Center for Teaching Innovation
Cornell University

2025-2026

Annual Report



From the Executive Director

For the past several years, change has often seemed to be the only constant – sometimes to the point where you have to wonder how long it takes for an adage to wear out its welcome. But here at the Center for Teaching Innovation, we're often reminded that, while change can be challenging, it also brings new opportunities for teaching and learning, as well as for collaboration and growth. The 2025-2026 academic year was no different.

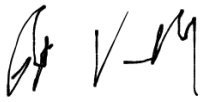
Responding to artificial intelligence continues to drive much of our work, as AI in the classroom continues to challenge prevailing teaching practices. Our conversations with faculty about this technology's impact on learning have been wide-ranging, demonstrating how AI has forced all of us to rethink our teaching approaches, from the single assignment to course outcomes, to helping students master foundational knowledge in their disciplines and prepare for their futures. These conversations will no doubt continue as we work to adapt to the ever-changing higher education landscape.

In the wake of AI's impact, collaboration and community have both grounded and inspired our work, and resulted in real innovation. The second year of the Provost's Working Group on Innovation in Assessment yielded a dynamic range of responses to AI, including a novel approach to using oral assessments to preserve the problem set in engineering courses. And the Bovay Seminar Series has continued to nurture a community of scholars sharing their new ways of addressing AI's arrival – by leaning into it *or* leaning away from it.

In the midst of a year focused on AI, one real highlight took a very different direction: Our third annual Creative Teaching Awards focused on taking learning outside the classroom. We received applications from a wide variety of disciplines, all of which demonstrated the exceptional out-of-the-box creativity and dedication to student learning already happening regularly in courses at Cornell. Faculty find learning opportunities on sailboats in Cayuga Lake, through law clinics for local residents, direct collaboration with New York berry farms, and more. A standout was a psychology course that invites students to experience 'awe walks' on campus – an evidence-based approach to classroom-taught concepts that uses natural landscapes as living laboratories to promote psychological well-being.

Despite – and perhaps because of – the challenges and changes of the past several years, learning at Cornell continues to be vibrant, experimental, rigorous, and meaningful, and the efforts of Cornell instructors continue to inspire us.

All the best,



Rob Vanderlan, Ph.D.
Executive Director

About Us

Reporting to the Office of the Vice Provost for Academic Innovation, the Center for Teaching Innovation (CTI) supports Cornell University teaching community members, from graduate teaching assistants and postdoctoral fellows to lecturers and professors, with a full complement of individualized services, programs, institutes, and campus-wide initiatives. We do this through confidential developmental consultations across academic roles, disciplines and career spans. In addition to individual instructors, we team with departments, schools and colleges, and related units to create and sustain inclusive, rigorous, and vibrant learning environments. To catalyze academic innovation, our team brings a deep knowledge of educational research on teaching, learning, and technologies, along with a spirit of curiosity and collaboration.

Mission

The Center for Teaching Innovation partners with the Cornell teaching community to explore and foster inclusive, evidence-based teaching practices. We facilitate the development of vibrant, challenging, and reflective student-centered learning experiences.

Departmental Goals

CTI's departmental goals are the framework for our team's collective action in support of our mission. They are perennial and reaffirmed every five years.

CTI:

1. Works with instructors to improve the student learning experience.
2. Fosters a culture of excellence in teaching and assessment.
3. Supports the innovative use of educational technology.
4. Designs professional development opportunities for graduate students and postdocs, to prepare future faculty.
5. Contributes to the fields of faculty development and teaching and learning.
6. Employs systematic and transparent planning processes.
7. Fosters a positive and cross-functional team environment.
8. Practices good stewardship of university resources.

Strategic Plan

CTI's work is grounded in a collaboratively written annual strategic plan. This plan informs stakeholders of our strategic objectives for any given year and guides our ongoing departmental assessment efforts.

Strategic Priorities for 2025-2026

CTI's continued focus on "**strengthening connections**" reaffirmed our intention to find thoughtful ways to ask faculty about their needs and engage in conversations about how CTI can best support them during a period of tumult and change across the higher education landscape, as well as at Cornell. Choosing to set this focus as a priority also signaled our intention to invest time and energy in strengthening the intra-group relationships in our unit, as a springboard for building stronger connections with individual faculty members, with department chairs, and with associate deans.

CTI's focus on **"responding to generative AI"** built on foundational resources the Center has developed over the last two years since the emergence of OpenAI's ChatGPT. Updating and expanding these resources to respond to the high speed of change, to the developing ways students use generative AI tools, and to the various ways faculty choose to respond to generative AI has become an important priority, even as our emphasis on generative AI has expanded to how AI more broadly impacts teaching and learning at Cornell. We also engaged in critical considerations of generative AI's applicability to our own work, in order to develop guardrails and guidelines for generative AI's potential ability to appropriately support our faculty development work.

