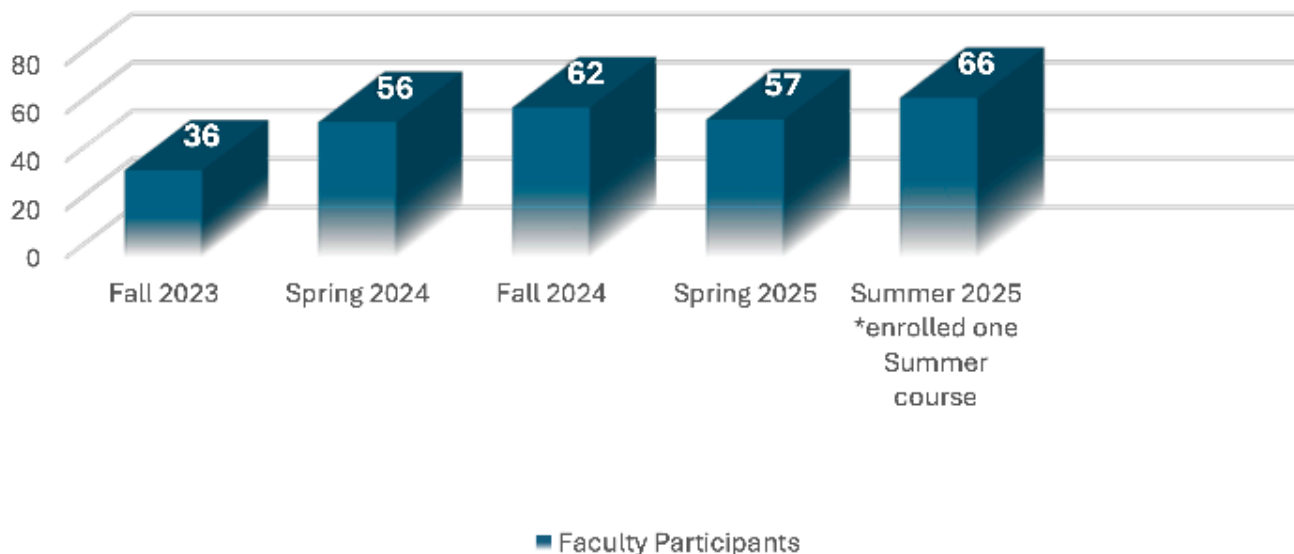
In Fall 2024, three courses were offered:

- Promoting Active Learning Online (August)
- Fostering a Culture of Belonging (September, standalone course)
- Inspiring Inquiry and Lifelong Learning in Your Online Course (October)

Spring 2025 continued the momentum with three additional offerings:

- Creating an Inclusive and Supportive Learning Environment (January)
- Fostering a Culture of Belonging (January, standalone course)
- Designing Learner-Centered and Equitable Courses (March)

UTA FACULTY PARTICIPANTS



ACUE Certificate

In Spring 2025, CRTLE launched the UTA ACUE Microsoft Teams channel — a dedicated virtual space for all current and past ACUE participants. Designed to foster connection, collaboration, and professional growth, this community hub enables UTA faculty and staff to share insights from their ACUE experiences, reflect on the application of evidence-based teaching practices, and engage in meaningful dialogue with colleagues. To further support engagement and connection, CRTLE also hosted a Spring Gathering for past and current ACUE faculty participants. This event offered an opportunity to reconnect, exchange experiences, and celebrate the impact implementation of ACUE lessons into their teaching. Additionally, an informational session with ACUE staff was held for current participants and faculty interested in joining the program. The session provided an overview of the certification process, highlighted the benefits of effective teaching practices, and introduced attendees to ACUE’s community platform, The Commons — a valuable resource for ongoing collaboration and learning.

Faculty who complete ACUE certification often report enhanced self-efficacy, greater confidence, and a stronger growth mindset — not only in themselves but also reflected in their students.



