



M
**CENTER FOR RESEARCH ON
LEARNING & TEACHING**
UNIVERSITY OF MICHIGAN

2019-2020 ANNUAL REPORT



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This report was compiled by CRLT staff.

EXECUTIVE SUMMARY

EXECUTIVE DIRECTOR'S LETTER

2019-2020 was a year of unprecedented disruption in higher education and in our country more broadly due to the many challenges of Covid-19. CRLT partnered with colleagues at all levels of the university to help members of U-M's instructional community find ways to teach effectively and promote student success under previously unimaginable circumstances.

In mid-March, the pandemic necessitated a rapid shift in instructional modality: the campus had less than a week to move from face-to-face instruction to emergency remote teaching. CRLT drew on long-standing collaborative relationships with other campus units that focus on technology to support members of the instructional community as they navigated this shift and then turned to more planful preparation for remote teaching in the spring, summer, and fall semesters.

In the last quarter of the 2019-2020 academic year, CRLT and CRLT in Engineering offered just-in-time workshops on remote and hybrid teaching; provided hundreds of consultations to individual instructors, chairs, and deans; accelerated and re-oriented the creation of resources and programs for online teaching; and re-imagined the content and delivery of CRLT's own signature programs. Throughout, CRLT staff participated in university-level advisory committees established by the provost, advocating for safe, effective, and equitable teaching and learning practices. During this time, I have been grateful for the collaborative spirit of our colleagues across U-M's teaching and technology support units.

Though we take stock of this disruption and its consequences, it is also important not to lose sight of CRLT's accomplishments over the pre-pandemic portion of the 2019-2020 academic year.

CRLT played a central role in a number of major initiatives at U-M, such as the university's successful reaccreditation by the Higher Learning Commission, the institution's effort to create climates resistant to sexual harassment, and the president's diversity, equity, and inclusion strategic plan. Programs core to our teaching center drew national recognition and celebrated major milestones: the Foundational Course Initiative was featured in *The Chronicle of Higher Education*, and the CRLT Players celebrated 20 years of excellence.

All of our accomplishments in this remarkable year were made possible by the dedication of CRLT's outstanding staff. As was true across U-M, the end of the 2019-2020 academic year involved a sudden shift to remote work at CRLT that was coupled with the simultaneous personal challenges of navigating the pandemic world. Through their skill and creativity, CRLT's staff figured out how to collaborate successfully in this new environment, helping one another succeed and partnering with U-M's instructors and academic leaders to provide educational continuity during the Covid-19 emergency. I am grateful to all of them for their commitment to one another and to the work of CRLT.



A handwritten signature in black ink, appearing to read 'Matthew Kaplan'.

Matthew Kaplan, Executive Director
Center for Research on Learning and Teaching

CORE SERVICES

Mission Statement

The mission of the Center for Research on Learning and Teaching (CRLT) is to promote excellence and innovation in teaching in all nineteen schools and colleges at the University of Michigan. CRLT is dedicated to the support and advancement of evidence-based learning and teaching practices and the professional development of all members of the campus teaching community. CRLT partners with faculty, graduate students, postdocs, and administrators to develop and sustain a university culture that values and rewards teaching, respects and supports individual differences among learners, and creates learning environments in which diverse students and instructors can excel.

Support for Teaching

Serving all members of the teaching community, CRLT offers consultations on pedagogical and curricular issues, along with a range of grants programs to fund instructional innovation. CRLT also presents orientations and seminars for campuswide audiences, as well as workshops and retreats tailored to the needs of academic units. *2019-2020 highlights: Online offerings of key programs, daily online office hours to support remote and hybrid teaching*

Foundational Course Initiative

With an investment of \$5 million dollars over 5 years from the President's Academic Excellence Fund, the Foundational Course Initiative (FCI) aims to create a 21st-century model of teaching at scale. FCI focuses on large enrollment courses that introduce students to a major or discipline. CRLT's FCI consultants establish multi-year partnerships with intergenerational course teams made up of faculty, staff, GSIs, and undergraduate students. *2019-2020 highlights: Chronicle of Higher Education coverage of the initiative, 13,000+ students in 16 courses covered by initiative*

Diversity, Equity and Inclusion

CRLT advances a teaching culture that attends to diversity and fosters positive learning climates for students and instructors of all backgrounds and social identities. CRLT highlights inclusive teaching in our programs and consultations, and we offer customized workshops and resources on diversity-related topics for faculty, graduate students, and departments. *2019-2020 highlights: New seminars on Anti-Racist Pedagogy and Inclusive Teaching in Remote Contexts*

Players Theatre Program

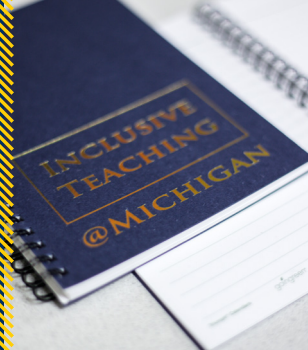
CRLT Players sessions use theatre to seed reflection about issues that negatively impact inclusive climate and to spark dialogue about strategies for addressing them. The Players perform for faculty, graduate students, and administrators. Their repertoire focuses on both classroom and institutional climate. *2019-2020 highlights: Full-day workshops for leadership teams on creating climates resistant to sexual harassment*

Digital Education

Through consultations, workshops, and web resources, we help instructors select and integrate into their teaching the technologies that best meet their goals for student learning. We collaborate with other offices to assess the value of emerging technologies for teaching and learning and to disseminate effective practices for teaching with technology. *2019-2020 highlights: Emergency Remote Teaching workshops for 800+ faculty and GSIs*

Assessment and Research

CRLT focuses on projects that generate evidence useful to faculty and administrators for improving courses or curricula. Services range from consultations about effective methods to large-scale projects that involve data collection, analysis, and facilitation of faculty discussions about results. *2019-2020 highlights: Co-leadership of U-M's successful reaccreditation, assessment services requested by more than one third of schools and colleges*



2019-2020 YEAR AT A GLANCE

SUMMARY of CRLT SERVICES

Total Services Provided **23,598**

(Some individuals receive multiple services)

Total Services for U-M Clients **15,834**

Campuswide programs 5,732

Customized programs for departments, schools, & colleges 4,438

Consultations 5,281

Instructors receiving midterm student feedback (MSF) sessions 383

Total Services for External Clients **7,764**

Presentation and workshop participants 6,693

Audience members at external theatre performances 400

Consultations and other services 671

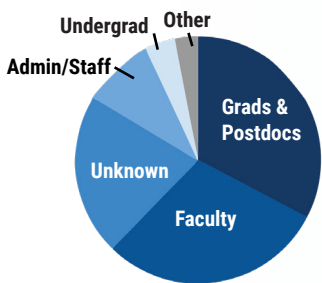
EXTERNAL REACH BEYOND U-M

U.S. Educational Institutions 127

Other U.S. Organizations 5

International Institutions 16

U-M CLIENT PROFILES



10,857 Unique Individuals

Graduate Students & Postdoctoral Scholars	3,548
Faculty	3,215
Unknown	2,309
Admin/Staff	1,020
Undergraduate Students	432
Other	333



Faculty by Rank

Assistant Professor	813
Lecturer	756
Professor	763
DDC (Deans, Directors, Department Chairs)	469
Associate Professor	414

SERVICES by SCHOOL/COLLEGE

School or College	Individuals	Services
Architecture & Urban Planning	77	89
Art & Design	90	138
Business	204	431
Dentistry	83	84
Education	187	363
Engineering	2,054	2,756
Environment and Sustainability	196	244
Information	124	151
Kinesiology	130	305
Law	103	107
LSA	3,394	5,439
Medicine	692	823
Music, Theatre & Dance	213	238
Nursing	96	117
Pharmacy	95	175
Public Health	255	504
Public Policy	65	84
Social Work	196	223
Administration	462	1,056
Libraries (U-M)	64	148
Other	82	137
U-M Dearborn	26	28
U-M Flint	44	47
Individuals, Unit Unknown	1,925	-
Services, Unit Unknown	-	2,147
TOTAL:	10,857	15,834

CONSULTATION SERVICES

Consultations	5,281
Midterm student feedback sessions (MSFs) conducted*	368
Students served by MSFs	13,668
U-M offices advised	10
Committees with CRLT representatives	53

*Some courses have multiple instructors

PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

Preparing Future Faculty (PFF) programs	2
Participants in PFF programs	98
Graduate Student Instructional Consultants	41

ONLINE

Unique website visitors	252,427
Countries	213
Blog posts	15
Twitter followers	2,866

RESEARCH & PUBLICATIONS

Schools and colleges using CRLT assessment services	8
CRLT action research projects	3
Publications and presentations	20

FACULTY GRANTS & AWARDS

Grant & Award competitions	7
Faculty recipients	115
Distributed by CRLT	\$229,630

CRLT PLAYERS

Performances at U-M	41
U-M workshops	5
External performances	8
Different sketches performed	12
Total audience members	2,912

CRLT COMMUNITY



Senior Leadership Team

Matthew Kaplan
Sara Armstrong
Denise Galarza Sepúlveda
Michelle Getchell
Brian Konz
Malinda Matney
Whitney Peoples
Tershia Pinder-Grover

Educational Development & Assessment Services

Ronit Ajlen
Jeanne Andreoli
Theresa Braunschneider
Karishma Collette
Tazin Daniels
Victoria Genetin

CRLT-Engin

Grenmarie Agresar
Elizabeth Bailey
Audra Baleisis
Carol Lagemann
Gina Michael

Hayley Heaton
Stephanie Kusano
Kate Livingston
Deborah Meizlish
Nicole Tuttle
Erping Zhu

CRLT FACULTY ADVISORY BOARD

The board advises the executive director on policies and activities that enable CRLT to fulfill its mission. Important issues include, but are not limited to, program and research objectives and priorities, grants competitions, resource procurement and allocation, national project participation, and intra-university relations. Board members play a key role as liaisons between the center and the rest of the university community. The advisory board typically meets 4-5 times during the academic year.



