



SACRAMENTO
STATE



CENTER FOR
TEACHING &
LEARNING
SACRAMENTO STATE

Center for Teaching and Learning

Annual Report

2025-2026

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A Year at a Glance

Mission:

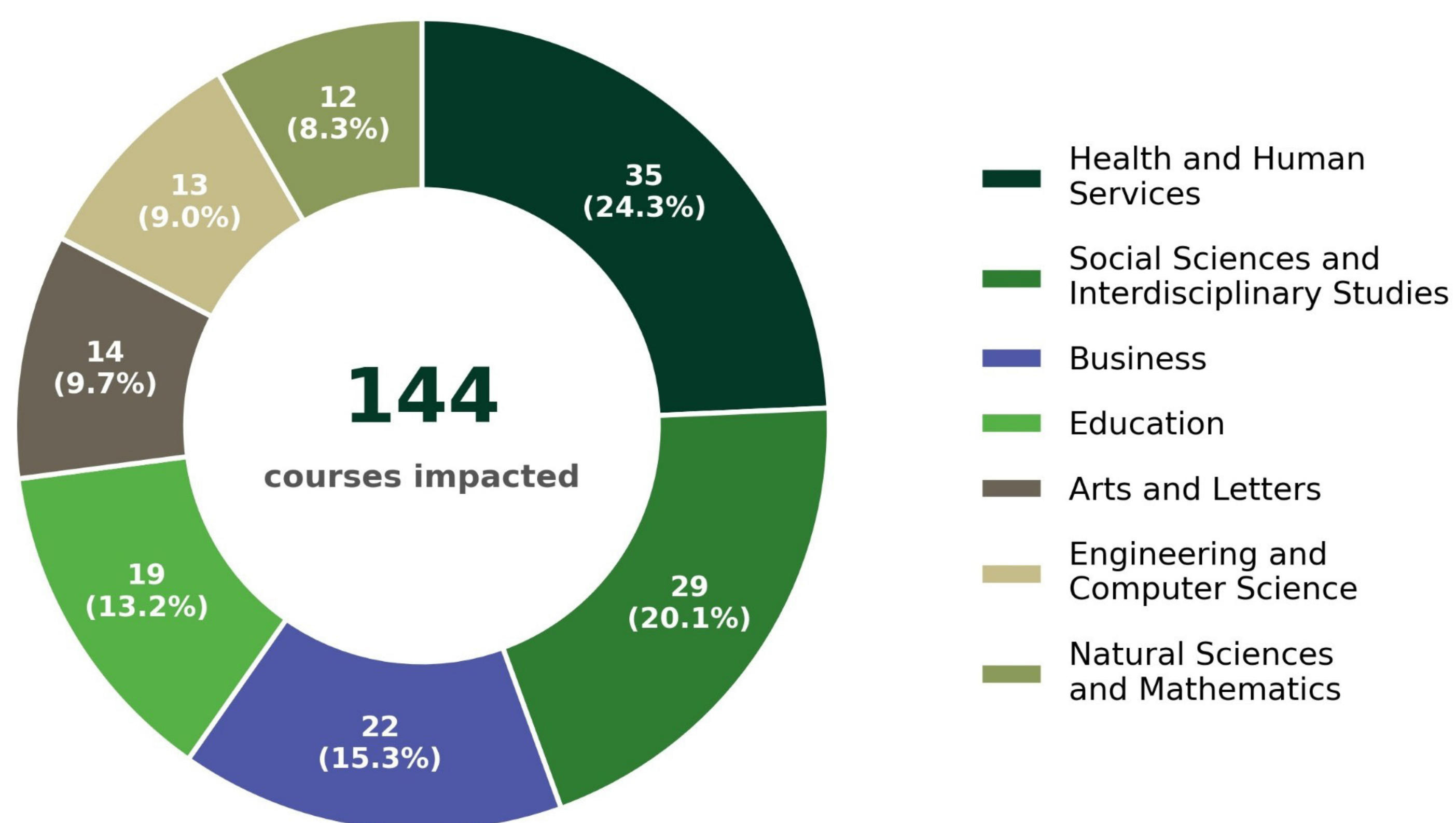
The Center for Teaching and Learning (CTL) advances teaching excellence and student success through faculty development, instructional innovation, evidence-based practices, collaborative partnerships, and a commitment to accessibility and inclusion. During the Academic Year 2025–26, CTL expanded these efforts through cross-divisional collaboration and programs that strengthened equitable, student-centered learning across Sacramento State.

2025–26 At a Glance

- 1004 faculty participations in CTL programs and services
- 700+ unique faculty served*
- 144 unique courses enhanced
- 10,000+ students impacted*
- Evidence based strategies
- AI Innovation
- Expanded accessibility

CTL Programming Impact by College

Fall 2025 - Spring 2026



Director's Profile



Dr. Lynn Tashiro

Director, Center for Teaching and Learning
Professor of Physics

As Director of the CTL, Lynn Tashiro champions inclusive, student-centered educational practices that empower faculty and improve student success. Her leadership emphasizes the thoughtful integration of technology, practical teaching strategies, and data-informed decision-making to drive continuous improvement. As principal investigator for multiple grant-funded initiatives, she oversees programs and services that advance CTL's mission and expand support for faculty and students across the university.

The Center for Teaching and Learning

A Foundation of Excellence: The Impact of CTL Staff

The success of the Center for Teaching and Learning is made possible by a dedicated team of professional staff and student assistants whose expertise, commitment, and collaborative spirit support every aspect of the center's work. While often working behind the scenes, their contributions are essential to advancing CTL's mission and expanding its impact across the Sacramento State community.

CTL staff provide the operational foundation that enables the center to deliver high-quality, evidence-informed programming and services throughout the year. From coordinating events and managing program logistics to providing communications, administrative, and technical support, their efforts ensure that faculty development initiatives are implemented efficiently and effectively.

In partnership with faculty leaders, campus collaborators, and student assistants, CTL staff help create meaningful opportunities for teaching excellence, instructional innovation, and student success. Their work supports a wide range of programs, workshops, learning communities, consultations, and special events, culminating in biannual celebrations that recognize and showcase faculty achievements.

The contributions of CTL staff and student assistants are integral to the center's success. Their dedication, professionalism, and service make it possible for CTL to sustain the breadth, quality, and impact of its programs while continuing to support the evolving needs of faculty and students across the university.

Center For
Teaching & Learning
Academic Affairs

Academic Affairs ► Center for Teaching and Learning

Faculty are invited to explore and join us:

- Apply for the Faculty Learning Communities now!
- Navigating Difficult Conversations Inclusively
- Spring 2026 QLT, QM and AI free Training Opportunities
- Getting the semester started: Tools and Templates



CTL Website:
csus.edu/ctl

The CTL Team

Advancing teaching excellence through collaboration, innovation, and service.

The CTL team combines expertise across faculty development, instructional design, educational technology, and program administration to support innovative teaching and meaningful learning experiences throughout the university.



Dr. Lynn Tashiro
CTL Director



Som Sayasone
Administrative
Analyst/Specialist



Marcelle Rocker
Administrative Support
Coordinator II



Marco Martinez
Information Technology
Consultant



Jackie Taylor
Instructional Designer



Kaitlyn Hester
Administrative Support
Coordinator II for
External Grants

How We Support Faculty Success

- Faculty Development Programs
- Instructional Design & Course Development
- Educational Technology Support
- Learning Communities & Grants
- Event Coordination & Faculty Recognition
- Administrative & Operational Excellence



What We Offer

The Center for Teaching and Learning empowers the teaching and learning community by offering mentoring, evidence-based practices and inclusive support. Our goal is to enhance teaching excellence and transform student learning experiences. We offer several programs and services to empower faculty and enhance the student learning experience.