Strategic Priorities in Action

Strengthening Connections

Creative Teaching Awards: With a theme of "Taking Learning Outside the Classroom," this year's Creative Teaching Awards sought to recognize Cornell faculty who have developed approaches to creating local learning experiences outside the classroom, particularly in spaces or places on the Cornell campus, within Ithaca, or within New York State. CTI honored six faculty across five projects, representing five colleges, including Weill Cornell Medicine in New York City. The projects demonstrated how strengthening connections doesn't just happen between students and faculty, but also with our communities, from central New York berry farms to a museum in Queens; with local middle school teachers and students; and within students themselves, on "awe walks" at Beebe Lake. The recipients' projects are documented in our continuing series of adaptable case studies on our website.

Big Red Teaching Days: A large-scale, collegial observation program, Big Red Teaching Days returned in Fall 2025 and Spring 2026. The program invites faculty to observe and learn from one another across disciplines and formats, with a goal of sparking deeper

conversations about what good teaching looks like at Cornell. In the fall semester, CTI once again also opened the program to Cornell trustees, as part of October's Trustee Council Annual Meeting. Doing so meant the program not only connected Cornell faculty with their colleagues, but also with alumni, offering a firsthand reminder that Cornell's tradition of vibrant, rigorous, and dynamic teaching continues on campus today.

What Works: Creating Engaging Learning Experiences: In October, CTI launched its first annual fall symposium, highlighting engaging teaching practices at Cornell through faculty presentations, interactive poster sessions, and the Canvas Course Spotlight Award ceremony. This year's event featured four faculty presentations that demonstrated engaged learning approaches in fields as diverse as physics, Jewish studies, Asian studies and human centered design. After the presentations, attendees reflected and shared conversations and ideas with colleagues for how they might apply the strategies in their own teaching.

Teaching About Climate Change: Art, Action, and Reflection: The first of two collaborations with the Herbert F. Johnson Museum of Art, this event included a faculty panel, teaching workshop and museum exhibit tour exploring how instructors can engage the humanities, climate change and a community in their teaching. By bringing together Cornell faculty and campus partners alongside Tompkins County community partners, the event was purposely designed to create opportunities for participants to connect with each other and share ideas about the different ways they teach and the different communities they serve.

Encountering Art for Learning and Connection: CTI's second collaboration with the Herbert F. Johnson Museum of Art brought Cornell faculty together to engage with the museum's collections as a means of supporting reflection and considering art + teaching ideas across disciplines. The event also provided opportunities for new teaching conversations alongside end-of-semester reflections and takeaways.

Responding to Generative AI

The Bovay Seminar Series: In September, CTI's collaboration with the Sue G. and Harry E. Bovay Program in the History and Ethics of Professional Engineering entered its second year, establishing itself as a touchpoint for instructors across disciplines to come together to build expertise around teaching in the age of AI. Structured as a series of monthly lunches, the Bovay Seminar Series provides an opportunity for faculty to learn more about AI as it applies to multiple disciplines, hear what other instructors have tried, ask questions and share ideas. The group also offers space for faculty to discuss the interests of those thinking about, teaching with or against, and researching AI at Cornell.

The Provost's Working Group for Innovation in Assessment (PWGIA): The second cohort of ten Cornell faculty fellows formed this year to focus on research, experimentation, and adoption of alternative student assessment practices at Cornell. Sponsored by the Offices of the Vice Provost for Academic Innovation and the Vice Provost

for Undergraduate Education, the PWGIA also hosted events for faculty on a variety of assessment topics, including “Academic Integrity and Artificial Intelligence: Strategies for Responding” and “Alternative Approaches to Assessment at Scale.” At a time when faculty are rethinking their approaches to assessment given the arrival of AI, the PWGIA also developed a series of case studies that encourage out-of-the-box approaches, from labor-based grading to “ungrading,” and more.

AI Critical Literacy Program pilot: In Spring 2026, CTI and the Cornell University Library collaborated to develop a pilot of an AI literacy experience for faculty and students in anticipation of a broader campus rollout in the Fall 2026 semester. The result was a flexible module in Canvas introducing key concepts around AI, outlining Cornell’s guiding principles, and encouraging a critical perspective on generative AI that appreciates its utility, understands its limits, and is aware of a range of ethical concerns. Goals for the module also included developing deeper consideration for how LLMs can aid or inhibit learning; providing a foundation for students to make better-informed decisions on if, whether, and how to adopt GenAI tools for their own learning; and providing a foundation for faculty to make informed decisions on whether and how to integrate LLMs into their courses and how to alter their course design appropriately.

Initiatives

CTI's initiatives aim to enhance student learning and faculty development through creative, evidence-based approaches. The following programs and offerings support the integration of emerging technologies into courses, promote collegial peer learning and formative feedback, encourage active and inclusive pedagogy, and recognize innovative assessment practices. Together, they foster a culture of experimentation, collaboration, and continuous improvement in teaching across disciplines.

Creative Technology Lab

The Creative Technology Lab is an explorative and innovative space designed to provide enhanced support for faculty as they incorporate emerging technologies into their pedagogical practice. Faculty can work with CTI's instructional designers and specially trained student staff to bring virtual and extended reality (VR/XR), digital storytelling, and generative artificial intelligence into their teaching and student learning experiences.