Edward Cho

Lecturer IV in Economics, LSA



Michelle Daniel

Clinical Associate Professor of Emergency Medicine and Learning Health Science



Eve Brensike Primus

Professor of Law



Amiyatosh Purnanandam

Professor of Finance



Theatre Program

Christine Simonian Bean
Kathryn Pamula
Courtney Riddle

Foundational Course Initiative

Andy Burkhardt
Claudia Cameratti-Baeza
Susan J. Cheng
Mishelle Dimitrova
Anthony King
Elizabeth Mann Levesque

Project Staff

Kelsey Adams
Hannah Burke
Malini Dasgupta
Josh Caldwell
Sierra Gillie
Ryan Hudson

Hitomi Katsumi
Kayla Lang
Melinda Thompson
Lisa Tune



Bogdan Epureanu

Professor of Mechanical Engineering



Ishani Maitra

Associate Professor of Philosophy, LSA



Jamie Phillips

Professor of Electrical Engineering
and Computer Science



Marianetta Porter

Professor of Art and Design



David Thacher

Associate Professor of Public Policy and of
Urban and Regional Planning



Dana Tschannen

Clinical Associate Professor of Nursing



Nina White

Lecturer IV in Mathematics, LSA



Donald Zak

Professor of Natural Resources, of Ecology
and Evolutionary Biology, and of Environment

NEW & NOTEWORTHY

National Recognition for FCI

The Foundational Course Initiative (FCI) was featured in a December 6, 2019 article “[Fixing the Courses Everyone Loves to Hate](#),” in *The Chronicle of Higher Education*. The reporter describes the complexities involved in teaching and redesigning large foundational courses, outlines the reasons it is crucial to do so, and focuses on key features of FCI’s approach to redesign. As part of its ongoing work, FCI recruited a new cohort of 5 courses for its third year. With their addition, over 13,000 students – about 30% of U-M undergraduates – now enroll in FCI’s 16 courses. Given the impact of the program, discussions are underway about longer-term funding for the initiative. (See pp. 22-23 for more information about FCI.)



CRLT@umich @UMich_CRLT · Dec 9, 2019
Fixing the Courses Everyone Loves to Hate - an article about the CRLT #foundationalcourseinitiative published by The @chronicle of Higher Education.



Fixing the Courses Everyone Loves to Hate
Large introductory courses are notorious for being tedious, confusing, and even harmful. The University of Michigan at Ann Arbor is betting it ...
© chronicle.com

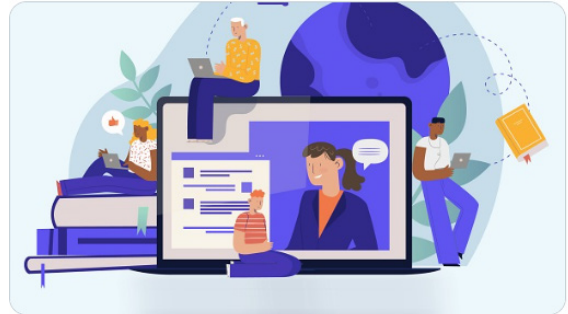
CRLT Players Milestone

The CRLT Players Theatre Program marked its 20th season in 2020. When it debuted in 2000, it was the very first troupe in the nation to perform for faculty, GSIs, and academic leaders on topics of classroom and institutional climate. A key resource at U-M and nationally, the Players now perform over 70 times each year at U-M and at campuses and conferences across the US as well as internationally. (See pp. 26-27 for more information about the work of the Players this year). The Players work has been recognized by a Hesburgh Certificate of Excellence, a U-M Alumnae Association Grant, and a 2017 U-M Distinguished Diversity Leaders Award.

Supporting U-M’s Shift to Remote Teaching



U-M ITS – Ann Arbor @umichTECH · Apr 15, 2020
A joint effort from @UMichiganAI, @UMich_CRLT, & @umichTECH helped faculty make the transition to teaching remotely and “Keep Teaching @ U-M” during #COVID19 response: myumi.ch/DEymX



CRLT was deeply involved in supporting the campus instructional community from the outset of the move to emergency remote teaching in March. This work included seminars and office hours, committee participation, and reimagining CRLT core services for the remote environment.

- **Just-in-Time Programming** included a range of seminars and workshops. The Emergency Remote Teaching (ERT) Seminar Series, developed in collaboration with the Center for Academic Innovation (CAI), ran for three weeks in late April and early May and included 15 workshops with over 1,200 registrants and 800 participants. CRLT’s spring/summer seminar series included 6 sessions focused on remote learning that drew over 350 registrants. CRLT-Engin co-organized a two-week Engineering Teaching & Learning Symposium in collaboration with Nexus and CAEN, with six programs facilitated by CRLT-Engin staff. The symposium drew 185 COE participants. In addition to workshops, CRLT and CAI developed web resources on Teaching Remotely in an Emergency, and CRLT held daily remote office hours starting in March and continuing throughout the summer and early fall.
- CRLT staff were invited to contribute to cross-campus, **institution-level policy discussions** to inform winter, spring/summer, and fall 2020 teaching. As part of the VPAI Response and Recovery group, CRLT collaborated with CAI, ITS, the Library, and several college-based IT centers to examine and respond to campus needs for remote

teaching and to make recommendations to the provost about infrastructure and professional development. CRLT staff also participated in committees set up to advise Provost Collins about new or revised practices to meet the needs of the remote and hybrid instructional environment. For example, based on recommendations of the committee on the use of course evaluations, questions were added to evaluation forms to provide data about student perceptions of the challenges they faced and the teaching strategies they found effective. Additionally, care was taken to reassure faculty that results of winter evaluations would not be used for promotion, tenure, and other personnel decisions.

Reaccreditation and Assessment



As key members of the U-M Coordinating Committee for the 2020 site visit by members of the Higher Learning Commission (HLC), CRLT staff played a significant role in this important decennial process, which ensures that U-M can continue to receive federal funds (e.g., for financial aid and grants). Efforts included finalizing a persuasive written argument drawn from materials submitted across all 19 schools and colleges and designed to address HLC criteria; overseeing planning for the site visit, including preparation of key campus constituents and transition to virtual rather than in-person gatherings; and meeting with the committee during their virtual time on campus. The result was a great success, as the committee determined that U-M met all of its criteria. In their report, the committee recognized the important role CRLT plays in advancing U-M's robust teaching and assessment culture.

Creating a Climate Resistant to Sexual Harassment

In March 2018, the CRLT Players premiered the sketch *Moving the Needle: Promoting Culture Change to Pre-*



vent *Sexual Harassment* for an all-chairs meeting. Initially created at the request of President Schlissel, the material has since been further developed to meet the needs of different audiences (see CRLT's 2018-2019 annual report for details). In 2019-2020, the CRLT Players Theatre Program collaborated with the Provost's Office and Organizational Learning to present 6 day-long workshops for teams of academic leaders and key faculty and staff from their units on creating climates resistant to sexual harassment. Attended by over 400 deans, chairs, and colleagues, the workshops included overviews of the research on the nature and prevalence of sexual and gender harassment, embodied case studies depicting the impact of harassment on faculty and staff, and a series of design thinking exercises for teams to consider how to shift the culture in their units. This

unique approach was based on research findings that indicate the centrality of departmental and institutional climate in combating harassment. A careful evaluation of the program indicated that it had deepened participants' understanding of sexual harassment and advanced their thinking about ways to approach climate change in their department, school, or college. Results of the evaluation will be presented at the **2nd Annual Public Summit of the Action Collaborative to Prevent Sexual Harassment in Higher Education** in October 2020.

Support for Inclusive Teaching

CRLT continued and expanded its role as the university's key resource for professional development for instructors around inclusive and equitable teaching. CRLT launched several new inclusive teaching programs this year, including multiple offerings of a

(CRLT) has an extraordinarily central role in teaching and learning... Throughout the site visit CRLT received unsolicited comments of strong support for its roles supporting the University's mission."

seminar on anti-racist pedagogy for instructors who teach courses that fulfill race and ethnicity (R&E) requirements, and the hiring and preparation of a new cohort of CRLT Graduate Student Instructor Consultants to work specifically with GSIs teaching R&E courses. In addition, CRLT's late winter and spring programs to support online teaching included 6 well-attended and highly-rated offerings of a newly developed seminar on *Inclusive Teaching in Remote Contexts*, a unique and important contribution to the university's professional development efforts designed to prepare instructors for remote instruction.

In addition to campus-wide programs, CRLT facilitated 41 customized inclusive teaching workshops in disciplines across the university, from anthropology to pediatrics, health policy to business, astronomy to social work, on a range of inclusive teaching topics. For example, CRLT-Engin offered 8 department-specific workshops focused on topics such as inclusive course design, growth mindset, and inclusive teaching strategies. For a full summary of CRLT's inclusive teaching activities, see pp. 24-25.