Learning Communities

Peer-led groups of faculty and staff, designed for active engagement, collaboration, and action research on topics ranging from academic technologies to equity in higher education.



Instructional Design

We offer support in instructional design, online and hybrid teaching, Canvas course design, multi-media use, and collaboration tools.

Physical & Digital Workspace

Located in the Academic Information Resource Center (AIRC), Room 3005, the CTL offers instructional technology consultations, Learning Glass services, free poster printing, and collaborative workspaces to support faculty teaching and scholarship.

During the 2025–26 academic year, four faculty used the Learning Glass studio to develop instructional materials, and CTL supported faculty research and professional engagement through eight poster printing requests for conferences, presentations, and scholarly events.

Mentoring

Mentors work one-on-one with faculty, conduct classroom observations, and provide feedback on teaching and learning practices, strategies, and additional development.



CTL Programs and Funding Overview

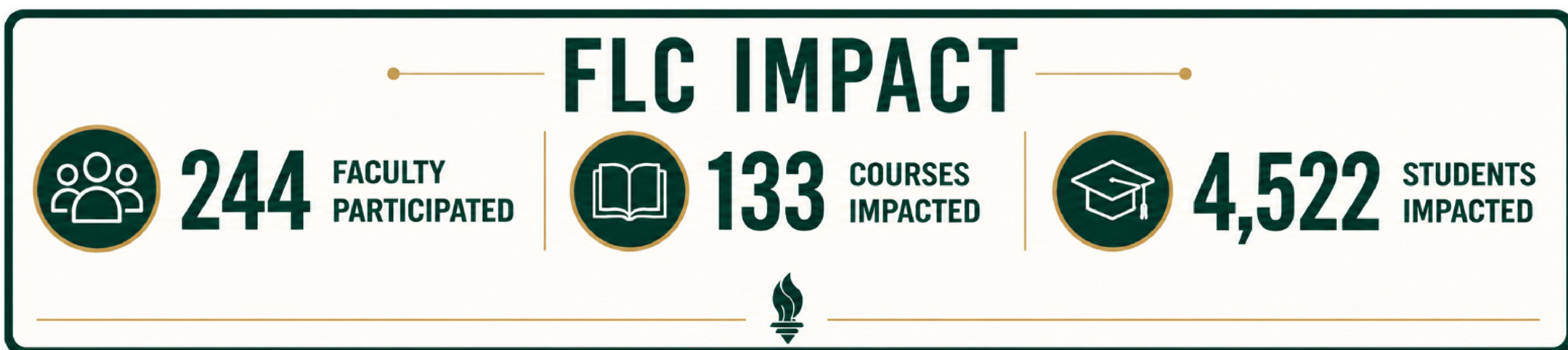
	Program / Grant	Faculty Support/Benefit	Program Overview & Purpose
Faculty Development Programs	Faculty/Professional Learning Communities (FLCs / PLCs)	\$500 (1-Sem) / \$1,000 (Year) Professional development stipends	Peer-facilitated professional development communities focused on teaching excellence, instructional innovation, student success, accessibility, and inclusive practices.
	Summer Teaching Institute	Instructional device provided	Intensive faculty development program supporting course design, evidence-based teaching practices, and instructional innovation.
	Online Course Services (OCS)	OCS mini-grants up to \$5,000	Supports the development, design, and continuous improvement of high-quality online and hybrid courses through instructional design services, faculty development, and Quality Matters initiatives.
	Affordable Learning Solutions/Open Educational Resources (ALS/OER)	Professional development stipends & mini-grants(\$250-\$1,000)	Supports faculty adoption, adaptation, and creation of affordable and open educational resources that reduce student costs and improve access to learning materials.
	Summer Research Academy (SRA) OFA, Library, ORIED, and CTL Collaboration	\$1,000 stipend, support for research and grant development	Supports faculty scholarship, grant development, publishing, and emerging research practices.
Core CTL Programs	Teaching and Learning Mentors (TLM) & Faculty Consultations	One-on-one faculty peer mentoring and instructional designer support	Provides faculty with peer mentoring, instructional design consultations, educational technology support, accessibility guidance, and course development resources to enhance teaching effectiveness, instructional innovation, and student success.
	Learning Glass Services	CTL technical support	Provides faculty access to Learning Glass technology and production support for creating engaging instructional videos and enhancing student learning experiences.
	Student Response System (Top Hat)	Student engagement workshops	Supports active learning, student engagement, and real-time formative assessment in face-to-face and online courses.
	Mid-semester Assessment Process (MAP)	Opportunity for formative student feedback	Provides faculty with formative student feedback and consultation support to enhance teaching practices, student engagement, and course effectiveness during the semester.
	Visiting Scholars (VS) Grant	\$250-\$1,000 to support visiting speakers	Supports faculty-sponsored guest speakers, scholars, artists, and practitioners who enrich academic dialogue and campus engagement.
Mini-grants for Faculty	Pedagogy Enhancement Awards (PEA)	Up to 3 units release + \$500 in curricular supplies	Competitive faculty grants supporting projects that enhance teaching effectiveness, student success, and curricular innovation.
	STEM4Teaching&Learning (STEM4T&L) Mini-Grants	Mini-grants up to \$5,000	Supports STEM course redesign efforts that improve accessibility, address equity gaps, and strengthen student success outcomes.
	TECH4Teaching&Learning (TECH4T&L) Mini-Grants	Mini-grants up to \$10,000	Supports faculty-led course redesign and accessibility initiatives aligned with Quality Matters standards and Title II accessibility requirements.
	Summer Online Grant (SOG)	Mini-grants up to \$3,500	Supports the development and redesign of high-quality online and accelerated courses to expand student access and degree completion pathways.

Faculty Learning Communities

Faculty Learning Communities (FLCs) and Professional Learning Communities (PLCs) are CTL's signature peer-led professional development programs, advancing instructional innovation, evidence-based teaching, accessibility, equity, and student success through sustained faculty collaboration and course improvement.

2025–26 Highlights

- 244 faculty participated in FLCs
- 109 faculty completed FLCs
(The remaining are expected to complete next year)
- 133 courses impacted through evidence-based instructional practices
- 4,522 students benefited from improved learning experiences



Programs Launched for AY 25/26

Fall 2025

- AI Tools for Health Professions Courses
- Preparing Your Course for Quality Matters Certification: Four Standards
- Designing a Mutually Beneficial Community-Engaged Learning Course

Winter 2025/2026

- AI and Critical Thinking: Scholarship of Teaching and Learning
- ESCALA: Scholarship of Teaching and Learning
- Math Teaching Tools and Open Educational Resources

Spring 2026

- Supporting Trans, Nonbinary, and Intersex Students at Sac State
- Preparing Your Course for Quality Matters Certification: Four Standards
- Increasing your Impact with Community-Engaged Research
- Designing Learner Centered Courses

Summer 2026

- Internships: Inspiring Inquiry and Preparing Lifelong Learners

Summer Teaching Institute

Education Reimagined:

Innovative Digital Pedagogy in Action

Advancing Digital Excellence Through AI-Enabled Pedagogy

Teaching Institute 2026



25 YEARS

OF ADVANCING
TEACHING
EXCELLENCE

For 25 years, the Teaching Institute (TI) has supported faculty in redesigning courses through evidence-based teaching, instructional innovation, and collaborative learning. The year-long program begins with a four-day summer intensive and culminates in a faculty showcase highlighting the impact of faculty redesign projects.