Key Activities & Highlights

- Collaborated with instructors in **16 courses**, reaching **over 350 students** through immersive learning, digital storytelling, and generative AI in disciplines ranging from engineering and anatomy to language learning and architecture.
- Expanded faculty support for generative AI through consultations, classroom pilots, and discipline-specific teaching applications.
- Continued to train and mentor a team of student staff who provide technical expertise and peer support for classroom projects.
- Partnered with faculty to move emerging technologies from experimentation into sustained classroom practice, supporting both new implementations and returning course collaborations.
- Worked with the Cornell Nanoscale Science and Technology Facility to deliver a series of VR experiences covering the entire spectrum of cleanroom and nanotechnology processes.

Program Spotlight: Innovative Teaching & Learning Grants in Action at the CTL

Building a 3D Library for Anatomy Education

Preserving rare anatomical specimens through photogrammetry, creating interactive 3D models students can revisit long after traditional dissections are complete.

Creating Strategic Touchpoints for Critical Reflection

Using a CTI Innovation Grant to build a living archive that helps students document, reflect on, and communicate their work across four years of undergraduate study.

Big Red Teaching Days

Big Red Teaching Days is a program that provides faculty with a collegial opportunity to informally observe and learn about how their peers approach teaching and learning across a range of courses and learning environments.

Key Activities & Highlights

- **90 faculty** members opened their classroom doors in the fall and spring.
- Welcomed **169 guests** who participated in peer observations across a diverse range of topics.
- **149 class sessions** were offered, showcasing various teaching strategies, course formats, and learning environments.

Program Spotlight: Selected Quotes

"*It's definitely useful to watch how other classes are taught. It gives me ideas on areas to improve. It also gives me ideas on how to better engage students with the material*." - Fall 2025 participant

"*I absolutely love Big Red Teaching Days, and I am so grateful to CTI for offering it. I attended two classes and what went well was having the opportunity to see the different ways my colleagues approach the minutes they have with their students, and also, I learned some things!*" - Spring 2026 participant

Mid-Semester Feedback Program

This confidential program assists faculty members in obtaining student feedback about the course at a point in the semester where there is still time to adapt and improve.

Key Activities & Highlights

- Supported **155 faculty members** across a wide range of disciplines.
- Facilitated confidential feedback for **over 200 course sections** during the fall and spring semesters.
- Reached **more than 12,000 students**, helping to amplify student voices and improve classroom experiences mid-course.

Program Spotlight: Supporting Continuous Improvement

The Mid-Semester Feedback Program continued to grow this year by welcoming lecturers and senior lecturers, broadening access to one of CTI's confidential consultation services. Through anonymous student feedback and one-on-one conversations with CTI teaching specialists, instructors gain practical insights they can use to refine their courses in real time, strengthening the learning experience for current students.

Active Learning Initiative

The Active Learning Initiative (ALI) supports departments in implementing active learning strategies into their courses. Faculty collaborate with a postdoc to design activities specific to their discipline to enhance student learning.

Key Activities & Highlights

- Partnered with **6 academic departments** to integrate active learning strategies into course design.
- Supported **6 postdoctoral fellows** who collaborated with **21 faculty** members to redesign and teach **22 courses**.
- Reached **almost 2,000 students** through discipline-specific active learning strategies.

Program Spotlight: Active Learning Overview & Insights

This year, the Active Learning Initiative published an Overview & Insights report, capturing lessons learned from partnerships across Cornell. The report shares evidence-based strategies, faculty experiences, and practical recommendations for implementing active learning in a variety of disciplinary contexts. By documenting these insights, ALI extends the impact of individual course redesigns, providing a resource that can inform future teaching and learning across the university.

Teaching Innovation Case Studies

Beginning in 2023-2024, the Vice Provost for Academic Innovation and the Center for Teaching Innovation have invited Cornell faculty to apply for Creative Teaching Awards, an annual award series that seeks to recognize and share innovative classroom methodologies and teaching implementations, with the goal of improving teaching through the sharing of new ideas, methods, and strategies.

Each year CTI instructional designers and faculty award winners collaborate on Teaching Innovation Case Studies — shareable case studies that document the awardees' projects and experiences for possible adoption by colleagues.

Key Activities & Highlights

- New this year, CTI launched the Teaching Innovation Case Study Library, bringing together real-world examples of creative, evidence-based teaching practices from across Cornell. Organized by teaching topics, the growing collection makes it easier to explore approaches, learn from colleagues, and adapt ideas for their own courses

and learning environments.

- In Spring 2026, the Creative Teaching Awards recognized **5 Cornell faculty** who have developed approaches to creating local learning experiences outside the classroom, particularly in spaces or places on the Cornell campus, within Ithaca, or within New York State.
- Case studies were published on CTI's website and received over **3,500 views** globally. The following case studies document their approaches and share the results of their work. They are downloadable and may be adapted for different courses and learning environments.