Events Re-Imagined for a Remote Context



Dr. Tazin Daniels @ThePedagologist · Apr 30, 2020
 Just filmed our team intro for the 20th annual Preparing Future Faculty Seminar which is going remote next week! Grateful for such talented and committed colleagues and excited to "meet" our #pff participants!
 @UMich_CRLT @umichgradschool



The shift to remote work in the winter, and the likelihood that in-person gatherings would not be possible in the spring/summer or fall, led CRLT to create plans for **online versions of core programs**. This process began when the Rackham-CRLT STEM Postdoctoral Short Course transitioned from an in-person to an online format when the pandemic hit in mid-March. At the same time, the planning team for the May Rack-

ham-CRLT Preparing Future Faculty Seminar began developing a hybrid offering, which combined asynchronous Canvas modules with synchronous small-group discussions and advising. The success of the Seminar informed the significant planning and preparation required to shift the modality of CRLT's fall orientations, which draw over 1,000 participants each year. Fully asynchronous iterations of orientations for GSIs, Engineering GSIs, and Engineering Instructional Aides will include newly created interactive modules housed in Canvas, allowing student instructors to complete their initial training over a multi-week period. And a synchronous, online version of New Faculty Orientation (NFO) will include introductory remarks from the President, Provost, and VP for Research, as well as a videotaped performance and discussion of the new CRLT Players sketch, *Act for Equity*. Similarly, teaching academies and orientations for new faculty in LSA, engineering, and business will be offered in a range of synchronous and asynchronous modalities.

“I just need to say this has been so inspirational and truly offered a model of what I want my courses to feel like. I am so heartened that this can be done well.”

Bringing Theatre to the (Computer) Screen



No longer able to perform in person with a live audience, the CRLT Players created both synchronous and asynchronous video performances. In a reconstructed version of their annual spring session for first-year medical students on *Delivering Serious News*, performers presented synchronous role-play sessions over Zoom. For fall orientation programs, the Players are creating a 20-minute recorded play, *Act for Equity*, which will focus on the implications of the twin pan-

demics – Covid 19 and ongoing incidents of racial violence, including the murder of George Floyd by police in Minnesota. Designed to replace an in-person sketch on inclusive and equitable teaching, this recorded play will allow the Players to meet the needs of the different modalities required by fall orientations. Faculty will view the video and engage in breakout discussion during the synchronous NFO. GSIs will view the video as part of an asynchronous Canvas module in GSI Teaching Orientations. This move to film involved considerable challenges, including writing and staging for a new medium, transporting cameras and props to each individual actor's home to capture their performances, and editing videos to create continuity in the final product.

Staff Professional Development around DEI

Capacity building for CRLT staff around DEI and anti-racism, a key goal of CRLT's DEI strategic plan, continued in 2019-2020. Staff from the Spectrum Center facilitated a day-long retreat on allyhood development training that addressed issues related to heterosexism, homophobia, and transphobia. Several professional development events focused on racial equity, including a 2-day workshop led by the Racial Equity Institute, and a December retreat on systemic inequity facilitated by Eliminating Racism and Creating/Celebrating Equity (ERACCE). These sessions have led to discussions of how CRLT can implement practices to promote racial equity, including an ongoing review of ways to make hiring practices more racially equitable.

New Leadership and Roles

CRLT will benefit from new insights and expertise on its Senior Leadership Team. **Dr. Denise Galarza-Sepúlveda** (PhD in Spanish, Emory University) joined CRLT's staff as FCI's new director after serving as founding director of the Community Engaged Active Learning (CEAL) in LSA. Before coming to U-M, she was a member of the faculty in the Department of Foreign Languages and Literatures at Lafayette College, where she chaired the Latin American and Caribbean Studies Program. **Dr. Malinda Matney** (PhD in Higher and Postsecondary Education, U-M) took on the role of Managing Director of Educational Development and Assessment Services (EDAS). She joined CRLT in 2017 and served as director of assessment be-

fore taking on her current role. She is also an adjunct assistant professor in the School of Education and was senior research associate for Student Life at U-M for over 15 years before coming to CRLT. **Dr. Whitney Peoples** (PhD in Gender & Sexuality Studies, Emory University) joined the SLT as Director of EDAS and Coordinator of DEI Initiatives and Critical Race Pedagogies. She joined CRLT in 2017 in a joint position with LSA to support instructors teaching courses that fulfill the race and ethnicity requirement. Before joining CRLT, she was a Visiting Assistant Professor at Texas Woman's University. Special thanks to **Dr. Deborah Meizlish** and **Dr. Theresa Braunschneider** for their service on CRLT's inaugural Senior Leadership Team. Deb has moved into a full-time consulting role as an associate director for CRLT, and Theresa accepted a position teaching in U-M's Women's and Gender Studies Department.

What people are saying about Consultations and Midterm Student Feedback

“Thank you for the very detailed and constructive feedback that you gathered, marshalled, and shared with me. This really is very helpful and I appreciate the warm and professional way you pursued this.”

“Midterm student feedback was extremely helpful and helped me reorient both homework and final assignments to be more in line with my original learning goals.”

“Thank you so much for your help! My Summer term ratings were among the highest I have ever received.”



SUPPORT FOR TEACHING

CONSULTATIONS

CRLT professional staff and graduate student instructional consultants (GSICs) provide consultation services to faculty, graduate students, and administrators. Short consultations often involve requests for materials, information, and advice about campus resources for teaching and learning. Topics for more intensive consultations include curricular and instructional matters such as course design, integrating innovative approaches to teaching and learning, interpretation of student ratings, and improvement of teaching and learning in a class or discipline. CRLT staff conducted 5,281 individual consultations, some brief and some extensive, with U-M clients during the 2019-2020 academic year.

Midterm Student Feedback

CRLT collects student feedback for faculty and GSIs who wish to assess and improve their teaching during the term. A CRLT consultant observes the class and then confers with the students about what is going well and what changes would improve their learning. The consultant later meets with the instructor to report findings and discuss strategies for change. Faculty in charge of large, multi-section courses also use this service to gain an overview of the course. Section leaders

receive confidential individual feedback, and the supervising faculty member receives a report of overall trends in the course that can be used to facilitate and inform curricular improvement. During the 2019-2020 academic year, CRLT staff conducted 368 midterm student feedback sessions for faculty and GSIs across campus. These sessions provided an opportunity for 13,668 undergraduate and graduate students to share feedback in the middle of the term, a time when adjustments to teaching practices can directly benefit their learning experience.

ORIENTATIONS

New Faculty Orientation

In conjunction with the provost and executive vice president for academic affairs, CRLT organized and facilitated the campuswide New Faculty Orientation. In August 2019, 159 faculty members attended this event. The president and vice president for research welcomed the new faculty, and the CRLT Players presented *7 into 15: Welcome to Teaching at U-M*, which focuses on issues of diversity, inclusion, and faculty worklife. Participants heard from the provost at lunch along with two experienced faculty who discussed what it's like to work at U-M. In addition, new faculty attended one of the five concurrent sessions focused on teaching listed

on the right. The New Faculty Orientation also included an information fair that featured exhibits and representatives from 42 U-M offices and programs.

New Lecturer Orientation

In conjunction with the dean's office, CRLT organized and facilitated the second LSA New Lecturers' Orientation in August 2019, helping lecturers navigate their new workplace by identifying resources and places to go for teaching support. Held immediately following the campuswide New Faculty Orientation, the event consisted of 3 sessions that addressed specific needs of LSA lecturers, along with the opportunity to network with LSA academic leaders (chairs and associate deans) at a closing reception. Dean Ann Curzan welcomed 21 lecturers who heard from the associate and assistant deans and discussed how to handle common scenarios that arise with students. A second session covered Canvas and other technology tools for their courses. The last session of the day focused on a panel discussion where participants had the opportunity to ask questions of a panel of six experienced lecturers from a range of units.

GSI & IA Teaching Orientations

CRLT organized and facilitated university-wide teaching orientations for over 1,370 graduate student instructors and instructional aides at the beginning of fall 2019 and winter 2020 terms. The fall program was attended by 633 GSIs and the winter program had a total of 290 GSIs. During these orientations, GSIs saw a production of the CRLT Players sketch *TBD: Welcome to Teaching*, and attended a session of "Inclusive Teaching During the First Week and Beyond" with GSIs from related disciplines. In addition, each GSI was given the opportunity to practice a 5-minute lesson and receive feedback from peers and an experienced instructor or CRLT staff member. New GSIs also engaged in discussions about the role of GSIs at the University of Michigan, collected resources related to this role, consulted experienced GSIs, and participated in workshops designed to address key issues. The fall orientation included the workshops listed on the right.

CRLT also organized a customized teaching orientation program for 158 new GSIs in the College of Engineering in fall 2019. After the initial day of training, GSIs completed their ongoing professional development by participating in an advanced practice teaching session or writing a reflection on either a seminar focused on pedagogy or a classroom observation with midsemes-

ter student feedback (MSF). In addition, CRLT offered a separate orientation for undergraduate Instructional Aides (IAs) in engineering each semester, serving a total of 289 attendees.

ELI-CRLT Courses

In collaboration with the English Language Institute (ELI), CRLT co-sponsors two intensive courses for graduate students whose undergraduate education was in a language other than English and who plan to have GSI appointments in LSA. One course is offered in August to incoming U-M graduate students who have recently arrived in the country; the other is a ten-week, winter-term course for those who are already graduate students. Both address language proficiency, pedagogical strategies, and cultural awareness. In August 2019, 45 international graduate students participated in the course, and during winter 2020, 13 more students participated.