2024–25 cohort outcomes

- 25 faculty portfolios completed
- 25 redesigned courses implemented
- Estimated 850 students impacted* through enhanced learning experiences

2025-26 cohort in progress



25

Faculty Enrolled
in 2025



24

Faculty Enrolled
in 2026

TEACHING INSTITUTE AT A GLANCE



4-DAY

Summer Intensive
to Launch the Journey



51

Faculty Participants
Across 2025–2026



HARDWARE & SOFTWARE SUPPORT

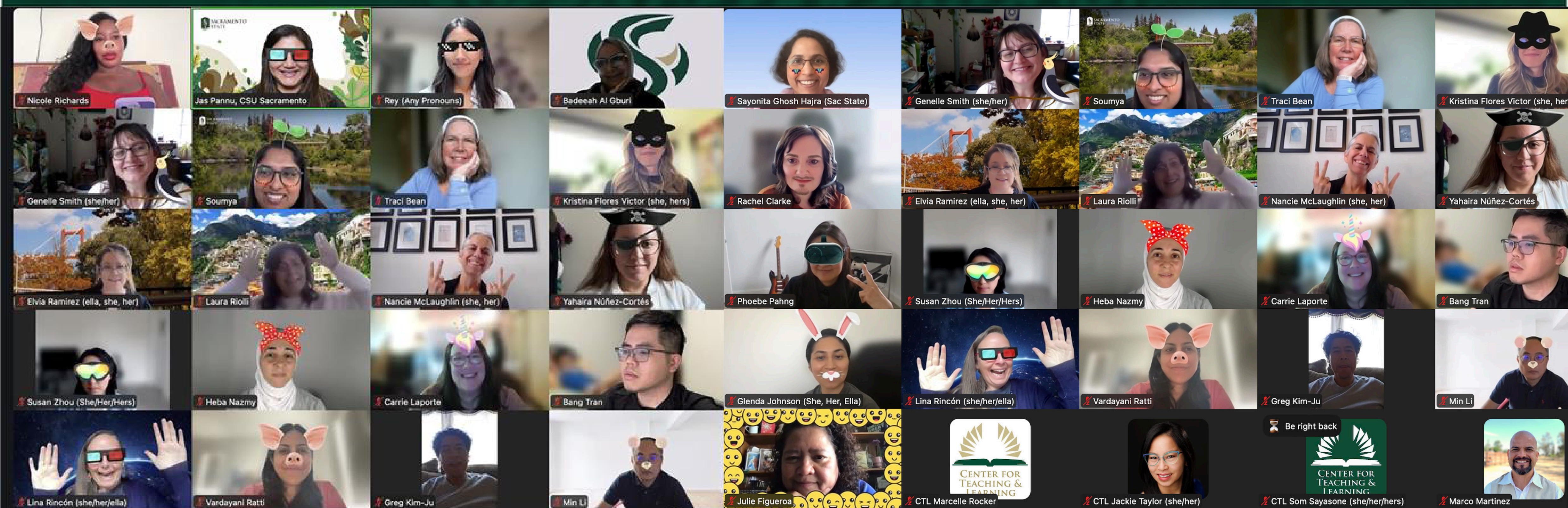
Provided to Support
Course Redesign



DECEMBER SHOWCASE

Highlighting Outcomes,
Innovations, and Impact

TEACHING INSTITUTE FACULTY PARTICIPANTS 2025–2026



Teaching Institute participants representing diverse disciplines across Sacramento State

*Estimates based on CTL historical data, course change artifacts, and average course enrollments.

New Faculty Orientation

The Center for Teaching and Learning, in partnership with the Office of Faculty Affairs (OFA), supports faculty onboarding through the New Tenure-track Faculty Orientation (NFO) and Non Tenure-track Faculty Orientation (NTFO). These programs provide essential resources, foster community, and help new faculty successfully transition to academic life at Sacramento State.

2025–26 Highlights

- 11 new tenure-track faculty participated in NFO
- 73 new non tenure track faculty participated in NTFO



CTL Mentors and Facilitators

Teaching and Learning

Mentors:

Facilitate New Faculty Orientation, conduct classroom observations, and mentoring services.

- Addison Duane
- Sayonita Ghosh Hajra
- Patrick Pieng
- Mei Shen
- Emily Wickelgren

FLC & PLC Facilitators:

Facilitate professional learning, observe and analyze sessions, and portfolio creation.

- | | |
|------------------------|---------------------|
| • Samantha Blackburn | • Ann Moylan |
| • Chong Choe-Smith | • Shane Nordyke |
| • Daniel Cisneros | • Jas Pannu |
| • Michelle Dang | • Vincent Pigno |
| • Erin Rose Ellison | • Franzisca Renz |
| • Matt Krauel | • Melissa Repa |
| • Deborah George | • Will Reliford |
| • Sayonita Ghosh Hajra | • Mary Senyonga |
| • Tristan Josephson | • Corey Shanbrom |
| • Angela Laflen | • Tara Sharpp |
| • Young-Im Lee | • Andrea Terry |
| • Judith Leitch | • Heather Thompson |
| • Jennifer Lundmark | • Mercedes Valadez |
| • Praveen Meduri | • Crystal Velazquez |
| • Abraham Mendoza | • Debra Welkley |

Teaching Institute

Mentors:

Design and teach the summer institute.

- Jas Pannu
- Sayonita Ghosh Hajra
- Kristina Flores Victor
- Rey Jeong
- Phoebe Haemin Pahng
- Patrick Pieng
- Sarah Strand

Workshops and Online Courses

Supporting Teaching Excellence Through Educational Technology and AI Innovation



Generative AI Series Professional Learning

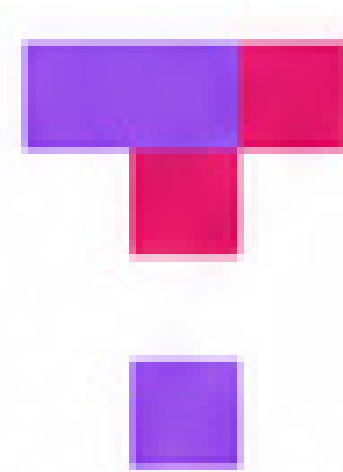
CTL continued expanding campus access to professional learning opportunities focused on the effective and ethical use of artificial intelligence in higher education. Through curated learning resources and communities of practice, faculty and staff explored one or more of the 7 courses in the Generative AI series by ACUE.



ACUE

ACUE Effective Teaching

CTL's partnership with the Association of College and University Educators (ACUE) Commons provides faculty and staff with access to 256 evidence based professional learning resources that support effective teaching, student engagement, and instructional innovation.



Top Hat Lunch and Learn

Using AI with Top Hat: Learn How
ACE Reinforces Real Learning

CTL Partnered with Top Hat to offer a hands-on workshop introducing faculty to ACE, Top Hat's AI-powered learning assistant. Participants explored strategies for increasing student engagement, creating dynamic classroom experiences, and leveraging AI-supported learning tools to provide personalized student support.

FACULTY LEARNED HOW TO:

- Create engaging learning experiences
- Use AI-supported study tools
- Customize ACE for their courses
- Develop course content using Top Hat

2025-26



358

FACULTY & STAFF
engaged in the
ACUE GEN AI
STUDY SERIES



184

FACULTY & STAFF
engaged in the
ACUE COMMONS
STUDY SERIES



22

FACULTY
participated in the
USING AI WITH TOP HAT
LUNCH & LEARN
WORKSHOP

FOCUS AREAS



Student Engagement



Generative AI



Evidence-Based Teaching



Instructional Innovation



Personalized Learning Support

Hornet 101: Technology and Learning Essentials

Hornet 101 is a self-paced tutorial designed to help students build the skills and confidence needed to succeed in online, hybrid, and technology-supported in-person classes. Developed as a collaboration between the CTL, Information Resources and Technology (IRT), and First Year Experience (FYE), the course offers essential tools and guidance for navigating digital learning.