Case Studies: "Taking Learning Outside the Classroom"

- Students Turn Theory into Practice with Reading Group Guides for Middle School Youth *by Misha Ailsworth, Assistant Professor, Psychology, College of Human Ecology and College of Arts & Sciences.*
- Experiencing Food Systems Firsthand with On-Campus and Local Field Trips *by Kathryn Fiorella, Associate Professor, Public and Ecosystem Health, College of Veterinary Medicine*
- Using Art to Build Community and Nurture Relationships in the Patient-Physician Dynamic *by Peggy Leung, Assistant Professor of Medicine, and Andrea Card, Assistant Professor of Clinical Medicine, Division of General Internal Medicine, Weill Cornell Medicine*
- Awe-Walks and Sensory Savoring Routes: Ithaca's Natural Landscapes as a Living Laboratory for a Course in Psychological Well-Being *by Anthony Ong, Professor of Psychology, College of Human Ecology*
- From Classroom to Field: Students Drive Real-World Farm Innovation *by Marvin Pritts, Professor, School of Integrated Plant Science, College of Agriculture and Life Sciences*

Support for Faculty & Instructors

In the 2025–2026 academic year, CTI engaged with instructors from every college at Cornell. A breakdown of the Center's engagement—combining consultations, workshop attendance, and event participation—shows strong partnerships with several colleges, and highlights opportunities for deeper collaboration. The breakdown below reflects the percentage of unique instructors that CTI engaged relative to the number of faculty with continuing appointments in each college:

- Bowers Computing and Information Science - 24%
- Agriculture and Life Sciences - 43%
- Architecture, Art, and Planning - 33%
- Arts and Sciences - 27%
- Duffield Engineering - 30%
- Human Ecology - 59%
- Veterinary Medicine - 19%
- Brooks School of Public Policy - 33%
- Law School - 10%
- SC Johnson College of Business - 30%
- School of Industrial and Labor

Relations - 32%

Faculty & Department Consultations

CTI offers formative, confidential consultations on teaching and learning. We meet with individuals, teaching teams (e.g., an instructor of record and teaching assistants for a course), and departments working to implement pedagogical strategies across courses.

Key Activities & Highlights

- Delivered **767 faculty consultations** for **over 350 different instructors**, including **372 faculty** visits to our online drop-in sessions.
- Facilitated **11 group or department consultations and 15 departmental workshops** with a total of **over 300 faculty in attendance**. Topics ranged from Generative Artificial Intelligence to teaching about climate change, and neurodiversity in the classroom.
- Consultations addressed a broad range of teaching and learning topics, including course design, assessment, generative AI, immersive learning and VR/XR, Canvas and edX, educational research, departmental planning, Active Learning Initiative partnerships, course observations, and individualized support for faculty, departments, and postdoctoral scholars.

Spotlight: Selected Quote

"*...I am super grateful for your willingness to help us with this. Besides the library, CTI has been one of the most helpful institutions on campus in my personal experience, and I'm glad this may also work at the department level.* 🙂" - Associate Professor

Events & Workshops

Our events and workshops provide faculty and instructors with opportunities to deepen their teaching practice, connect with colleagues, and explore new ideas. Our offerings range from hands-on workshop sessions to multi-day institutes, all designed to be practical, inclusive, and responsive to the evolving needs of Cornell's teaching community.

Key Activities & Highlights

- Offered **62 workshops** and institutes with **864 faculty** and instructor participants from across Cornell's colleges and schools.
- Welcomed **Dr. Susan Singer**, President of St. Olaf College, for a campus conversation on the past, present, and future of active and engaged learning.
- Continued to co-sponsor the Bovay Seminar Series, bringing together **143 faculty** across eight sessions to explore teaching with generative AI.

Spotlight: Selected Quote

"*I appreciate you sharing this with me. Last week was so fun; it was great to connect with the community. Thank you to you and the CTI for organizing such inspiring events :)*" - Assistant Professor

Learning Technologies Support

We facilitate the exploration, implementation, and assessment of new and emerging educational technologies, and offer online resources, including a learning technology toolkit. Our Creative Technology Lab offers the opportunity to explore new tools and new ideas in teaching and learning, including for virtual and extended reality, digital storytelling, and approaches to generative AI.

Key Activities & Highlights

- Supported **5,873** Canvas courses, and responded to **more than 3,000** faculty and staff about their courses.
- The **Canvas Course Spotlight** program invites students to recognize specific aspects of Canvas courses that have positively impacted their learning. In 2025-2026, we received 98 anonymous student submissions and have since identified five Canvas course design elements that students consistently praised.
- Collaborated with campus partners to **pilot several generative AI tools**, including MyEssayFeedback, Ed Discussion Bot++, and HiTA.ai, to explore potential applications for teaching and student learning.
- Piloted and brought in the **Respondus LockDown Browser**, a custom browser through which a Canvas quiz can be taken while ensuring students have no access to any external materials on the testing device.