NFO Concurrent Sessions

- Leveraging Group Work and Teams to Enhance Student Learning
- Leveraging Student Differences in Discussion
- Research-Based Practices for College Teaching
- Strategies for Clinical Teaching in the Health Sciences
- Using Digital Tools to Engage Students and Enhance Teaching

GSITO Workshops

- Evaluating Student Writing
- Facilitating Discussions in the Humanities and Social Sciences
- Facilitating Group Work to Maximize Learning
- Framing and Facilitating High Stakes Discussions
- Grading in Quantitative Courses and the Sciences
- Identity and Authority in the Classroom
- Leading Problem-Solving Sessions
- One-to-One Teaching in Music, Art, Dance & Architecture (part I & part II)
- Teaching in Race and Ethnicity Courses
- Technology for the First Days of Class: Canvas and the Google Education Suite

SEMINARS

Campuswide Seminar Series

CRLT offers seminars and programs for faculty, graduate students, and postdocs. These programs bring instructors together to share ideas across disciplines. They also help instructors develop and improve their teaching skills, expand their repertoire of teaching methods, and gain new perspectives on teaching at U-M. CRLT professional staff, faculty members from other units of the university, and guest presenters from other universities conduct CRLT seminars. In 2019-2020, 1,407 faculty, graduate students, and postdocs registered for seminars, including the following programs:

- **Accessibility in Large Courses ***
- **Applying Principles of Transparency in Classroom Discussions**
- **Assessing Student Participation: What, How, and Why?**
- **Assessing Student Participation: What, How, and Why? (Online Workshop)**
- **Designing and Facilitating Group Work for Blended/Online Courses (2x)**
- **Developing Your Teaching Philosophy ** (2x)**
- **Developing Your Teaching Philosophy (An Online Workshop) ****
- **Disability and Accessibility in Teaching**
- **Disrespect and Disruption in the Classroom: Strategies for Prevention and Response ****
- **Evaluating Student Writing**
- **Facilitating Discussions of Research Literature in STEM Courses**
- **Five-part Diversity and Inclusive Teaching Seminar Fall 2019 ****
- **Flipped Instruction: Engaging Students Inside and Outside the Classroom***
- **Inclusive Teaching in Remote Contexts (6x)**
- **Leading Discussions in the Social Sciences and Humanities ** (2x)**
- **Let's Make a Screencast**
- **Making Active Learning Work in Hybrid and Online Courses (2x)**
- **Making the Most of Hot Moments in the Classroom**
- **Peer Review in Online Spaces**
- **Principles and Practices of Anti-Racist Pedagogy (3x)**
- **Rubrics 101: Content, Transparency & Grading**
- **Setting the Stage for Success: Designing a Learner-Centered Syllabus (2x)**

- **Teaching for Inclusion and Equity (3x)**
- **Teaching with GSIs in a Remote Environment (2x)**
- **Teaching with Technology: Incorporating Digital Media**
- **Using Digital Tools to Facilitate Student Collaboration****
- **Using Technology to Engage Students in Large Courses ***
- **Writing and Grading Multiple Choice Exams (An Online Workshop)**

CRLT in Engineering Seminar Series

During the fall 2019 and winter 2020 terms 579 faculty, graduate students, and postdocs registered for the following programs and seminars offered by CRLT in Engineering:

- **Active Learning Practice** (19x)**
- **Are They "Getting It?" Low-Stakes Ways to Assess Student Learning ****
- **Decoding the U-M Engineering Classroom****
- **Designing Learning Goals: Targeting Concepts Behind A Formula****
- **How Stereotype Threat, Impostor Syndrome, and Growth Mindset Affect Student Learning**
- **It's Time for Action: Generating an Active Learning Plan ** (2x)**
- **Making Teamwork Work ****
- **Teaching in Tumultuous Times ****
- **The Science of Learning****

Foundational Course Initiative Seminar Series

During the fall 2019 term 135 faculty, graduate students, and postdocs registered for the following seminars offered by the Foundational Course Initiative:

- **Building a Change Ecosystem: Leveraging the Institution to Improve STEM Education, Brian Sato, University of California Irvine**
- **Examining the Relationships between Constructions of Knowledge, Pedagogy, and Advancing Inclusion Across the Disciplines, Rosemary J. Perez, Iowa State University**
- **Exploring How Cultural Identity Influences STEM Identity & Retention, Sarah Rodriguez-Jones, Texas A&M-Commerce**

* faculty only, ** graduate students and postdocs only

PROGRAMS FOR ACADEMIC LEADERS

Provost's Campus Leadership Program (PCLP)

On behalf of the provost, CRLT coordinates an academic leadership program with two parts: a day-long orientation for new department chairs and associate deans and ongoing professional development for all chairs and associate deans with periodic roundtable sessions. In the fall, the roundtables focused on understanding the U-M budget and managing difficult conversations. A winter follow-up session brought together leaders and key colleagues from their units to discuss the role of faculty leaders in challenging times. In total, 93 academic leaders attended PCLP programs in 2019-2020.

PROGRAMS FOR FACULTY

New Faculty

LSA and Health Sciences Teaching Academies: New faculty in LSA and the health sciences schools and colleges (dentistry, kinesiology, medicine, nursing, pharmacy, public health, and social work) are introduced to teaching at U-M through intensive, two-day orientations at the end of August. Designed by CRLT in consultation with deans, the teaching academies include opportunities for participants to learn about methods for familiarizing themselves with course management and other instructional technologies and to deliver a practice lesson and receive feedback on their teaching from colleagues. Additional topics at the LSA Teaching Academy address pedagogies for teaching undergraduate students, issues of inclusion and equity in the classroom, and testing and grading. The Health Sciences Teaching Academy focuses on teaching small groups and fostering critical thinking through clinical teaching, as well as in traditional classrooms.

In their first term of teaching, members of both academies may work individually with a CRLT consultant who observes their teaching or conducts a midterm student feedback session. (See p. 12 for more information about MSFs.) Follow-up gatherings throughout the academic year further develop networks of support within each academy's new cohort of faculty. In 2019-2020, 33 assistant professors completed the LSA Teaching Academy, and the Health Sciences Teaching Academy served 17 faculty on the tenure and clinical tracks.

Ross Teaching Academy: Since 2013, CRLT has collaborated with the dean's office on a teaching academy focused on the specific needs of new faculty in the Ross School of Business. In 2019-2020, 11 faculty participated. The academy includes a student panel with BBA and MBA students, conversations with administrators on common challenges and key school policies, and pedagogy sessions on inclusive teaching and active learning.

College of Engineering Programs: The day before the campuswide new faculty orientation (p. 13), CRLT in Engineering provided additional programming for 18 faculty new to the college at the CoE New Faculty Orientation. Participants engaged in a workshop about inclusive teaching, a panel discussion with U-M engineering undergraduate students, a presentation about research resources with a complementary panel discussion with experienced faculty about

starting a research group, and a workshop on strategies for new faculty success. Subsequent programs covered applying for the first grant, preparing for the third year review, mentoring graduate students, teaching with technology, supporting students in distress, and preparing for tenure and promotion.

Faculty Grants and Awards

In 2019-2020, a total of 115 faculty received grants or awards of over \$229,630 (See Appendix A for lists of grantees.) CRLT administered the Provost's Teaching Innovation Prize (TIP), designed to recognize outstanding pedagogical practices, as well as four grants competitions for faculty to improve teaching and learning at the University of Michigan.

“

“HSTA helped me really buy into the value of teaching and empowered me to feel like I could do a good job at it. I'm now feeling reenergized and looking forward to teaching as an opportunity for my own learning as I put my new teaching skills into practice.”

”

Funded by the Office of the Provost and Executive Vice President for Academic Affairs:

- Gilbert Whitaker Fund for the Improvement of Teaching
- Lecturers' Professional Development Fund (LPDF)

CRLT directly funded two competitions:

- Faculty Development Fund (FDF)
- Instructional Development Fund (IDF)



The faculty advisory board members select grantees for FDF and recommend awardees to the provost for the Gilbert Whitaker Fund for the Improvement of Teaching. An experienced lecturers panel makes recommendations to the provost on proposals for LPDF. CRLT staff select grant recipients for IDF. For the Provost's Teaching Innovation Prize, a panel of award-winning faculty select the recipients.

CRLT also coordinates two additional teaching competitions for the provost's office: the Arthur F. Thurnau Professorship, the university's highest award for contributions to undergraduate education, as well as one external award, the Michigan Distinguished Professor of the Year, for which U-M runs an internal competition to select its nominee. In March 2020, the latter award was received by U-M's nominee, Arthur F. Thurnau Professor H. Scott Fogler (College of Engineering).

Faculty Learning Communities (FLCs)

Interprofessional Leadership Fellows (IPL): Launched in January 2016, IPL brings together health science faculty with a strong interest in becoming change agents for interprofessional education (IPE) and practice efforts on campus and beyond. The fifth cohort included 18 faculty from Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Social Work across the Ann Arbor and Flint campuses. During the 18-month program, Fellows attend a leadership training program, "EHPIC" that is organized and facilitated by the Centre for Interprofessional Education at the University of Toronto. They also take part in monthly gatherings organized by CRLT, during which they develop projects, learn about frameworks for change, discuss literature related to nationwide IPE efforts, and prepare to become mentors for future cohorts. Projects being developed by this cohort include an assessment tool to facilitate leadership development among interprofessional teams; a learning module to improve interprofessional communication; an interactive online exercise to improve interprofessional patient education/support; and a study of how to improve patient handoffs between professions.

Large Course Initiative (LCI): CRLT sponsored a learning community for faculty who teach large enrollment courses in LSA. Eleven faculty participated during winter term. Over the course of four meetings, faculty read and discussed research on student learning and explored a range of instructional approaches useful in large courses. In addition, they visited the classrooms of colleagues who use innovative approaches to engage students in their large courses. To support implementation of the lessons learned, four of the faculty applied for and received small grants from LSA to revise their courses.

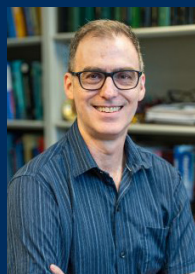
2020 Arthur F. Thurnau Professorships



Miranda Brown



Gyorgi Csankovszki



John Montgomery



Susan Parrish



Angela Violi

PROGRAMS FOR GRADUATE STUDENTS AND POSTDOCTORAL SCHOLARS

U-M Graduate Teacher Certificate Program

In collaboration with the Rackham School of Graduate Studies, CRLT runs a U-M Graduate Teacher Certificate Program designed to promote the professional development of graduate students as college-level instructors. This program also offers graduate students an advantage in the academic job market by helping them document their preparation for their junior faculty teaching roles. Graduate students who wish to participate submit required documents and track their progress toward completion of the program on a web-based interface designed by CRLT. Program requirements include participation in a teaching orientation and ongoing seminars on teaching, classroom teaching experience, a teaching mentorship, and the submission of a statement of teaching philosophy. Participation continued to increase during the 2019-2020 academic year. This year 67 students completed the certificate requirements. Since the program's inception, CRLT and Rackham have awarded a total of 689 certificates.