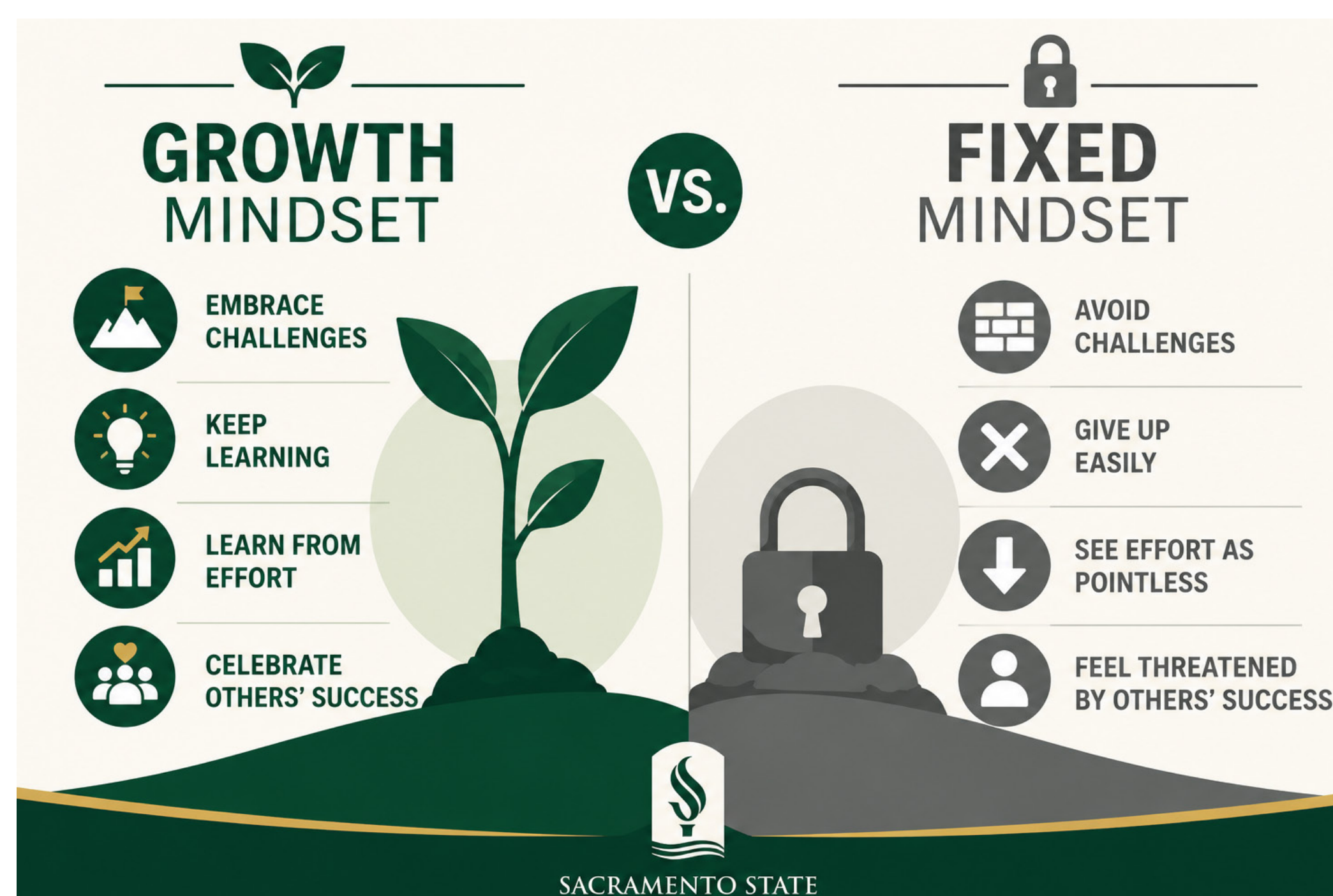
- One-hour optional tutorial
- Basic Canvas use and navigation
- Growth Mindset
- Online learning readiness survey
- Guidance on using AI


While Hornet 101 is not mandatory for all students, many instructors have incorporated it as a course assignment. After completing the course, students can download and print a personalized badge with their name to submit to their instructor as proof of completion.



AI in Hornet 101

In response to the broader availability of ChatGPT and similar tools, a dedicated section on the use of AI has been added to academic guidance materials. Students are strongly encouraged to consult with each of their course instructors to understand specific expectations and policies regarding the use of AI as a learning tool, while upholding the highest standards of academic integrity.



	DURING 25-26: 3,948 STUDENTS TOOK THE COURSE!	OVER 18,321 STUDENTS HAVE PARTICIPATED!	
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Visiting Scholars Program and Pedagogy Enhancements Awards

The Visiting Scholars (VS) Program and Pedagogy Enhancement Awards (PEA) have historically supported faculty scholarship, innovation, and teaching excellence at Sacramento State by bringing distinguished scholars, artists, and practitioners to campus and funding projects that enhance curriculum and student learning.

In 2024–25, the Visiting Scholars Program awarded \$12,200 to support 13 scholars, while the Pedagogy Enhancement Awards provided \$62,000 to fund nine faculty projects focused on advancing teaching and learning.

In 2025–26, the Visiting Scholars Program continued with renewed funding, supporting 14 scholars with \$12,050 awarded. The Pedagogy Enhancement Awards were not offered due to the absence of dedicated funding.

Together, these programs reflect the important role targeted investment plays in fostering faculty innovation and advancing Sacramento State's academic mission.