Learning Technologies Engagement

Learning App	2025-2026 Instructor Users	2025-2026 Student Users	2025-2026 Courses
Canvas	6,547	51,934*	5,873
Gradescope	1,330	29,077	695
FeedbackFruits	57	3.300	76
Poll Everywhere	819	n/a	n/a
iClicker	53	8,605	73
Digication	83	1,136	30
Perusall	270	5,419	138
Ed Discussion	3,372	24,072	447

*Reflects peak use in either Fall 2025 or Spring 2026 (with comparable usage in both semesters).

Web-Based Teaching Resources

We provide strategies and accessible digital teaching resources anchored in evidence on how people learn, as well as creative practices developed by instructors at Cornell. CTI's digital resources provide instructors with flexible, on-demand support grounded in research and creative practice.

Key Activities & Highlights

- Our main website had **over 700,000 page views globally.**
- Updated our guides and tutorials for emerging tools and features, bringing **71,310** visitors to our Learning Technologies Resource Library.
- Published and expanded web resources on topics including Active and Collaborative Learning, Ethical AI for Teaching and Learning, AI & Academic Integrity, Tech-Lite Classrooms, and Universal Design for Learning to support instructors as teaching practices and technologies continue to evolve.

New and updated resources reflected questions CTI encountered most frequently during consultations, workshops, and learning technology support throughout the year.

Web-Based Resources Overview

Resource	Total Global Views	Total US Views	Total NY Views	Top 5 NY Pages (by views, excluding homepage)
CTI website	719,284	469,928	95,094	• Thank a Professor Program • AI & Academic Integrity • Generative Artificial Intelligence Directory • Ethical AI for Teaching and Learning
Learning Technologies Resource Library (LTRL)	71,310	53,535	16,273	• Getting Started with iClicker for Students • Getting Started with Respondus LockDown Browser • Student FAQ • Getting Started with iClicker • Canvas Outage Alternatives
Accessibility Guide	7,928	3,956	911	• Canvas • Documents • Slides • Getting Started • Slide Titles
Any Person, Many Stories	2,730	2,300	494	• "The Pride of Our Hearts": A Short Story of Alpha Phi Alpha Fraternity • How "Cornell Plantations" became the "Cornell Botanic Gardens" • Stories Hub • Southeast Asian Languages at Cornell • Queer Presence at Cornell, 1960s-1990s

Resource	Total Global Views	Total US Views	Total NY Views	Top 5 NY Pages (by views, excluding homepage)
A Teaching & Learning Blog	2,732	1,485	628	• The Canvas Course Spotlight Program: How Canvas Helps Students Learn, According to Students • The Canvas Course Spotlight Program: Standout Canvas Courses, According to Students • A Teaching Experience That Was Music to My Ears • Can "The Dreaded PDF" Ever Truly Be Accessible? • The Art of Discussion
Teaching Innovation Case Studies	3,589	2,418	1,168	• Spanish Language Students Showcase Creativity and Cultural Competencies at Zine Fest • Oral Assessments to Reinforce and Evaluate Student Learning: A Case Study in Fluid Mechanics • AI Literacy Instruction in First-Year Writing Courses • Writing about Controversies in American Politics: Using AI to Examine Counterarguments and Definitions • Mastery-Based Grading in Chemical Engineering: A Holistic Approach

Support for Graduate Students & Postdoctoral Fellows

Graduate Programming

CTI supports the professional development of graduate students and postdoctoral fellows as current and future educators. Our programming provides structured opportunities for graduate students and postdoctoral fellows to explore evidence-based teaching practices, reflect on their teaching identities, and prepare for academic careers.

Key Activities & Highlights

- Welcomed **21 graduate students** into the CTI Teaching Fellows program, where they collaborated with staff to design workshops, facilitate programming, and develop teaching resources for their peers.
- Teaching Fellows led three multi-session teaching institutes, comprising twelve

workshop sessions that reached **more than 330 graduate students and postdoctoral fellows** from across the university.
- Partnered with departments to deliver **11 workshops for 349 graduate students**, covering topics such as evidence-based teaching, active learning, cross-cultural classroom communication, and developing a teaching philosophy.
- Supported graduate students at multiple stages of their teaching development through the TA Online Orientation (84 participants) and Teaching Portfolio Program (28 participants).

International Teaching Assistant Program

The International Teaching Assistant Program (ITAP) supports multilingual graduate students on the path to success in their work as teaching assistants at Cornell. The program consists of two main components, including English language assessments and courses designed to support international student teaching assistants in building and refining their oral English proficiency.

Key Activities & Highlights

- Conducted **378 English language assessments** for multilingual graduate students representing **42 countries**, supporting their development as confident and effective classroom instructors.
- Offered three semester-long courses that supported **91 multilingual graduate students** in strengthening classroom communication, instructional strategies, and confidence as university instructors.
- Provided an integrated pathway from assessment through coursework, helping graduate students develop the communication skills needed to teach effectively in Cornell classrooms.

Participation in Programming and Services by Departmental Goal

CTI develops programs and services meant to support the teaching and learning experience for faculty and students. Whether it's promoting a culture of excellence in teaching and assessment, supporting the innovative use of educational technology, or preparing current and future faculty, one goal is paramount: We're here to improve the student learning experience by creating space for curiosity and empowering and supporting faculty as they bring their teaching ideas to life. While many of CTI's events satisfy more than one department goal, for the purposes of this report, we've elected to categorize each event under a primary goal.