ACUE Certificate

Quotes from UTA ACUE Participants:

“The [ACUE](#) program helped me to integrate more engaging, student-centered teaching strategies into my classroom. It also allowed me to ensure that my assignments, assessment tools, and learning outcomes are all aligned in a clear, methodical way. It was an incredibly valuable program for me.” -Dr. Kevin Carr, Clinical Associate Professor, Marketing

“As a committed educator, I was excited to learn about the ACUE course on Effective Teaching. The course is a way to level-up and/or refresh methods that will encourage a new level of student engagement with the material and with their class members. The course fosters a win-win scenario all the way around.” --Dr. Rosie Kallie, Associate Professor of Instruction, Industrial Engineering

Highlights from 2024-2025 UTA faculty development efforts with ACUE:

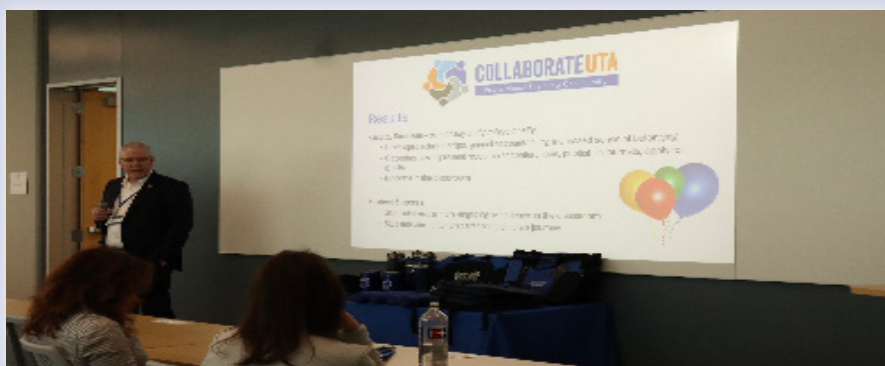
- 47 faculty members engaged across 4 completed cohorts
- 84% completion rate, with 69 successful course completions
- 99% of participants found the courses engaging and relevant to their work
- Faculty reported learning or deepening their understanding of over 2,400 teaching practices
- Significant growth in instructional confidence and inclusive teaching mindsets



Professional Learning Community

In 2017 the [Professional Learning Community](#) (PLC) program became part of the Quality Enhancement Plan (QEP). The initial goal was for faculty to work together around a common theme and implement innovative teaching practices based on that theme in their courses leading to student success. [An article](#) about the program was published in Sage Open.

The current iteration of the PLC began in fall 2017 with one faculty facilitator, and nine faculty members. The program has grown continually over the years and in 2024/25 we had five groups with 9 facilitators and 42 faculty and staff participating. The program has evolved from focusing on one central theme to having different themes for each group, all tied to faculty development and student success.



Professional Learning Community

For the 2024/25 PLC we had groups focusing on “The Theory and Practice of Storytelling”; “Study Abroad”; “All Things Open” (AI and Open Educational Resources); “Sustainability”; and “Multimedia.”

The facilitators in bold, and participants, are listed below:

Storytelling

Facilitators

Melanie Mason, CoLA

Molly Wiant Cummins, CoLA

Participants

Diann Maurer, CDE

Peggy Semingson, CoLA

Ritu Khanduri, CoLA

Varaido Nyamandi, CoLA

Rachel Clark, Library

Yi Liu, CoB

Multimedia

Facilitator

Nila Veerabathina, CoS

Participants

Dakota Jimenez, CDE

David Hervas, CoLA

Karen Magruder, SSW

Jiyeon Yoon, CoEd

Kevin Carr, CoB

Karthikeyan Loganathan, CoE

Farnaz Farahanipad, CoS

All Things Open

Facilitators

Megan Zara, Library

Kim Breuer, CoLA

Participants

Shelly Wigley, CoLA

Heather Philip, CoB

Nichole Santee, CoB

Fajer Jaafari, CoS

Karishma Chatterjee, CoLA

Meverlyn Maisonave, SSW

Mahmudur Rahman, CoE

Ann Hunt-Rodgers, SSW

Sneha Reddy Vanga, CoE

Bonnie Laster, CoS

Study Abroad

Facilitators

Christy Spivey, CoB

Brian Horton, CoLA

Participants

Geoff Campbell, CoLA

Maxine Adegbola, CoNHI

Martin Gallagher, CoLA

Cynthia St John, CoB

Lucy Bartholomee, CoLA

Sustainability

Facilitator

Kendra Wallis, CoE

Participants

John Wayman, CoLA

Insung Kang, CoE

Gyde Martin, CoLA

Traneika Turner-Wentt, SSW

Maverick Advantage Faculty Engagement (MAFE) Program

The [MAFE](#) Program continues to grow, with 11 faculty from 11 different disciplines coming into for the year-long faculty fellows cohort during the 2024-2025 academic year. Each monthly seminar goes into depth on a foundational topic or focuses on one of the five Maverick Advantage high impact practices. Faculty are instructed and given practical advice on how best to incorporate one or more of these activities into their courses. They also learn about various departments and resources across campus that they can collaborate with.