GRANTS & FACULTY SUPPORT PROGRAMS

Investing in Faculty Scholarship, Innovation, and Teaching Excellence

2024–25 IMPACT



13

VISITING SCHOLARS HOSTED



\$12,200

AWARDED



9

PEDAGOGY ENHANCEMENT AWARDS FUNDED



\$62,000

AWARDED TO FACULTY PROJECTS

2025–26 IMPACT



14

VISITING SCHOLARS HOSTED



\$12,050

AWARDED



NO FUNDING AVAILABLE FOR PEA THIS YEAR



SACRAMENTO STATE
Redefine the Possible

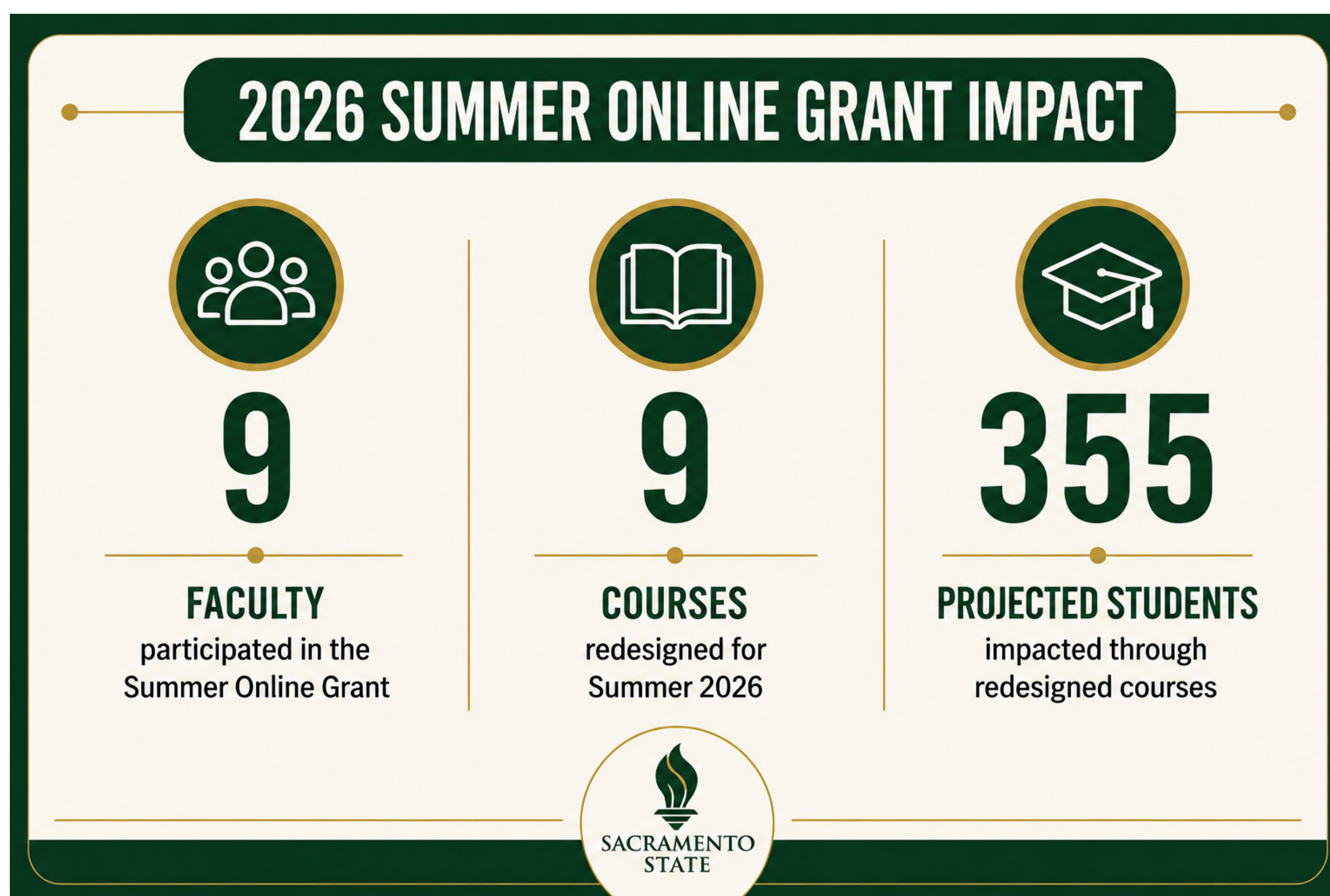
Summer Online Grant

Expanding access. Reducing barriers. Supporting student success.



Through a collaborative partnership with the College of Continuing Education (CCE), the Summer Online Grant program expands access to high-quality online learning by supporting the redesign of high-demand General Education and major-required courses. The program advances inclusive, accessible, and evidence-based teaching while increasing course availability and supporting timely degree completion.

During Summer 2026, nine faculty redesigned nine courses, with 355 students projected to enroll and benefit from enhanced online learning experiences.



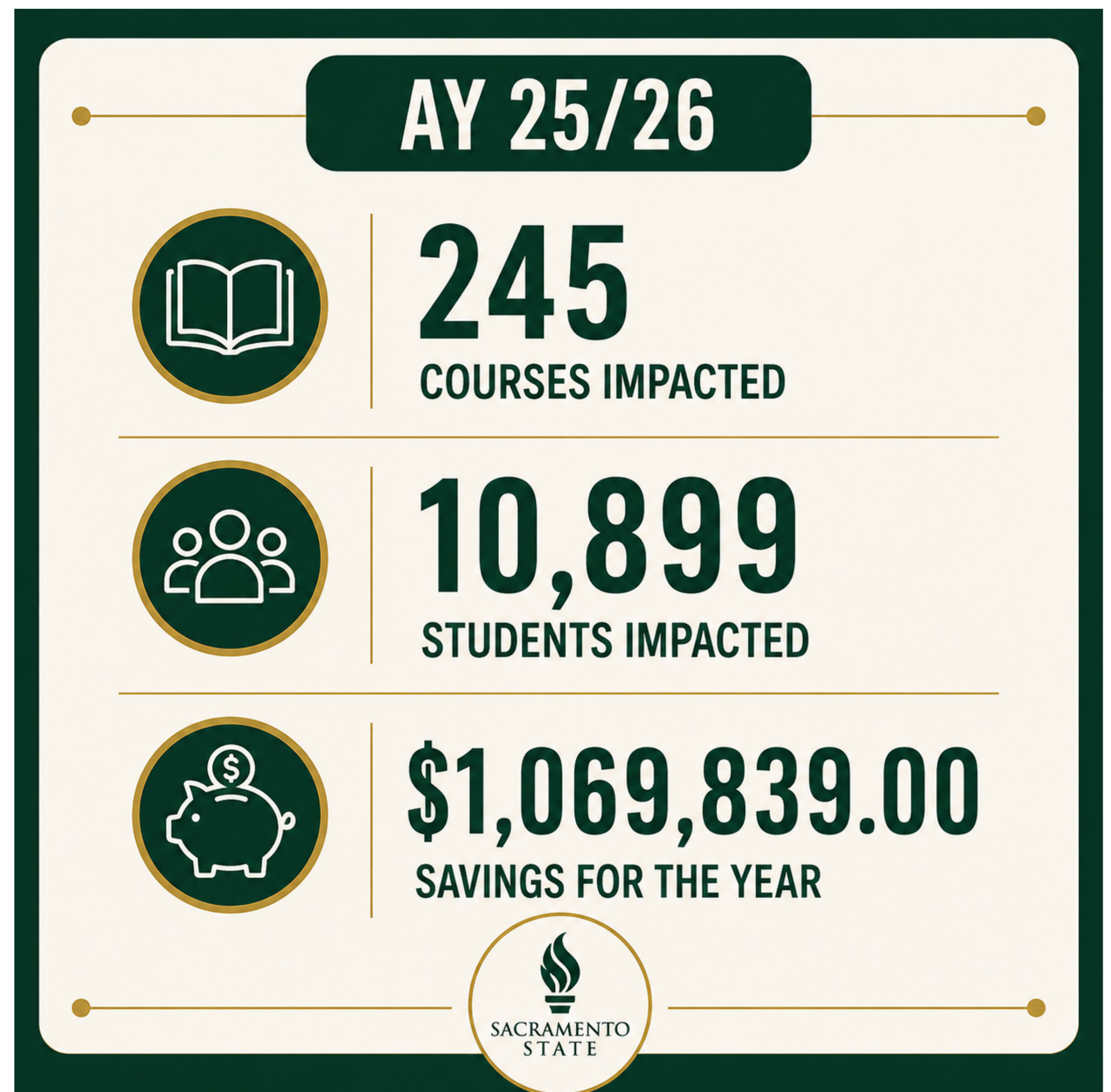
**EXPANDING ACCESS TO HIGH-DEMAND ONLINE COURSES
AND SUPPORTING TIMELY DEGREE COMPLETION**

More opportunities. Fewer barriers. Stronger futures.