To Improve the Student Learning Experience (Department Goal 1)

Workshop or Event	# of Interactions
Individual Consultations (*total, including visits to CTI drop-in hours*)	767
Faculty Visits to Online Drop-In Sessions for Teaching Questions	372
Group Consultations/Department Meetings	11
Academic Department Presentations/Workshops	15
Event: Course Design Institute	11
Mid-Semester Feedback Program (Fall & Spring)	155
Event: Art of the Lab	20
Event: Teaching about Climate Change: Art, Action, and Reflection	40
Events: Teaching Climate Change series	47
Events: Teaching Through Turbulence	22
Events: Trauma Informed Teaching	8

To Promote a Culture of Excellence in Teaching and Assessment (Department Goal 2)

Workshop or Event	# of Interactions
Awards: Creative Teaching Awards: Innovative Assessment Practices	5
Grants: Individual Innovative Teaching & Learning Grants	7
Event: Provost's Teaching Innovation Showcase: Innovative Assessment Practices	80
Event: Big Red Teaching Days (host & guest participants)	259
Submissions to the Thank a Professor Program	1,267
Event: New Faculty Teaching Academy Cohort Year 1	17
Event: New Faculty Teaching Academy Cohort Year 2	15
Event: New Faculty Teaching Academy Cohort Year 3	8
Event: Academic Integrity and Artificial Intelligence: Strategies for Responding	30
Event: Alternative Approaches to Assessment at Scale *(panel sessions)*	14

To Promote a Culture of Excellence in Teaching and Assessment (Department Goal 2)

Workshop or Event	# of Interactions
Event: Encountering Art for Learning and Connection	6
Event: Managing Classroom Discussion and Unexpected Utterances	3
Event: Renewing Commitments to Inclusive Teaching	6
Event: The Courage to Teach Now	4
Event: Susan Singer: "The Past, Present and Future of Active and Engaged Learning" *(invited talk)*	86
Event: Oral Assessment of Student Learning	14
Event: What Should be Graded? Authentic and Bias-Resistant Assessment Practices	2
Event: What Works: Creating Engaging Learning Experiences	32

To Support the Innovative Use of Educational Technology (Department Goal 3)

Workshop or Event	# of Interactions
Support for Canvas (*courses*)	5,873
Support for Gradescope (*faculty & student users, Spring/Fall combined*)	30,407
Support for FeedbackFruits (*faculty & student users, Spring/Fall combined*)	3,357
Support for Poll Everywhere (*faculty users, Spring/Fall combined*)	819
Support for iClicker (*faculty & student users, Spring/Fall combined*)	8,658
Support for Digication (*new student users*)	1,219
Support for Perusall (*faculty & student users, Spring/Fall combined*)	5,689
Support for Ed Discussion (*faculty & student users, Spring/Fall combined*)	27,444
TDX Support Tickets resolved	3,251
CTI Creative Technology Lab visits/consultations	87
Events: Bovay Seminar Series: Generative AI for Teaching and Learning Community of Practice	143
Event: Build a Better Canvas Course: Applying Tips from the Canvas	4

To Support the Innovative Use of Educational Technology (Department Goal 3)

Workshop or Event	# of Interactions
Course Spotlight	
Event: Canvas Course Spotlight: Tabling Event	43
Event: Demonstrating Learning Through Digital Storytelling	3
Event: Enhance Student Learning with Personalized Support and Activities with Your Own Generative AI Course Assistant	24
Event: Getting Started in Canvas	6
Events: Getting Started with Poll Everywhere	5
Events: Human-Centered GenAI for Teaching and Learning	68
Events: Introduction to Podcasting	3
Events: Learning Without AI: Designing Assignments and Course Policies	94
Event: Supporting Student-Writers: Creating Personalized AI Feedback using MyEssayFeedback	5
Event: What's New in Learning Technologies	3
Events: Why Is My Canvas Ally Score So Low?	2

To Prepare Future Faculty (Department Goal 4)

Workshop or Event	# of Interactions
Teaching Assistant Online Orientation	84
Teaching Portfolio Program	28
Event: Virtual Resource Fair	40
ALS 5780: International Teaching Assistant Development Program Course I	46
ALS 5790: International Teaching Assistant Development Program Course II	23
ALS 5800: International Teaching Assistant Development Program Course III	22
ALS 6015: The Practice of Teaching in Higher Education (*SP25 – 7 weeks*)	16

To Prepare Future Faculty (Department Goal 4)

Workshop or Event	# of Interactions
GET SET University-Wide Teaching Conference	50
GET SET Institute: Course Design Institute (*total participation over four workshops*)	76
GET SET Institute: Essentials of Teaching I (*total participation over four workshops*)	66
GET SET Institute: Teaching Portfolio Institute (*total participation over four workshops*)	112
Event: Inclusive Teaching Institute for Graduate Students & Postdoctoral Scholars	29
Event: Classroom Communication Skills for International Teaching Assistants – Classroom Presentation and Delivery	7
Event: Classroom Communication Skills for International Teaching Assistants – Communicating Effectively During Office Hours	7
Event: Classroom Communication Skills for International Teaching Assistants – Navigating Cross-Cultural Dynamics	7

In the News

Sharing stories of Cornell faculty's innovations in the classroom not only celebrates past accomplishments in teaching – it can also be a means of community-building, and a source of inspiration. Learn how faculty are transforming their classrooms and courses, and how the CTI can support faculty in creating vibrant learning environments.