Preparing Future Faculty (PFF) Programs

In 2019-2020, CRLT offered two programs in collaboration with Rackham. The twelfth iteration of the *Postdoctoral Short-Course on College Teaching in Science and Engineering (PSC)* was conducted in winter 2020. Thirty-nine postdoctoral scholars earned a certificate of completion. The course was taught in a hybrid format with 5 sessions held online and 4 in-person. Participants in the nine-week program complete three capstone experiences:

- Design a syllabus for a course to be taught in the future
- Write a statement of teaching philosophy that they can use when applying for faculty positions
- Conduct a 15-minute practice teaching lesson in their discipline

The transition to Emergency Remote Teaching affected the last portion of the Postdoctoral Short-Course. The practice teaching was successfully conducted online via BlueJeans. In addition, the course co-directors offered individual consultations to participants on the other capstone assignments.

The twenty-first annual *Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty* took place remotely May-June 2020, with funding provided by the provost's office and Rackham. Fifty-seven doctoral candidates earned a certificate of completion. Participants came from STEM disciplines, humanities, and social sciences. This year, the seminar was held completely remotely as an asynchronous offering with optional synchronous components including mutual accountability groups and community gatherings. Participation in the 5-week seminar resulted in the production of a complete syllabus and teaching philosophy. Seminar content covered three major areas:

- Preparation for the academic job search, including assistance with the creation of a statement of teaching philosophy and a syllabus
- Information about higher education (e.g., institutional types, the nature of today's students, tenure, and faculty worklife), including panel discussions with U-M instructors, as well as instructors from local colleges and universities
- Discussions of effective and reflective teaching, including conversations about inclusive teaching

Graduate Student Peer Consulting Programs

CRLT's graduate student instructional consultants (GSICs) are selected in a campuswide competition. CRLT prepares the GSICs to consult with GSIs about their teaching during the upcoming academic year.

Preparing Future Faculty Seminar

"The readings/videos/discussions were thought provoking and interesting... I was able to reflect a lot about my role, my interests, my positions as an instructor, and have a better sense of some general trends in the field that will likely play a role on how I approach job applications and interviews."

GSI-Cs draw on their knowledge and experience to help support GSIs, while learning more themselves about teaching and learning. All GSICs receive training in observing classes, giving constructive feedback on teaching, collecting student feedback about teaching, and evaluating statements of teaching philosophy. GSICs collaborate with CRLT instructional consultants on activities designed to promote excellence in graduate student teaching across the university. For instance, some GSICs plan and conduct sessions at the fall and winter teaching orientations for new GSIs. A subset of GSICs focus on instructional technology. The IT-GSICs demonstrate effective uses of technology at fall GSI orientations and develop and deliver workshops on instructional technology throughout the year.

GRADUATE STUDENT INSTRUCTIONAL CONSULTANTS



Matthew Alemu	Sarah McKellar
Finn Bell	Jillian Myers
Katherine Beydler	Casey Otemuyiwa
Dom Bouavichith	Rebecca Pickus
Christina Costa	Ustel Pinar
Jathan Day	Jennifer Pollard
Domenic DeSocio	Zach Schudson
Emily Gauld	Elizabeth Tacke
Samantha Hahn	Lisa Walsh
Tugce Kayaal	Field Watts
Jandi Kelly	Esther Witte
Glenn Leung	Sarah Zelner
Kwan Leung	
Naitnaphit Limlamai	
Rebecca Marks	

Engineering Teaching Consultants (ETCs) are experienced GSIs recruited and prepared by CRLT-Engin to consult with GSIs and undergraduate instructional aides (IAs). ETCs collect midterm student feedback from several hundred undergraduate engineering students. ETCs also facilitate sessions at the engineering GSI and IA teaching orientations, as well as workshops in the CRLT-Engin Seminar Series.

ENGINEERING TEACHING CONSULTANTS



Kevin Angstadt
Laura Burdick
Amos Cao
Alyssa DeSimone
Madeline Endres
Nate Geib
Kevin Hughes
Ifeyanyi Kizito Madu
Akshay Sarin
Hafiz Sheriff
Tianlin Wang
Angela Wu
Steve Zekany
Yining Zhang

Departmental GSI Training and Development

Individual departments are responsible for training their new GSIs, and CRLT staff members help departments across the university to develop, improve, and evaluate their programs. During summer and fall 2019 and winter 2020, CRLT developed and conducted several sessions to help faculty and staff coordinators and graduate student mentors (experienced GSIs) prepare for their GSI training roles and exchange resources. Workshop topics included running practice teaching sessions, observing classes and conducting midterm student feedback sessions, strategies for training new GSIs, and consulting with GSIs. In November, CRLT organized a networking lunch for faculty and staff coordinators of GSI training and graduate student mentors to exchange ideas and resources. In April, CRLT invited faculty and staff who coordinate and directly support GSI training to a virtual meeting to provide their input on CRLT's draft plan for electronic resources to support GSI Training and Development, hear about updates on CRLT's GSI programming (particularly the Fall GSI Teaching Orientation), and to connect over emerging issues related to GSI training and support (especially how the pandemic was affecting questions of hiring and supporting GSIs). CRLT also provided multiple discipline-specific workshops as part of departmental GSI training programs. (See Customized Services, pp. 42-59.)

WEB RESOURCES

CRLT's website is intended primarily for U-M instructors who are searching for timely teaching guidance. Faculty, instructional consultants, and administrators at U-M and in higher education institutions throughout the U.S. and the world visit the CRLT website to obtain resources on teaching and learning. Between June 1, 2019 and May 31, 2020, the CRLT website received over 252,427 unique visitors from 213 countries. Similarly, about half of the website visitors are from the United States, with the City of Ann Arbor making up 15,372 (5.2%) of all website visitors.

CRLT Social Media

The homepage (crlt.umich.edu) features a blog which is read by audiences around the world. While some posts announce events or news, the majority (following the advice of our faculty advisory board) contain timely discussions of teaching strategies for U-M instructors. Visitors can join our 872 other blog subscribers by signing up on the CRLT website to receive new blog content as it is released. Blog entries are also tweeted out to our 2,866 Twitter followers. In the 2019-2020 year, CRLT produced 15 blog posts addressing the topics listed below.

- Applying Case-Based Teaching in a Range of Disciplines
- COVID-19 and Your Teaching
- Creating Useful Student Evaluation Questions
- CRLT Grants Can Support Your Innovative Teaching Ideas



- CRLT Services in Spring/Summer
- CRLT Spring/Summer Services to Help you Plan for Fall 2020 Courses
- CRLT Support for Remote Teaching
- Getting Your Courses Ready for Fall
- Gender Inclusive Practices for Your Teaching
- Helping Students Navigate Ramadan and Final Exams
- Now accepting applications for the 2020 May Preparing Future Faculty Seminar
- Revisiting Active Learning: Bridging the Gap Between What Students Perceive They Learn vs. What They Actually Learned
- Supporting First-Generation College Students in the Classroom

- Choosing Your Classroom Technology Policy
- Teaching in Tumultuous Times

According to Google Analytics, 158,396 (59%) of CRLT visitors accessed the website through organic searches or non-paid advertising. Organic searches occur through the use of search engines, such as Google; search results are based on an audience's keyword search. In 2019-2020 visitors reached CRLT's website through many keyword searches; the following are the top 5 results:

- Teaching Certificate
- Teaching Philosophy
- Teaching Statement
- Active Learning
- Inclusive Teaching

EXTERNAL INITIATIVES

IUSE Inclusive STEM Teaching

CRLT is part of a 6-campus¹ initiative to create an online professional development program to promote inclusive STEM teaching. Funded by the National Science Foundation under its Improving Undergraduate STEM Education (IUSE) grants program, the overall goals of the project are to:

- Create and deliver content that demonstrably improves the awareness, confidence, and ability of PhDs, postdocs, and early career-faculty to create inclusive STEM learning environments for their students.
- Build and sustain a diverse network of institutions with learning communities of facilitators who will utilize our content to advance inclusive learning and teaching on their campuses.
- Infuse knowledge, embed research, implement continuous assessment and evaluation throughout the project to advance our understanding of effective ways to create inclusive and effective STEM learning environments.
- Build, improve, and sustain an inclusive organization for this project.

In 2019-2020, the Director of CRLT in Engineering participated in meetings of campus principal investigators to discuss the overall strategic direction for the project, and CRLT staff worked closely with colleagues to develop content for five modules. This included CRLT Players work in conceptualizing, writing, directing, and editing embodied theatrical case studies to support modules on student identity and classroom climate. The Players sketches focused on the following topics: approaches to the first day of teaching, effective facilitation of group work, effective strate-



CRLT@umich @UMich_CRLT · Oct 14, 2019

That's a wrap! The CRLT Players just finished filming their first section of multi-institutional MOOC on Inclusive Teaching in STEM. We were excited to be a part of this project. @NUAMPS @searlearning #UMcrlt



gies for addressing mis-labeling of student pronouns, personal narratives examining challenges faced by women and URM students in STEM courses, and examination of (missed) opportunities for allyship. CRLT staff also developed plans to facilitate a pilot run of the course that will take place early in fall 2020.