Affordable Learning Solutions / Open Educational Resources (AL\$/OER)

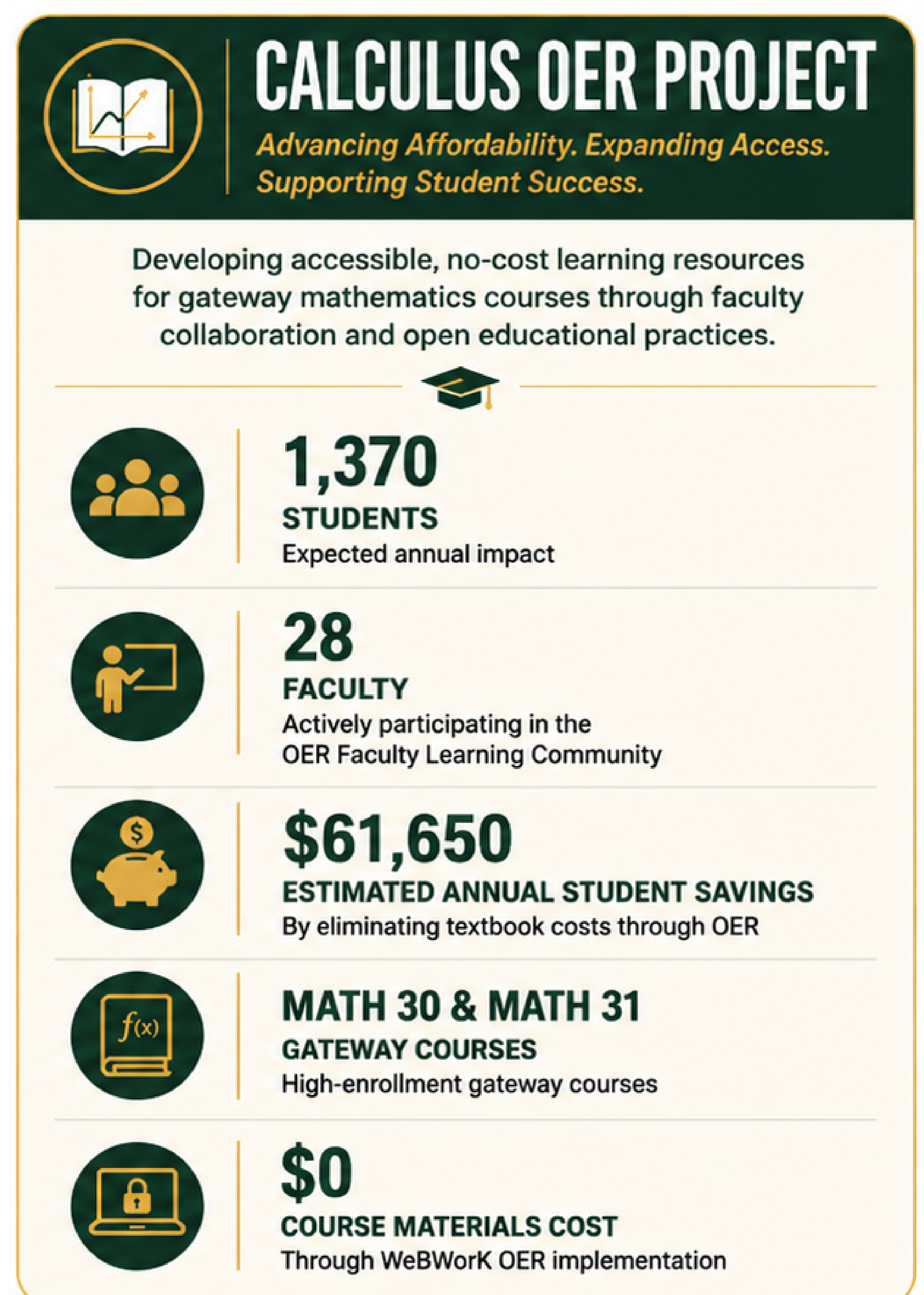
Affordable Learning Solutions (ALS) funding supports faculty development and the adoption of low- and no-cost instructional materials. Through a four-day faculty institute, participants explore, adopt, and create affordable course materials that qualify for Low Cost Course Materials (LCCM) or Zero Cost Course Materials (ZCCM) designations, helping students identify cost-saving course options during registration.



Calculus OER Project

Faculty Leads: Matthew Krauel, Corey Shanbrom, Vincent Pigno
 Funding: \$69,500
 STEM4Teaching&Learning Mini-Grant

Developing a Canvas-integrated WeBWork problem bank for Math 30 and Math 31 to expand affordable learning. The project engages 28 faculty through an OER Faculty Learning Community and is expected to impact 1,370 students annually while generating an estimated \$61,650 in annual textbook savings.



Online Course Services

Through a collaborative partnership with Online Course Services (OCS), the Center for Teaching and Learning continues to advance the quality of hybrid, blended, and online learning environments at Sacramento State. By leveraging the nationally recognized Quality Matters (QM) framework and other evidence-based approaches, CTL supports faculty in designing engaging, accessible, and effective learning environments that foster student achievement and success.

Quality Matters Certification Highlights 2025-26



751

Cumulative faculty and staff QM training completions



28

QM training completions during 2025-26



12

Faculty completed *Preparing Your Course for Certification FLC*



8

Courses achieved Quality Matters certification



8

Faculty participated in the *Online Course Services* mini-grant



Data-Informed Improvement

Faculty and student survey data are being analyzed to inform future instructional improvement efforts.