Carrying the torch forward: Ye family creates new award recognizing graduate teaching excellence, *Cornell Chronicle* (July 14, 2025)

Rethinking polymers – and how students learn them, *Cornell Engineering* (August 1, 2025)

Nanoscale facility thinks big on developing microchip workforce, *Cornell Chronicle* (August 18, 2025)

Celebrating "What Works" in creating engaging learning experiences, *Cornell Chronicle* (September 29, 2025)

Faculty innovate with, and avoid, AI in the classroom, *Cornell Chronicle* (October 1, 2025)

Faculty share creative, alternative approaches to assessment in new CTI case studies, *Cornell Chronicle* (October 7, 2025)

New York wool goes to fashion school, *Cornell Chronicle* (October 29, 2025)

Academic integrity and generative AI focus of PWGIA event, *Cornell Chronicle* (October 30, 2025)

CTI grants enable faculty to research how students think and learn, *Cornell Chronicle* (December 1, 2025)

Thorsten Joachims named vice provost for AI strategy, *Cornell Chronicle* (January 27, 2026)

CTI's 'Art of the Lab' faculty panel to highlight creative approaches to instruction, *Cornell Chronicle* (February 4, 2026)

Active learning classrooms foster collaboration among students, *EdTech: Focus on Higher Education* (February 18, 2026)

Online module helps students recognize, develop critical thinking, *Cornell Chronicle* (February 24, 2026)

Education researcher Dr. Susan Singer to speak on active learning, DBER field, *Cornell Chronicle* (March 24, 2026)

Perfect homework, blank stares: Why colleges are turning to oral exams to combat AI, *Associated Press* (March 25, 2026). Syndicated to ABC News, U.S. News & World Report, and others.

Creative Teaching Awards celebrate experiential learning, community connections, *Cornell Chronicle* (April 14, 2026)

Faculty excellence in teaching and advising honored with 2026 awards, *Cornell College of Arts & Sciences* (May 15, 2026)

CTI Graduate Teaching Fellows program marks its fifteenth year, *Cornell Chronicle* (May 22, 2026)

Highlighted Multimedia Projects

CTI's media team helps to tell the story of innovative and inspiring teaching at Cornell, amplify the voices of Cornell faculty as they share their teaching ideas and practices, and provide guidance about generative A.I., accessibility, teaching with technology, and more. From enhancing accessibility for neurodivergent students and streamlining grading with the

Canvas API, to exploring generative AI and immersive media, each piece showcases the Cornell community's commitment to equity, creativity, and continuous improvement in teaching and learning.

Building a 3D Library for Anatomy Education

This project, led by Bill Ryerson, PhD, senior lecturer in anatomy at Cornell University's College of Veterinary Medicine, creates a digital library of 3D anatomical specimens using photogrammetry — a technique that builds interactive 3D models from photographs taken at multiple angles. These models preserve anatomy dissections and rare specimens, allowing students to study and revisit materials long after physical specimens have changed or degraded. By combining hands-on learning with digital preservation, this project expands access to anatomy education and creates lasting learning resources for Cornell students and beyond.

Exploring Fluid Mechanics with Mixed Reality

How do you teach students what's happening inside an aircraft engine when you can't physically take it apart? In this video, Brian Kirby, associate director of undergraduate affairs and Meinig Family Professor of Engineering in the Sibley School of Mechanical and Aerospace Engineering, Cornell Duffield Engineering, shares how augmented and mixed reality are transforming the way students learn core engineering concepts.

Farm to Fashion: The Material Journey in Design

In this video, we get a glimpse into Knitwear Design—a course where students follow the journey of textiles from raw fiber to finished garment. Working with local wool, they explore sustainability, craft, and the stories behind what we wear. Instructor Melissa Conroy, senior lecturer in human centered design in the College of Human Ecology, at Cornell University, and teaching assistant Madison Jill Feely '26 reflect on guiding students through this hands-on process. Supported by a grant from the Center for Teaching Innovation, with yarn development funded by NYFIC, the course highlights the impact of experiential learning in shaping more sustainable design practices.

James Spinazzola on His Approach to Innovation in Teaching

James Spinazzola, the Barbara & Richard T. Silver Associate Professor of Music and director of winds in the College of Arts and Sciences at Cornell University, shares how creative, outside-the-box methods have transformed his teaching.