Center for Service Learning



The Center for Service Learning held many programs and events during the 2024-2025 academic year, beginning with our Service Learning/MAFE Faculty Welcome Back Networking Social. Nearly 50 faculty and staff reunited to network, share stories, and learn more about service learning and the MAFE program from our staff.



Our annual Community Partner Breakfast brought together area nonprofits and faculty to learn from each other and form collaborations for service learning projects. Over 25 partners and nearly 50 faculty and staff participated in this long-running event. At the beginning of the spring semester, we hosted an after-hours event to once again bring our partners back to campus to build relationships with our faculty. During the program, guests had the privilege of hearing about one service learning project from three perspectives – the student, the professor, and their community partner.



The fall service learning Faculty Fellows Program consisted of a cohort of six UTA faculty in addition to welcoming two participants from Dallas College into the semester-long program. The strategic, intensive seminars gave the fellows step-by-step guidance to incorporating a service project into their courses with three of the seminars held at an area nonprofit partner location.



Center for Service Learning

The annual Student Service Learning Showcase capped the academic year. Twenty five students from diverse disciplines presented nine formal presentations to UTA faculty and staff and nonprofit partners. All presenters received a small scholarship thanks to a generous donation from All Souls Episcopal Church.

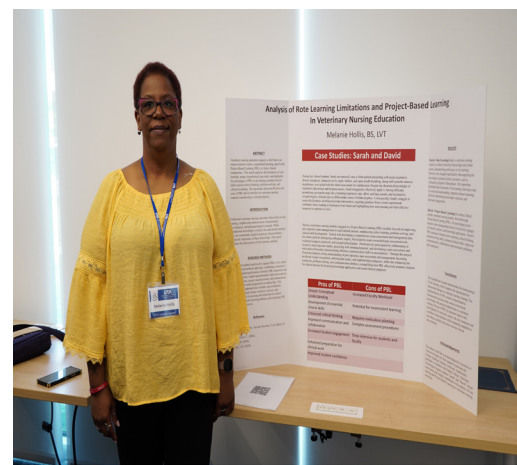
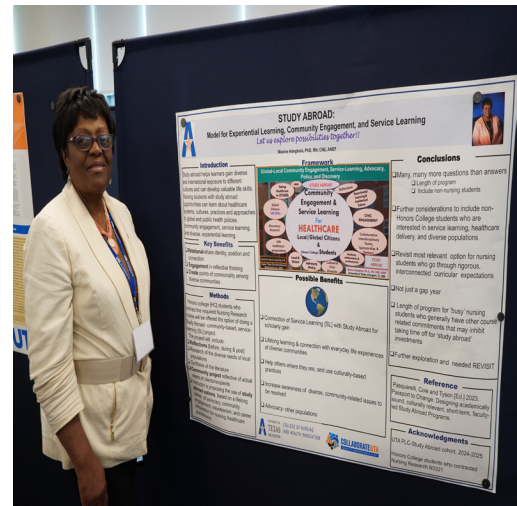
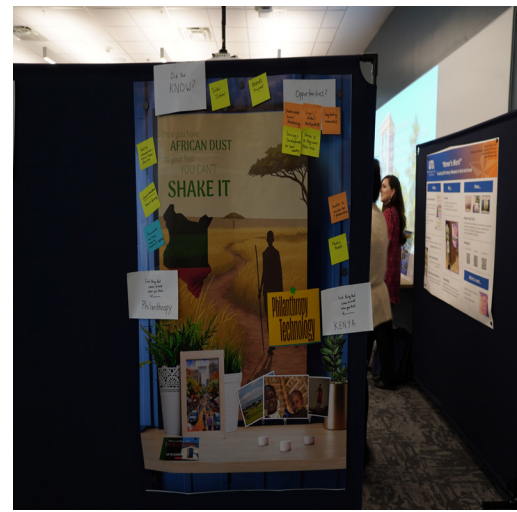
The ACE Ambassador Program welcomed eight students into the pilot year. These ambassadors helped educate and spread the word about service learning to the campus community through presentations and tablings. They were also the link between CSL and the colleges, and connections with our ACE Faculty Liaisons. This pilot program and the work of the ambassadors and liaisons has set the stage for establishing a greater emphasis on our Are You Community Engaged initiative and a more concrete alliance and collaboration between the colleges, departments, other UTA entities, and our nonprofit partners.