¹Northwestern University, Boston University, University of Wisconsin-Madison, Des Moines Area Community College, Washington University in St. Louis, and University of Georgia



2019 China Fellows Cohort



China Fellows at New Faculty Orientation

International Faculty Development

CRLT Fellows marked its eighth year by welcoming 5 participants from 2 Chinese institutions (Peking University, Harbin Institute of Technology) to Ann Arbor for 3 weeks in August and September. The program provides intensive, hands-on training in faculty development for teaching center staff at top Chinese universities. Participants gain firsthand experience of CRLT's faculty development activities by attending the campuswide New Faculty Orientation and GSI Teaching Orientation and receive advanced training on conducting consultations, leading workshops, observing classes, promoting active learning and critical thinking, and other core tasks associated with the work of a teaching center staff. In addition, the participants discuss the role of teaching centers in different institutional contexts and actions they might take when returning to their own institutions.

FCI Cohort 2



FOUNDATIONAL COURSE INITIATIVE

Funded through the President's Academic Innovation Fund, the Foundational Course Initiative (FCI) aims to create a 21st-century model of teaching at scale. FCI focuses on large enrollment courses that introduce students to a major or discipline.

FCI courses participate in a three-year, collaborative course design (CCD) process, which includes a partnership between a departmental instructional team and educational professionals from CRLT in four areas: support/classroom climate, pedagogy/design, assessment/analytics, and instructional technology. The goals of course transformation are specific to each course in the initiative, driven by the vision of the departmental team, and informed by relevant institutional data and research from evidence-based, inclusive teaching practices. This process and FCI's early impact was highlighted in a 2019 article in *The Chronicle of Higher Education*.

In 2019-2020, CRLT consultants worked closely with the 11 courses in FCI's first two cohorts:

Cohort 1

- BA 200 - Business and Leaders
- ECON 101 - Principles of Econ I (1 section)
- ENGR 110 - Design Your Engineering Experience

- FTVM 150 - Introduction to Film, Television, and Media
- PHYSICS 140 - General Physics I (Studio-style, 2 sections)
- PUBHLTH 200 - Health & Society (Fall term)

Cohort 2

- BA 100 - Introduction to Ross: Foundations in Learning Business
- BIO 172 - Introductory Biology: Molecular, Cellular, and Developmental Biology
- EECS 183 - Elementary Programming Concepts
- MATH 105 - Data, Functions, and Graphs
- MOVESCI 110 - Biological and Behavioral Bases of Human Movement

Meeting bi-weekly throughout the academic year, the CCD teams expanded on the visions articulated at the FCI kickoff event in May 2019, and developed initial projects that would lead to "quick wins" for improved student learning. (For a comprehensive list of activities, please see the FCI services listed by unit in Appendix B.)

To inform the work of the CCD teams, as well as others on campus involved in foundational courses, CRLT organized an FCI Seminar Series. Featuring national speakers who are engaged in creative approaches to teaching or investigating the impact of large foundational courses, the series included the following topics:

- Building a Change Ecosystem: Leveraging the Institution to Improve STEM Education, Brian Sato, University of California Irvine
- Examining the Relationships between Constructions of Knowledge, Pedagogy, and Advancing Inclusion Across the Disciplines, Rosemary J. Perez, Iowa State University
- Exploring How Cultural Identity Influences STEM Identity & Retention, Sarah Rodriguez-Jones, Texas A&M-Commerce

In Winter 2020, FCI selected five new courses for the FCI three-year partnership. We drafted memorandums of understanding with each department, and had pre-CDI meeting with their new collaborative course design, or CCD, teams. This early work for cohort three involved the following partnering courses:

- BIO 173 - Introductory Biology Laboratory
- ENGR 101 - Introduction to Computers and Programming
- LING 111 - Introduction to Language
- MATH 115 - Calculus I
- ENVIRON 201 - Ecological Issues

Each three-year partnership begins with participation in FCI's Course Design Institute (CDI). This year, in response to the pandemic, FCI consultants converted the CDI curriculum into an entirely online experience. This shift to remote sessions provided the opportunity for FCI to refine its goals and principles. Our virtual sessions were developed collectively by the FCI team and tailored for each course. FCI consultants worked closely with the course teams as they articulated and prioritized goals for student learning and considered pedagogical strategies that would facilitate more inclusive and effective learning experiences for their students. Despite this emergency shift to remote, we were

able to enhance our processes and adapt our existing activities in ways that helped each course team refine the vision for their course and begin implementing their redesign plans more quickly than in years past.

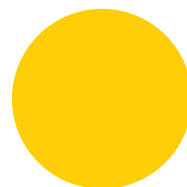
In October 2019 the Foundational Course Initiative hired their new Director, Dr. Denise Galarza Sepúlveda. Denise comes to CRLT with a wealth of teaching and administrative experience. She holds a Ph.D. in

Spanish from Emory University and she was a faculty member and chair of the Latin American and Caribbean Studies Program at Lafayette College where she won awards for her teaching and her diversity and equity efforts. At U-M, she was the founding director of Community-Engaged Academic Learning (CEAL) in LSA, where she started up and built ongoing support for a number of

highly successful and well regarded community-based learning initiatives. Her experience with course and curriculum design, evaluation, and research are an excellent match for the needs of FCI.

CRLT recruited a faculty advisory board to offer input on standards, policies, strategic direction, research and evaluation; to provide input on FCI job candidates; and to act as ambassadors for FCI in the broader campus community. Members serve two-year terms. FCI Advisory Board: **Eric Bell**, mechanical engineering; **Cindy Finelli**, electrical engineering and computer science; **Brenda Gunderson**, statistics; **Gavin LaRose**, mathematics; **Fiona Lee**, LSA Dean's Office, psychology; **Tim McKay**, physics; **Vilma Mesa**, education.

Over 13,000 students – about 30% of U-M undergraduates – now enroll in FCI courses.





DIVERSITY, EQUITY & INCLUSION

Through the coordinated efforts of CRLT, CRLT-Engin, and FCI, we work to advance a culture of teaching for equity and inclusion that is universally relevant across our vibrant and diverse campus community. Our portfolio in equitable and inclusive teaching provides resources to instructors in all disciplines and at all levels and supports their commitment to cultivate learning environments where all students feel respected and valued as learners. We support instructors in developing deliberately inclusive teaching practices: understanding how systemic inequities (such as racism, sexism, ableism, wealth inequality, homophobia, xenophobia, etc.) impact teaching and learning spaces to the benefit of some students and the detriment of others; making deliberate choices in areas such as course design and class facilitation to disrupt the impact of systemic inequities in the classroom; and attending to a range of student differences. We share research-based practices that instructors can use to foster a sense of academic belonging among all of their students, clearly communicate norms and expectations, employ equitable assessment practices, and carefully structure interactions—all in order to support equitable and inclusive cultures and climates in their classrooms, studios, and labs.

The following list describes specific ways in which CRLT staff promoted inclusive, equitable teaching at U-M during the 2019-2020 academic year:

CRLT developed and facilitated 42 customized workshops and retreats.

- Consulted with a broad range of individual schools, colleges, departments, and other groups about instructor professional development in cultivating inclusive learning environments.
- Created a new workshop offering on Inclusive Teaching in Remote Contexts for the Emergency Remote Teaching Workshop series and facilitated it three times in the spring semester.
- Developed and facilitated 42 customized workshops and retreats for faculty and GSIs in 6

schools and colleges, including sessions for 26 individual departments and programs.

- Presented an additional 22 pedagogical workshops focused on DEI topics as part of the CRLT, CRLT-Engin, and FCI seminar series for faculty and GSIs.

CRLT Players sessions on inclusive teaching reached more than 2,500 U-M faculty, GSIs, and staff.

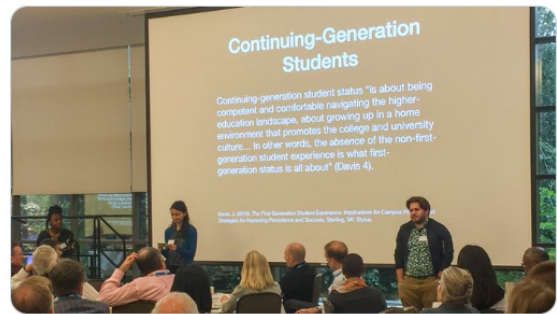
- In collaboration with the Lecturers' Employee Organization and the Office of Diversity, Equity, and Inclusion, successfully implemented a six-month professional development program in inclusive teaching and course design for lecturers (18 instructors from 5 schools and colleges) and kicked off a second round of this program (17 lecturers from 5 schools and colleges).
- In consultation with a broad range of health sciences faculty, including several Liaisons for Inclusive Teaching, developed workshops and written materials to support inclusive teaching specifically in clinical health care settings. Three workshops based on these materials were presented in the Medical School in fall 2019.
- In collaboration with the LSA Dean's Office and the Program on Intergroup Relations, hosted pedagogical training and networking programming for faculty teaching courses that fulfill LSA's race and ethnicity (R&E) requirement.
- With support from the LSA Dean's Office, developed and facilitated semester-long learning communities in both fall and winter for GSIs assisting in courses that fulfill the LSA's R&E requirement (46 GSIs representing 14 departments across 6 schools and colleges).
- Developed a new R&E focused workshop offering on anti-racist pedagogy for the CRLT seminar series.

- Facilitated CRLT Players sessions focused on inclusive teaching for more than 2,500 U-M faculty, GSIs, and staff, on topics such as supporting first generation students, addressing student climate concerns around sexual harassment, and promoting equity in remote, hybrid, and face-to-face teaching settings.



CRLT@umich @UMich_CRLT · Oct 4, 2019

The CRLT Players performed "It's in the Syllabus and Other First Generation College Student Experiences" at the @BigTenAcademic Alliance Academic Leaders Program Seminar @michiganstateu. We're excited to help leaders move our institutions toward being more inclusive & equitable.