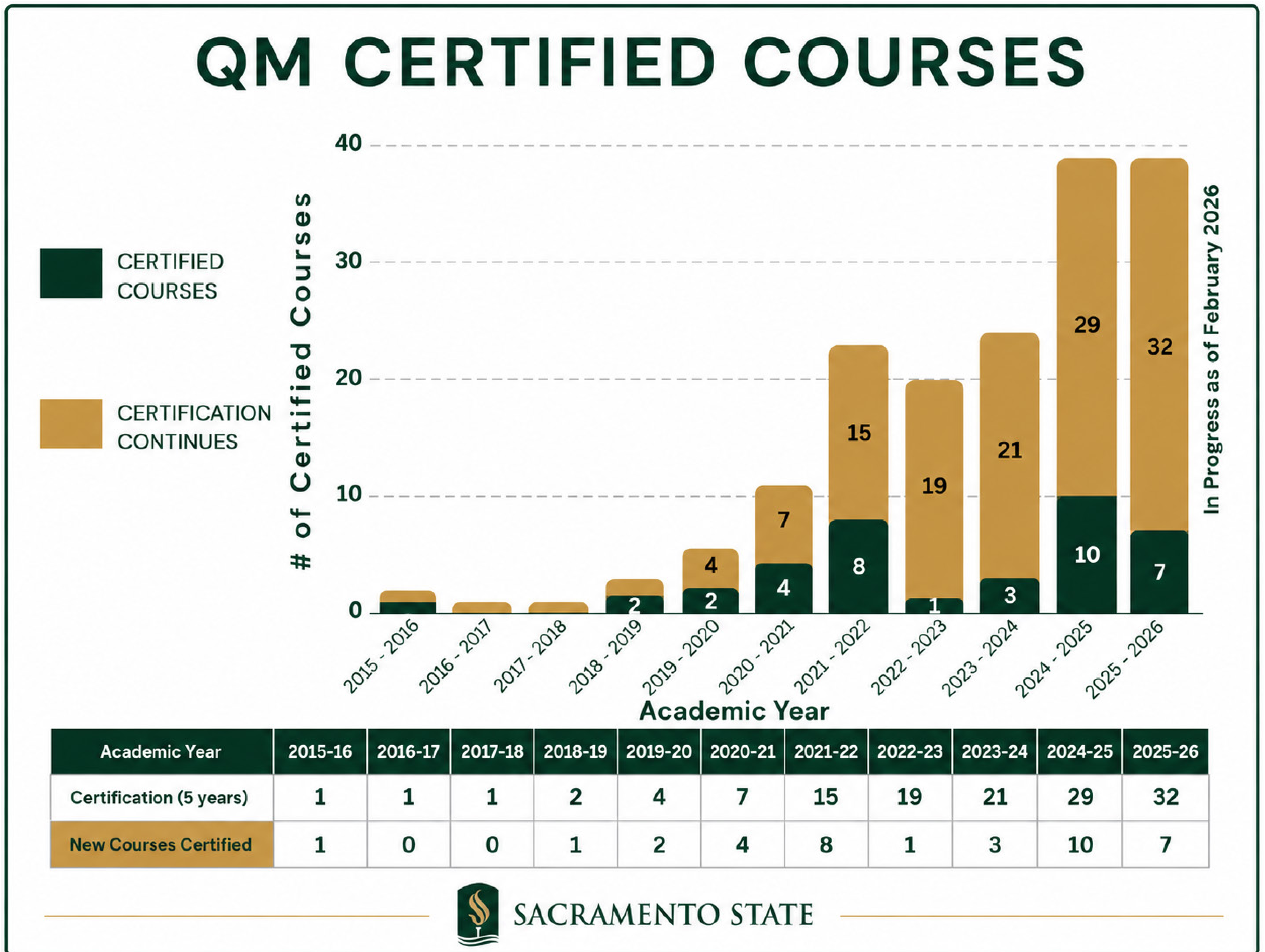


SACRAMENTO STATE

Redefine the Possible

During 2025-26, Sacramento State continued to strengthen instructional quality through QM and faculty development initiatives. The university reached a milestone of 751 faculty and staff trained in QM standards, including 28 new completions this year. Faculty engagement included eight participants in the OCS mini-grant program and eight faculty completing the Preparing Your Course for Certification FLC, resulting in eight newly QM-certified courses. To support continuous improvement and innovation, faculty and student survey results are being analyzed to identify emerging needs and opportunities.

Quality Matters Certification



Growth in Quality Matters Course Certification

Since 2018, Sacramento State has seen steady growth in the number of QM certified courses, reflecting a continued commitment to instructional excellence and course quality. As more faculty have engaged in course design and certification pathways, the university has expanded its portfolio of courses that meet nationally recognized standards for online and hybrid learning.

Because QM certification is valid for five years, Sacramento State continues to grow and sustain a strong inventory of certified courses through ongoing certification and renewal efforts. This growth demonstrates a long-term investment in accessible, student-centered course design and high-quality learning experiences.

The chart above highlights the increase in QM-certified courses by academic year and the cumulative impact of these efforts since 2018.

Title II Accessibility Initiatives

Supporting faculty. Advancing accessibility. Strengthening inclusion.

CTL is committed to creating accessible, inclusive learning experiences and supporting faculty in meeting Title II digital accessibility requirements while advancing student success and equity.



TITLE II ACCESSIBILITY MICRO-GRANT PROGRAM

Supported by **TECH4Teaching&Learning**, CTL launched the Title II Accessibility Micro-Grant Program to help faculty improve the accessibility of Canvas course materials. The program supports seven faculty through instructional design consultation and up to \$1,000 in student assistant support per project, advancing Title II compliance and equitable student access.

PROGRAM HIGHLIGHTS



7
FACULTY PARTICIPATING
Improving course accessibility through the Micro-Grant.



\$1,000
IN STUDENT ASSISTANT SUPPORT PER FACULTY
Dedicated student assistant work helps remediate course materials.



INSTRUCTIONAL DESIGN CONSULTATION
Expert guidance to ensure materials meet accessibility requirements.



MORE ACCESSIBLE. MORE INCLUSIVE.
Strengthening equitable access and advancing Title II compliance.



Empowering faculty to create inclusive learning experiences and ensuring equitable access for all students.



STEM4TEACHING&LEARNING COURSE REDESIGN MINI-GRANTS PROGRAM

Through the STEM4Teaching&Learning initiative, CTL awarded eight \$5,000 mini-grants to support accessible, evidence-based redesign of STEM courses. Faculty developed inclusive instructional materials that strengthen student success, reduce equity gaps, and prepare courses for Title II accessibility requirements.

PROGRAM HIGHLIGHTS



8
MINI-GRANTS AWARDED
Supporting innovative STEM course redesign.



\$5,000
PROVIDED PER FACULTY PARTICIPANT
Funds time and resources for redesign.



IMPROVING ACCESSIBILITY
Aligning course materials with Title II ADA standards.



FOCUS ON STUDENT SUCCESS
Evidence-based strategies to improve performance and reduce DFW rates.



REDUCING EQUITY GAPS
Targeted support for Hispanic and low-income students in STEM.



EVIDENCE-BASED COURSE REDESIGN
Research-supported interventions to strengthen learning and outcomes.



Advancing educational equity, accessible learning, and student success in STEM at Sacramento State.

Grants and Funding Awarded

GRANT NAME AND FACULTY IMPACT HIGHLIGHT	AMOUNT AWARDED FOR AY 25/26
<p>STEM4TEACHING&LEARNING #P031C210012 U.S. Department of Education Grant</p> <p>Supported STEM course redesign through 10 faculty mini-grants. Funded STEM microinternships and more than 24 peer-assisted learning (PAL) positions in gateway STEM courses.</p> <p>Principal Investigators: Lynn Tashiro, Jennifer Lundmark</p>	<p>\$578,796</p>
<p>TECH4TEACHING&LEARNING #P031S230256 U.S. Department of Education Grant</p> <p>Supported Quality Matters course redesign for two cohorts of faculty, 16 courses, and expanded digital access for students through a CAMP computer loan program.</p> <p>Principal Investigators: Lynn Tashiro, Praveen Meduri</p>	<p>\$243,337</p>
<p>ONLINE COURSE SERVICES CSU Office of the Chancellor</p> <p>Supported two cohorts of faculty in redesigning graduate courses to meet Quality Matters standards, with 11 faculty completing the program and seven continuing course redesign.</p> <p>Principal Investigators: Tara Sharpp, Debra Welkley</p>	<p>\$11,488</p>
<p>AFFORDABLE LEARNING SOLUTIONS CSU Office of the Chancellor</p> <p>Faculty adopted affordable course materials that benefited nearly 11,000 students, with a recognition event celebrating more than \$1.0 million in student savings.</p> <p>Principal Investigator: Andrea Terry</p>	<p>\$15,000</p>
<p>AI Challenge Grant CSU Office of the Chancellor</p> <p>Redesigns 26 General Education and health profession courses to integrate AI literacy and workplace skills through authentic healthcare learning experiences.</p> <p>Principal Investigators: Tara Sharpp, Michelle Dang, Debra Welkley</p>	<p>\$60,000</p>