Faculty Showcase

The CRTLE Faculty Showcase: A Celebration of Faculty Excellence is an opportunity for participants in our faculty development programs to showcase what they have been working on in the form of poster presentations. Our CRTLE facilitators, Professional Learning Community fellows, Service Learning fellows, and MAFE fellows as well as some students in our graduate program all participate.

Many of the poster presentations represent initiatives that faculty are implementing in their courses. Some are research-focused and have led to grants, while others represent teaching-related ideas that are being scaled beyond single classrooms.



CRTLE and AI

CRTLE's AI initiative addresses the critical intersection of technology and pedagogy in today's academic environment. Through collaborative discussions and hands-on workshops, we explore innovative approaches to teaching, learning, and assessment while examining the ethical implications of AI integration. Our events provide practical strategies for navigating both the opportunities and challenges that artificial intelligence presents in higher education.



AI Community Event with University Analytics, OIT, CRTLE, and the Library:
Pondering AI at UTA



Beyond the Test: Alternative Assessment in an AI World



GenAI Panel Discussion: Detectors, Ethics, and Integrity in Teaching and Learning.



Curating AI Resources and Staying Current



CIRTL UTA Teaching Certificates: College Teaching, Associate, Practitioner, and Scholar.

[CIRTL-UTA](#) is part of the national membership network of 44+ institutions committed to implement and advance effective teaching practices for diverse learners as part of successful and varied and professional careers. The UTA Graduate School has been members of CIRTL since 2012 and partners with CRTLE for graduate student support in teaching and learning. One local program for teaching and learning support include a certificate programming called the College Teaching Training Certificate (CTTC) found within CRTLE. The CTTC program requirement descriptions were vague and numerous; thus few graduate students completed the entire CTTC program with this all-or-nothing approach. In the summer of 2024, CIRTL-UTA Teaching Certificate Program was redesigned and relaunched in the Fall 2024. This redesigned incorporated levels to provided flexibility and choice with graduate students participating in the program while also encouraging growth and development in teaching and learning. Each level has its own learning objective, detailed page(s) explaining each requirement, and creation of professional portfolio. After the graduate students successful complete each level, they earn a completion certificate, digital badge, and notation of completing this certificate milestone on their official UTA transcripts. Level 1 and 2 launched in Fall 2024, with Level 3 launching Fall 2025, and Level 4 in Fall 2026.



CIRTL UTA Teaching Certificates: College Teaching, Associate, Practitioner, and Scholar.

During this 2024-2025 transition year, graduate students in the CTTC program were given the choice to migrate over to the new CIRTL-UTA Teaching Certificate program or complete the existing CTTC program before it phases out. An additional 8 graduate students completed the CTTC program. For the CIRTL-UTA Teaching Certificate program, after its first year, 152 graduate students have enrolled into level 1, with 18 students successfully completing it. Of those 18 students who have moved on to level 2, 4 students have successfully completed that level. In addition, during the 2024-2025, the outdated and non-active CIRTL-UTA website was redesigned and relaunched in May 2025.



CIRTL-UTA TEACHING CERTIFICATES



Level 1:

College Teaching Certificate

Awareness and Understanding about Teaching and Learning Practices

Complete one, two, or all of the certificate levels.

Flexible completion schedule



Level 2:

Associate Certificate

Describing and Recognizing the Value in Teaching and Learning

CIRTL-UTA is a no cost teaching certificate program available to all levels of UTA graduate students in all disciplines to prepare them for teaching roles by building competence in teaching knowledge, teaching-as-research, and teaching presence and presentation skills.

