For the past six years, the President’s Teaching and Learning Collaborative (PTLC) has continued, and expanded, the scholarship of teaching and learning at the University of Colorado (CU). A program spread over all four campuses of the University of Colorado, PTLC has continued the work initiated by CU’s association with the Carnegie Academy for the Scholarship of Teaching and Learning. We have continued to advertise the program as modeled on and sponsored by the Carnegie Academy for the Scholarship of Teaching and Learning, which has helped to maintain the program’s philosophy and alerted potential scholars to its organization. With that being said, PTLC has grown into a more independent, self-realized program as well.

One of the challenges over the last few years has been PTLC’s ability to effectively incorporate researchers from all four of the University of Colorado campuses into a cohesive group. In an effort to strengthen researchers’ interactions with one another, we have implemented bi-annual cohort gatherings at which researchers present their work in a poster-style conference setting. This specifically meets one of our goals, to introduce a Spring Conference, and has helped facilitate researcher cooperation. At this last Fall Conference, for example, a current researcher was exposed not only to current cohort members working on similar material, but was directed toward a former cohort member as well. Another current researcher remarked that the conference helped to reinvigorate her research, both her work on the scholarship of teaching and learning and her discipline-specific scholarship.

The conferences themselves, though, have presented some problems; namely, how to achieve a balance between giving every researcher a chance to share his or her work while still allowing time for researcher interaction. This problem is what inspired our turn to the poster-style conference. At previous meetings (which were similar, if not perfectly parallel, to our current conferences), researchers would present to the group as a whole, presenting one at a time in a lecture fashion. Although this allowed for every researcher to hear every single research project, it did not allow for an organic or prolonged interaction between researchers. At our poster presentations we now allow one half to present their posters for a time, and then switch so that the other half, previously mingling, presents in their own turn. This structure enables researchers to seek out those projects, or peers, most in line with their own efforts. Researcher feedback regarding this format has been, overall, very positive.
Another focus for our last two years has been the PTLC portion of the President’s Teaching Scholars Program website. PTLC’s section of the website has consistently expanded, becoming a hub of information for researcher and general interest alike. Reports for cohorts have been updated on a fairly regular basis, and this last few months faculty portraits have also been included. Potential researchers not only read about the purpose of PTLC, but can see a snapshot of past cohort members enacting that purpose. The portraits also establish a standard of scholarship outlined in the researcher responsibilities, since each portrait includes where and when the scholar published or presented their findings.

As the director for the Faculty Teaching Excellence Program (FTEP) and the President’s Teaching Scholars Program (to which PTLC is attached), Mary Ann Shea is the primary contact listed unilaterally across the website. Meeting the CASTL goal to locate and advertise an individual who is responsible for furthering the scholarship of teaching and learning, Mary Ann’s presence on the website also highlights the potential interconnectedness of the three programs.