Mental Model Tracking for Assessment

How do you measure learning beyond a test score? In this video, Cameron Mozafari, senior lecturer, and Allison Hutchinson, associate director, both from Cornell's Engineering Communications Program in Cornell Duffield Engineering, explore their work using mental model tracking, a research-based approach that analyzes student language to understand how thinking evolves over time. By comparing students' language patterns with those found in scientific literature, they are developing a more objective way to measure conceptual learning while also giving students a valuable tool for reflecting on their own growth.

STEM Learning and Assessment

Teamwork is essential in STEM education, but it can be difficult for instructors to know what students are learning as they collaborate. In this video, Alexandra Werth, assistant professor, and Campbell McColley, postdoctoral associate, both of the Meinig School of Biomedical Engineering in Cornell Duffield Engineering, share how they are using generative AI to support student reflection. Their adaptable tool asks follow-up questions based on students' responses, helping learners think more deeply about their teamwork while providing instructors with richer insights into learning that can be difficult to observe in the classroom.

Creating Strategic Touchpoints for Critical Reflection

The Grand Challenges Program at the Charles H. Dyson School of Applied Economics and Management, Cornell SC Johnson College of Business, invites every undergraduate to tackle real-world problems in teams and learn to tell the story of that work. This year, the Dyson school undertook a project to increase student reflection with multiple touchpoints integrated into the four-year program. With support from a CTI Innovation Grant, the program created a living project archive—a student-facing site where teams document goals, methods, outcomes, and reflections. The archive makes learning visible across cohorts, strengthens reflective practice and storytelling, and helps students carry their work forward to internships, jobs, and graduate study.

Scholarship & Contributions to the Field

The field of education is inherently collaborative, both within and across universities. Through conference presentations and publications, CTI encouraged insightful and inclusive strategies for student learning with peer institutions, and participated in cross-discipline conversations about new approaches in technology, active learning, generative A.I., assessment practices, and international education.

Publications

Infante Mora, E., & **Ivanchikova, M**. (2026). Assessing intercultural learning in study abroad: An authentic, aligned approach for better outcomes. *Frontiers: The Interdisciplinary Journal of Study Abroad, 38*(1). https://doi.org/10.36366/frontiers.v38i1.985

Batra, R., Zunder, R., Kwatra, A., Mandel, I., **Cheatle, A.**, Roumen, T., & Jackson, S. (2026). Convivial fabrication: Towards relational computational tools for and from craft practices. *Proceedings of the CHI Conference on Human Factors in Computing Systems (CHI '26).* ACM.

Presentations, Posters, and Podcasts

Cardace, A., & **Ivanchikova, M**. (2025, October). *Closing the loop on long-term assessment*

outcomes [Conference presentation]. Assessment Institute, Indianapolis, IN.

Cardace, A., & **Ivanchikova, M**. (2025, October). *What reliability and validity evidence do I need? Developing strong assessments from start to finish* [Conference presentation]. Assessment Institute, Indianapolis, IN.

Cheatle, A. (2025, September). *Building a shared sonic world: Reconstructing the violin across the art-science divide* [Invited presentation]. Mondo Acoustica, Cremona, Italy.

Cheatle, A. (2026, March). *What algorithms can't hear* [Conference presentation]. Clouds, Streams, and Ground (Truths): Developing Methods for Studying Algorithmic Music Ecosystems, University of California, Berkeley, Berkeley, CA.

Cheatle, A. (2026, April). *Thick rules for creative AI: Lessons from a violinmaker's workshop* [Conference presentation]. Creativity and AI Workshop, Global Digital Humanities Working Group, Central New York Humanities Corridor, Hobart and William Smith Colleges, Geneva, NY.

Cheatle, A., Ivanchikova, M., & Lane, B. (2026, April). *Pedagogical creativity and generative AI: From refusal to reconfiguration* [Conference presentation]. Creativity and AI Workshop, Global Digital Humanities Working Group, Central New York Humanities Corridor, Hobart and William Smith Colleges, Geneva, NY.

Rummings, J., & Gunderson, R. (2025, December). *GenAI and neurodivergent learners* [Invited presentation]. Neurodiversity@Cornell Dialogues, Virtual.

Samuel, D., & Streifer, A. (2025, November). *(Re)Designing graduate certificate programs: Challenges and opportunities* [Conference presentation]. POD Network 50th Annual Conference, San Diego, CA.

Samuel, D., Stoumbos, M. C., & Tibrewal, S. (2025, November). *Margins and mandates: Writing equity's future amid DEI bans* [Conference presentation]. POD Network 50th Annual Conference, San Diego, CA.

Samuel, D., & Beydler, K. (2025, November). *Developing community through graduate student teaching orientations* [Conference presentation]. POD Network 50th Annual Conference, San Diego, CA.

Vanderlan, R. (2026, April 20). *AI and the humanities classroom* [Invited presentation]. Lunch and Learn, Howard University, Washington, DC.

Vanderlan, R. (2026, April 20). *If AI can write the essay, what are we teaching?* [Invited presentation]. Talk and Fireside Chat, Howard University, Washington, DC.

Whalley, J. (2026, July). *Start me up: Launching a Canvas course recognition program* [Conference presentation]. InstructureCon 2026, Louisville, KY.