CIRTL-UTA also has multiple opportunities for graduate students to expand their professional development capacity and career preparation including mentoring through collaboration and publishing opportunities with an international recognized education network and community at CIRTL.

Level 3:

Practitioner Certificate

Engaging in Teaching and Learning Experiences



Level 4:

Scholar Certificate

Advancing and Disseminating Teaching and Learning Experiences



NEED MORE INFORMATION?

✉ Beth.Fleener@uta.edu
or CIRTLUTA@uta.edu

CIRTL-UTA TEACHING CERTIFICATES

Level 1:

College Teaching Certificate *Awareness and Understanding about Teaching and Learning Practices*

Requirements:

- 2 Teaching and Learning Video Trainings (*Unpacking the UTA Syllabus and Writing Effective Student Learning Outcomes*)
- Create Infographic about awareness and understanding of teaching
- Build Professional Portfolio:
 - Teaching Philosophy,
 - Sample Syllabi,
 - Sample Lesson Plan and Activity



Level 2:

Associate Certificate *Describing and Recognizing the Value in Teaching and Learning*

Requirements:

- Attend 6 training sessions (5 Teaching and Learning and 1 elective) and UTA Graduate Student Conference on Teaching **OR** attend CIRTL network's "The College Classroom"
- Create mini-poster describing and recognizing value in teaching and learning
- Add/Update Professional Portfolio:
 - Teaching Observation,
 - Teaching Philosophy,
 - Sample Syllabi,
 - Sample Lesson Plan and Activity



Level 3:

Practitioner Certificate *Engaging in Teaching and Learning Experiences*

Requirements:

- Attend Emerging Leaders Program for Graduate Students (3 Fall and 3 Spring sessions)
- Attend 3 Teaching-as-Research Workshops (1 Fall, 1 Spring, 1 Summer)
- Attend 1 professional development workshop
- Reflection Statement about engaging in teaching and learning experiences
- Add/Update Professional Portfolio:
 - CV,
 - Teaching Observation,
 - Teaching Philosophy,
 - Sample Syllabi,
 - Sample Lesson Plan and Activity



Level 4:

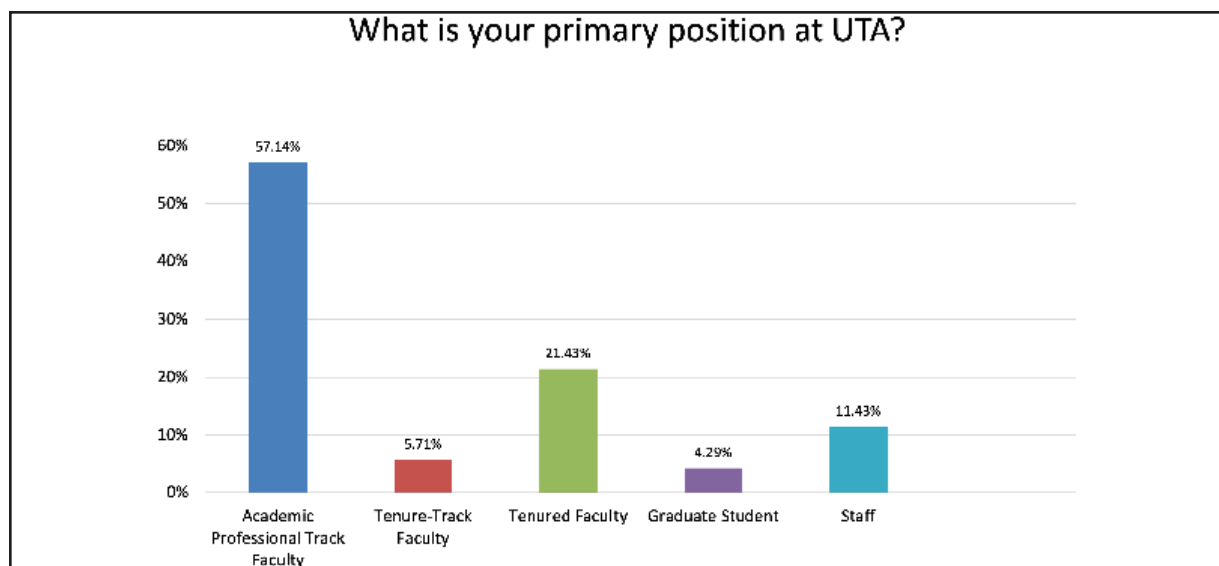
Scholar Certificate *Advancing and Disseminating Teaching and Learning Experiences*