Grants and Proposals Submitted

GRANT NAME	PROPOSAL SUBMITTED FOR AY 26/27
<p>Learning and Workplace Skills (Learning Innovation for Future-Foward Teaching LIFT) CSU Office of the Chancellor</p> <p>Proposes to design courses that focus on health solutions by embedding durable skills through interprofessional and interdisciplinary Learning</p> <p>Principal Investigators: Tara Sharpp, Praveen Meduri, Lynn Tashiro</p>	<p>\$30,000 Submitted and pending</p>
<p>STEM4Workforce: Strengthening Institutions Program US Dept. of Labor</p> <p>STEM4Workforce proposes to create cybersecurity and AI degree pathways and expand AI workforce literacy for all students.</p> <p>Principal Investigators: Praveen Meduri, Lynn Tashiro, Mary McGuire, Greg Shaw, Amy Schulz</p>	<p>\$5.0 Million Submitted and pending</p>
<p>ONLINE COURSE SERVICES CSU Chancellor's Office</p> <p>Online, hybrid, course development, QM certification and AI exploration.</p> <p>Principal Investigators: Tara Sharpp, Lynn Tashiro</p>	<p>\$15,000 Submitted and awarded</p>
<p>AFFORDABLE LEARNING SOLUTIONS CSU Office of the Chancellor</p> <p>Development and adoption of educational resources to reduce costs of course materials for students.</p> <p>Principal Investigators: Andrea Terry, Lynn Tashiro</p>	<p>\$15,000 Submitted and awarded</p>
<p>ADOBE FOR ALL INITIATIVE CSU Office of the Chancellor</p> <p>Develops and implements a Faculty Learning Community to integrate multimodal writing across disciplines, supporting 12 faculty and piloting innovative instructional practices with up to 500 students.</p> <p>Principal Investigators: Angela Clark-Oates, Angela Laflen</p>	<p>\$30,000 Submitted and awarded</p>
<p>PaCE Accelerator Grant CSU Office of the Chancellor</p> <p>Develops faculty training and 10 accelerated 8-week courses to expand flexible learning, improve access to high-demand courses, and support timely degree completion.</p> <p>Principal Investigators: Jenny Murphy, Lynn Tashiro</p>	<p>\$50,000 Submitted but declined</p>

Research: Teaching and Learning

CTL advances evidence-based teaching through scholarship, applied research, and cross-divisional collaboration. During 2025–26, faculty and staff contributed to research initiatives examining the impact of faculty development on student success while expanding opportunities for faculty scholarship through the inaugural Summer Research Academy.

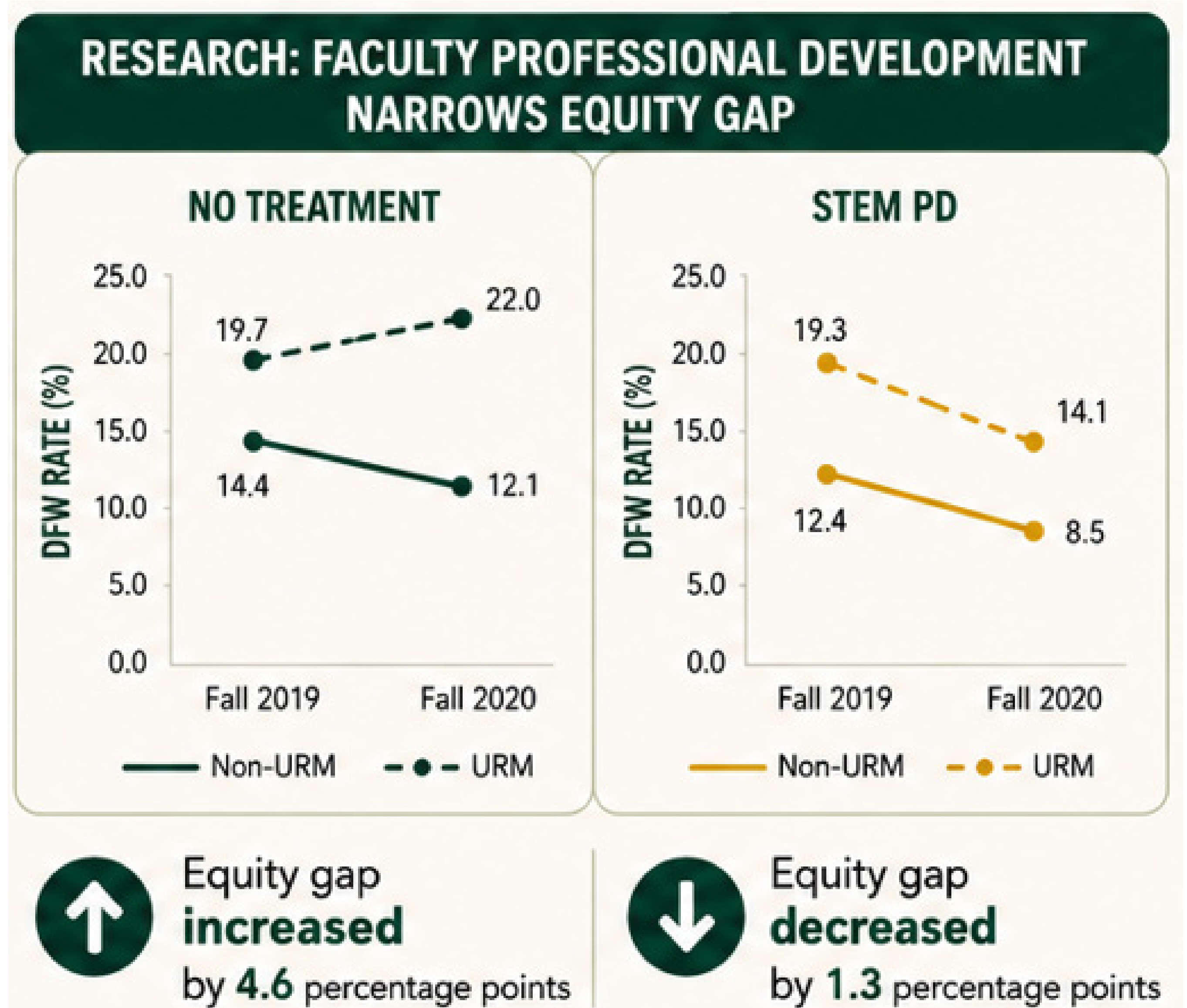
Conference Presentations and Journal Submissions

Four Professional workshop and paper presentations at the national conferences for the Hispanic Association of Colleges and Universities (HACU) and the Alliance for Hispanic Serving Institution Educators (AHSIE).

“Making our professional development work visible: Three tools to enhance implementation, collaboration, and institutional impact” Lynn Tashiro, Judith Kusnick, Mary McCarthy, De-Laine Cyrenne. Revision submitted to Professional Organizational Developers Journal, “To Improve the Academy,” June 2026, review pending

Ongoing Research

- Mixed methods study using the Research Practitioner Partnership (RPP) model and Difference-in-Difference (DID) regression model
- Investigation of the impact of the ACUE Effective Teaching Curriculum on student success and the equity gap



Scholarship of Teaching and Learning (SoTL) Faculty Learning Communities in progress

- AI and Critical Thinking: SoTL
- ESCALA: SoTL

Summer Research Academy

The inaugural Summer Research Academy, was sponsored and developed by the AA Office of the Provost in partnership with the Office of Faculty Success, the Office of Research, Innovations, & Economic Development (ORIED), the University Library, and the Center for Teaching and Learning through a one-week academy to support faculty development of journal manuscripts, book chapters, and grant proposals.

In June 2026, 28 faculty engaged in structured deep writing blocks and targeted writing, editing and publication workshops.

- **19 submission ready journal manuscripts**
- **7 book chapters**
- **4 grant proposals**



2026 Summer Research Academy Cohort - "Stingers up!"

THANK YOU FOR MAKING A DIFFERENCE

The progress reflected in this report is the result of sustained collaboration across our faculty, staff, and campus partners. Together, we remain committed to advancing teaching excellence, fostering innovation, and ensuring impactful outcomes for every faculty and student we serve.

LOOKING AHEAD

The Center for Teaching and Learning is committed to advancing teaching excellence and student success through professional learning, innovative technologies, and meaningful campus partnerships.



STUDENTS
FIRST



INNOVATION
IN TEACHING



EVIDENCE-BASED
PRACTICE



COLLABORATIVE
PARTNERSHIPS



CONTINUOUS
IMPROVEMENT

"Transforming lives by preparing all students to lead, serve, and succeed."

— Sacramento State Mission



SACRAMENTO STATE
Center for Teaching and Learning

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