Requirements:

- Attend Maverick NextGen Faculty Academy (3 Fall and 3 Spring sessions)
- Participate as a Learning Community Builder
- Present or publish Teaching-as-Research project
- Serve as a graduate student peer mentor (3 options)
- Reflection Statement about advancing and disseminating teaching and learning experiences
- Add/Update Professional Portfolio:
 - Teaching as Research Statement,
 - Cover Letter,
 - CV,
 - Teaching Observation,
 - Teaching Philosophy,
 - Sample Syllabi,
 - Sample Lesson Plan and Activity

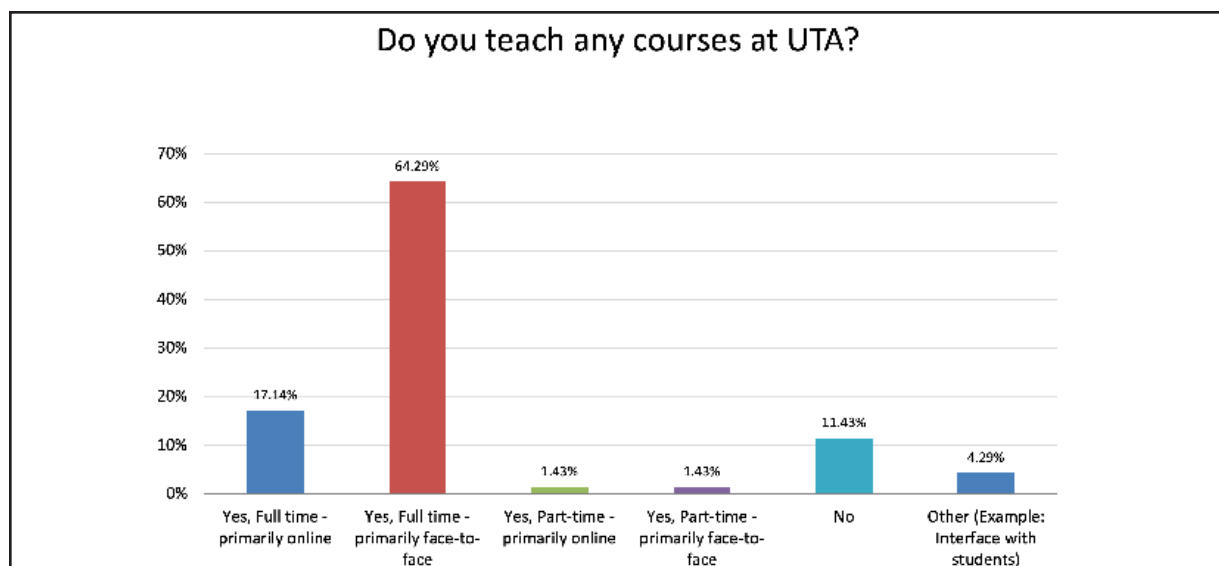


Annual Highlights



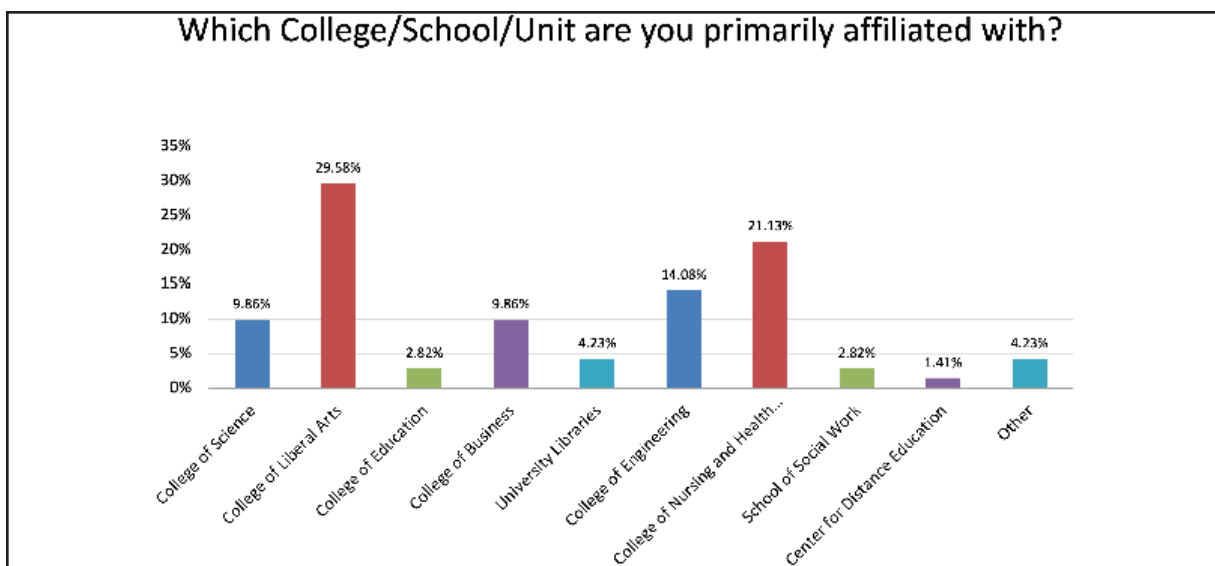
Graph 1

As shown in Graph 1, the majority of attendees are academic professional track faculty. This aligns with the teaching data in Graph 2, where most respondents report teaching full-time, primarily in face-to-face settings.



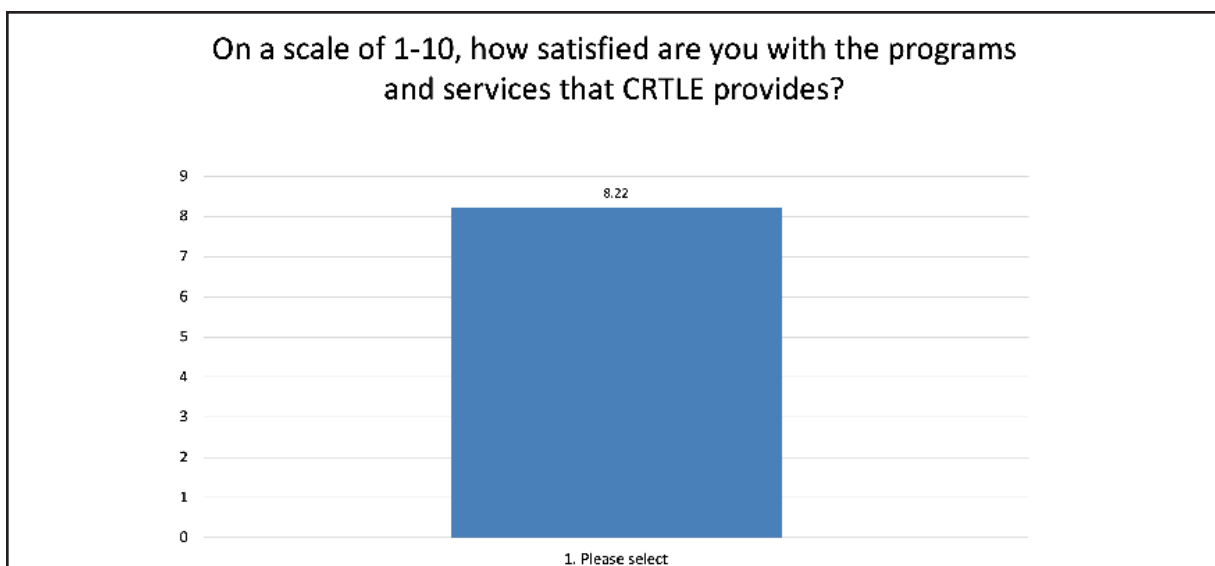
Graph 2

Annual Highlights



Graph 3

Graph 3 shows that attendees represent a diverse set of colleges and units, with the College of Liberal Arts and the School of Social Work being the most represented. Graph 4 reflects a high overall satisfaction rate, with an average score of 8.22 out of 10.



Graph 4

Center for Research on Teaching and Learning Excellence

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<https://websites.uta.edu/pedagogynext/>