- Completed the fifth and final year of the Faculty Communities for Inclusive Teaching grants program funded by the Chief Diversity Officer by organizing a November poster fair showcasing the 10 grantees (from 8 schools and colleges) who completed their grant projects in winter 2019.
- Disseminated information and resources about inclusive teaching during teaching academies, New Faculty Orientation, and GSI and undergraduate Instructional Aide (IA) teaching orientations, including plenary workshops on inclusive teaching for 1,370 GSI and IA attendees.



PLAYERS THEATRE PROGRAM

2019-2020 SEASON

2,912 total audience members

49 total performances

5 U-M workshops

External performances at:

- BTAA Academic Leadership Program
- Dartmouth College
- Georgia Institute of Technology

Funded primarily by the Office of the Provost, the College of Engineering, the College of LSA, and the U-M ADVANCE Program, the CRLT Theatre Program uses a combination of performance and facilitated conversation to advance U-M’s institutional climate for equity and inclusion. Their offerings fall into two main categories. **Teaching/learning sketches** address issues in a range of university settings, from classrooms to labs to campus incidents. **Faculty worklife sketches** are developed in collaboration with ADVANCE and focus on topics like faculty hiring, career advising, and the tenure and promotion process.

Players sessions use theatrical case studies performed by local professionals and student actors to reveal systemic inequities and highlight experiences of individu-

als who are often marginalized in the academy. To create accurate and specific sketches, program staff consult academic research, conduct qualitative interviews, and draw on ethnographic observation of relevant settings. These research-based performances prompt session participants to critically reflect on barriers to equity and to consider specific actions they can undertake to make their practices more inclusive.

The Players perform at U-M at large campus-wide events like New Faculty Orientation, workshops and retreats for academic units, and special functions like meetings for high level administrators organized by the university president. The Players also maintain a busy travel schedule performing for campuses and conferences around the country. To maximize the impact on an academic unit, the Players provide preliminary client consultations and post-event debriefs.

“The capacity to produce empathy is probably the most powerful tool at our disposal in making our institution more inclusive in a meaningful sense, and in this regard, I think CRLT’s presentation was effective in ways I might not have expected prior to attending the session.”
- Faculty workshop attendee

Based on the NASEM assertion that organizational climate is the greatest predictor of sexual harassment,¹ in the 2019-2020 season, the CRLT Players designed, facilitated, and assessed a new 8-hour, daylong program for leadership teams that included deans, associate deans, chairs, and key faculty and staff members. “Creating Climates

Resistant to Sexual Harassment: A Toolkit for Academic Leaders” is the longest, most in-depth program U-M has provided to leaders on the topic of sexual harassment to date. The workshop was conducted 6

¹National Academies of Sciences, Engineering, and Medicine. (2018). *Sexual harassment of women: climate, culture, and consequences in academic sciences, engineering, and medicine*. National Academies Press.



times between November 2019 and February 2020 for 384 leaders. The workshop focused on giving units the necessary knowledge and time to envision a more equitable future for their unit's climate. Each session engaged unit-based teams of faculty and staff. Together the teams learned about the nature and impact of gender discrimination and sexual harassment, analyzed case studies (embodied as short performances by the CRLT Players), participated in design-thinking exercises, and fleshed out preliminary ideas that would help shift their climates.



CRLT@umich @UMich_CRLT · Oct 14, 2019
 That's a wrap! The CRLT Players just finished filming their first section of multi-institutional MOOC on Inclusive Teaching in STEM. We were excited to be a part of this project. @NUAMPS @searlelearning #UMcrlt



The Players also continued their *Moving the Needle* series (a 3-part curriculum meant to shift unit-level climate from tolerance of sexual harassment to resistance to it) for both on-campus partners and external universities. Georgia Tech provided all three pieces for a selection of their faculty and administrators. This material will be the basis for a conference presentation at the Association for Theatre in Higher Education's virtual conference in July 2020, and is currently being considered as a poster presentation for the NASEM Action Collaborative on Preventing Sexual Harassment in Higher Education's Public Summit in October 2020.



"The mix of humor, drama, and music presented in the plays offered a very dynamic way to express concepts that may have otherwise been difficult to follow/engage with."
 - GSI attendee at orientation



A warm reception met the first large-scale roll-out of *It's in the Syllabus and Other First-Generation College Student Experiences* (a session focused on students who are the first generation in their family to attend college) Seven performances took place on campus, with an eighth performance at Michigan State University in fall 2019 for 80 participants in the Big Ten Academic Alliance's Academic Leadership Program.

In addition to their usual slate of in-person performances, the Players also supported the Inclusive STEM Teaching Project, a MOOC funded by the National Science Foundation. They created and filmed three video performances meant to highlight acts of exclusion in order to inspire thinking on how to better consider social identities in the classroom and climate concerns in STEM more broadly. This work marked the Players' first foray into video, a way to broaden the reach of their mission and initiatives.

Due to the global pandemic, the Players went remote in spring 2020. This meant rapidly shifting their yearly support of *Delivering Serious News* for U-M's first year medical students to a Zoom format. Students practiced delivering serious news in a variety of medical scenarios with performers in a virtual environment. The Players will continue to work in a remote context in 2020-2021, designing new procedures for working with performers at a distance and videoing their work remotely. As part of this transition, the Players will translate the daylong offering to leaders on sexual harassment to a series of online engagements. They will also support the university's new initiatives around anti-racism in the academy.



DIGITAL EDUCATION

Through consultation services, faculty development programs, and service on national, university-, and unit-level committees, CRLT staff help individuals and academic units explore, integrate, and evaluate the use of instructional technology (IT). Several programs from the 2019-2020 academic year are highlighted below.

Campuswide Committees and Initiatives

With their focus on best teaching practices and their experience with program evaluation, CRLT staff play a key role in university-wide initiatives around IT and remote/online teaching.

CRLT collaborated with the Center for Academic Innovation (CAI) on projects focused on online teaching. Prior to the pandemic, CRLT and CAI worked together to co-develop resources for U-M instructors beginning to teach in new online degree programs. These resources included short, accessible information on key topics to be published online for anyone to access. CRLT and CAI also planned to use these resources in establishing asynchronous and synchronous courses for these instructors. When the pandemic struck, many of these resources were adapted for keep Teaching.umich.edu and online Teaching.umich.edu. In addition, CRLT

and CAI collaborated to put together a week-long workshop series to prepare U-M instructors teaching remotely in spring and summer 2020. The series was offered in April, May, and July.

Workshops to help faculty move to remote teaching:

- Getting Started/Moving Toward Designing Your Online Class
- Curating & Creating Compelling Online Content
- Inclusive Teaching in Remote Contexts
- Building your Learning Community: Creating & Facilitating Collaborative Online Experiences
- Transferring & Transforming Assessments for Online Courses

In 2019-2020 18% of the funded grants and awards involved IT projects.

CRLT staff also contributed to the emergency remote teaching office hours spearheaded by CAI in the early days of the pandemic, as instructors were transitioning to remote teaching. CRLT's open office hours ran 4 hours a day, 9-11am and 2-4pm, including weekends in March. Starting in April, the virtual office shifted focus to assisting faculty to wrap

up the winter semester, including discussing alternative assessments that work for all students. The virtual office remains open from 9-11am, Monday-Friday, to



help instructors preparing to teach in a flexible mode in the summer and fall. In collaboration with ITS, CRLT consulted with instructors on a wide range of instructional challenges, including course design, inclusive teaching, and using specific tools in Canvas for information delivery and assessment.

In late May, Nexus, CRLT in Engineering, and CAEN hosted a [virtual Symposium on Engineering Teaching and Learning](#). The symposium consisted of numerous daily drop-in sessions on topics curated based on faculty questions and needs.

Additionally, CRLT planned an expanded summer seminar series consisting of virtual workshops designed to support instructors working in a range of teaching and learning contexts, including face-to-face, online, and/or hybrid. This series will consist of six workshops, some synchronous and some asynchronous, focused on topics such as active learning, inclusive teaching, peer review, syllabus design, group work, and working with GSIs in a teaching team.

CRLT Programs and Resources Incorporating IT

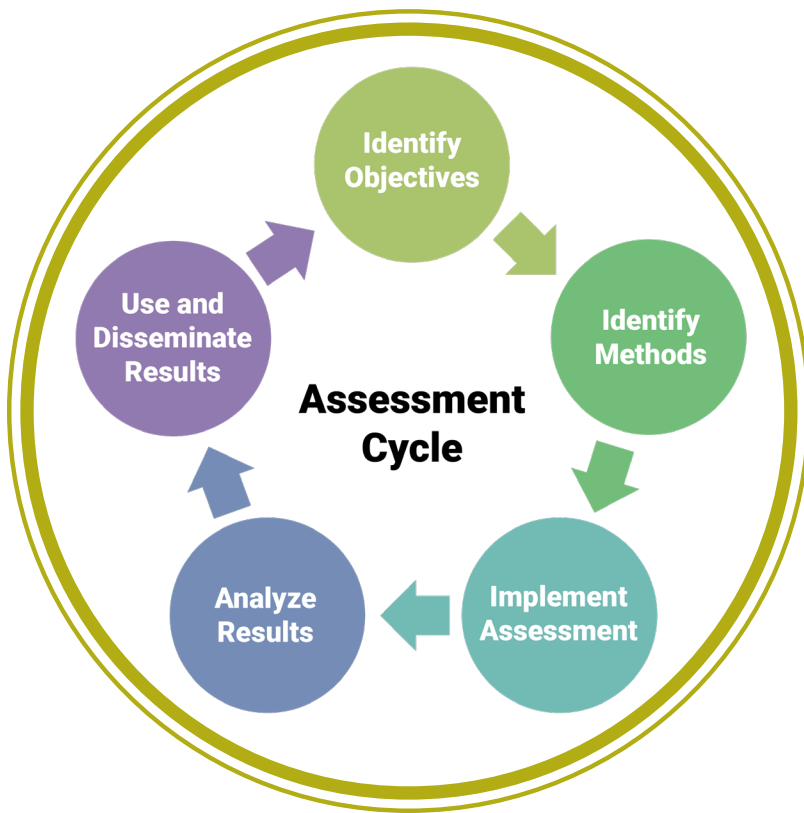
CRLT incorporates opportunities for instructors to explore and learn about instructional technologies within programs at all stages of their careers. CRLT grants fund a wide-range of IT projects proposed by faculty. In 2019-2020, 18% of the funded grants and awards involved IT projects such as apps, blended or flipped courses, digital resources for students and instructors, online student projects, and multimedia production. (See Appendix A for a full list of grants.) CRLT's Preparing Future Faculty (PFF) programs for graduate students and postdocs model effective use of instructional technology and focus on IT that participants may use in their own future teaching. For example, the May PFF Seminar includes presentations by faculty whose innovative pedagogies incorporate technology, and the Postdoctoral Short Course (PSC) is a hybrid experience: half of the series takes place online and half in person. Each fall and winter term, CRLT's Seminar Series features several programs on IT topics. This year, for example, the series included:

- Flipped Instruction: Engaging Students Inside and Outside the Classroom

- Let's Make a Screencast
- Teaching with Technology: Incorporating Digital Media
- Using Digital Tools to Facilitate Student Collaboration
- Using Technology to Engage Students in Large Courses

CRLT also continues to identify faculty development topics that can be engaged in a fully online setting. Our complete slate of online seminar series topics follows:

- Active Learning on Hybrid and Online Courses
- Assessing Student Participation: What, How, and Why?
- Backward Course Design: Planning Your Course with the End in Mind
- Designing and Facilitating Group Work in Blended and Online Courses
- Developing Your Teaching Philosophy
- Flipped Instruction: Engaging Students Inside and Outside the Classroom
- Inclusive Teaching in Remote Contexts
- Peer Review in Online Spaces
- Rubrics 101: Content, Transparency & Grading
- Setting the Stage for Success: Designing a Learner-Centered Syllabus
- Teaching with GSIs in a Remote Environment
- Writing and Grading Multiple Choice Exams



ASSESSMENT AND RESEARCH

During the 2019-2020 academic year, CRLT staff worked with faculty and academic units to review their current courses and curricula, develop new curricular offerings, and assess the results of course and curricular innovations. Services included assistance with data collection and analysis, consultations on evaluation plans for grants, facilitation of faculty discussions, and provision of funds through CRLT’s grant programs.

All of CRLT’s assessment projects have three defining characteristics:

1. Projects are initiated by faculty responsible for the curriculum or the courses being assessed, with CRLT providing support and expertise as necessary.
2. They focus on improving U-M student learning experiences or outcomes.
3. They are action-oriented, generating data that can be used by faculty and faculty committees to improve their courses or curricula.

CRLT worked on assessment initiatives for 8 schools and colleges, as well as the provost’s office.

Foundational Course Initiative (FCI)

Business Administration 200

FCI staff designed and fielded a pre/post survey in fall 2019 to understand student experiences in BA 200, including measures related to self efficacy and sense of belonging. FCI analyzed the data and shared the analysis with the course team in winter 2020 to inform on-going course design efforts.

Engineering 110

FCI staff designed, fielded, and analyzed a pre/post survey administered to all first-year students in the College of Engineering in fall 2019. The purpose of the survey was to understand student experiences and perspectives, compare experiences of 110 and non-110 students, and measure efficacy of specific ENGR 110 course elements. As part of ongoing course design ef-

forts, FCI staff also conducted undergraduate student instructor focus groups in fall 2019 and winter 2020, designed and analyzed a pre/post survey among students enrolled in the ENGR 190 winter 2020 pilot, and convened a student advisory panel during summer 2020. For each semester, FCI synthesized the data collection and analysis described above to inform ongoing course design. FCI also worked with the ENGR 110 course team to analyze student work from the winter 2020 pilot to inform revisions to course assignments.

Electrical Engineering and Computer Science 183

FCI staff designed, fielded, and analyzed a survey of undergraduate and graduate student instructor experiences in the course in summer 2019 to inform development of a staff training and mentorship program. The survey was conducted again in fall 2019 to inform ongoing iteration of the program for winter 2020. FCI analyzed student outcomes and persistence data for historically marginalized students to inform course design related to diversity, equity, and inclusion goals. FCI conducted focus groups with CSP students in fall 2019 to inform design of a CSP lab section. FCI observed several lab sections, conducted a focus group with student instructors, analyzed survey data on lab sections, and synthesized the analysis from each data source to inform decisions about lab section design. FCI conducted a comprehensive analysis of Computing Cares survey data for fall 2019 to inform ongoing course design efforts and better understand differential experiences across a large range of student identity groups.

LSA, Biology 172

Assessment services for Biology 172 included designing, implementing, and analyzing a set of tools for providing instructors with a baseline understanding of student experiences in the course. This work consisted of analyzing data collected prior to the course's partnership with FCI, including student survey data, course evaluations, and correlations between student performance in the course and advanced placement (AP) experience in high school. In addition, FCI staff developed an assessment plan for the course, which included design, implementation, analysis, and synthesis of pre-post surveys and a series of classroom observations.

LSA, Economics 101

FCI staff continued to administer and assess the effectiveness of a metacognitive study tool to promote better student outcomes and equity on exams. At the end of fall term, FCI staff developed and analyzed a survey of the course's graduate student instructors to better understand their perceptions of the type of support and guidance that would help them in their role. This was envisioned to support course redesign work and promote a coordinated instructional team. Lastly, we analyzed student engagement with ECoach in order to better understand how students were utilizing these resources in their studies.

LSA, Film, Television, and Media 150

Assessment services for FTVM 150 focused on expanding and diversifying the content and types of assessments of student learning in this course. Specific services included designing, implementing, and analyzing surveys to understand student experiences in the course, including synthesizing feedback on specific activities in the curriculum. FCI staff also designed and conducted feedback sessions and follow-up consultations with faculty to identify ways the course can better serve departmental goals.

LSA, Mathematics 105

FCI staff developed assessment tools, including an assessment plan, to support implementation of mastery testing and to understand student and instructor experiences in this course. Specific services included design, implementation, and analysis of pre-post surveys about the affective learning experiences of students. FCI staff also designed, conducted, and analyzed data from surveys, classroom observations, and focus groups about instructor experiences with mastery testing and teacher training. In addition to helping with revision of the mastery testing system, the results of these analyses contributed to the redesign of student-facing resources, including the syllabus, student guide, and Canvas site, and the development of targeted resources such as visualizations and infographics. The course team also used this information to implement the ECoach system to help students navigate the mastery assessment system.

LSA, Physics 140

FCI assessment services for Physics 140 were a mix of qualitative and quantitative methodologies. These included a qualitative analysis of the instructional team's processes, roles, and learning opportunities through observational data collection (class and instructional team meeting observations); collection and analysis of feedback about undergraduate instructor training program; an affective pre-post survey of students; and collection of qualitative student feedback to inform design revision and provide a success/resource guide for students. In addition, a quantitative analysis was undertaken in order to evaluate grade and assessment outcomes, and identify differences between Studio-style Physics 140x, and its "traditional lecture" counterpart 140r. This work included analysis of student performance in the early assessments of the follow-up course, Physics 240.

Public Health 200

FCI conducted a pre-post survey that collected data about sense of belonging, self-efficacy, anticipated and experienced challenges and changes in attitudes related to Public Health over time. In addition, we conducted several in-depth exam analyses. FCI consultants looked at past final exams and classified each question using Bloom's Taxonomy of educational objectives—allowing instructors to see what levels of learning (e.g., recall, application, synthesis) were being tested and which skills students were asked to use to demonstrate learning. They used Item Response Theory (IRT) to analyze student responses and scores on each question. That analysis led to a collaboration with the course team on redesigning the format of the exam to include questions that asked students to use higher order thinking skills, in order to better measure student understanding of the material.

Kinesiology, Movement Science 110

FCI performed an analysis of enrollment trends and grade outcomes by student groups (including athletes, majors, and identity demographics) and term of enrollment. This analysis was used to assist in discussions of equity in course scheduling and student out-of-class activities, as well as student trajectories in the course and program. This data was combined with an analysis of student course evaluations from previous terms, as well as faculty input on curricular needs and the skills and knowledge students need for upper-level courses.

Together, the data gathered informed a full course redesign for fall 2020, including a shift from disciplinary content to interdisciplinary skills that students will use throughout their time at U-M and in their careers. Results also informed a shift in the structure of the course, from three shorter sessions to two longer sessions per week, now co-taught by all three disciplinary experts and featuring significant teamwork and active learning.

FCI Cohort 3

Cohort 3 of FCI includes 5 courses: MATH 115, BIOLOGY 173, PitE 201, LING 111, and ENGR 101. As part of the onboarding process that began in March 2020, FCI staff prepared a course report including analysis of institutional data related to student enrollment, demographics, course context, outcomes, and equity-related outcomes in each course. These reports were distributed and discussed with each course as part of the onboarding process.

Accreditation 2020



HIGHER LEARNING COMMISSION

Every 10 years, U-M participates in a re-accreditation process led by the Higher Learning Commission (HLC). In 2016, a coordinating team from the vice provost's office and CRLT began laying groundwork for the 2020 site visit.

In 2019-2020, CRLT continued re-accreditation work with all 19 schools and colleges. The result of this year's work was an argument primarily written by CRLT outlining the ways in which the university addresses its mission through teaching and learning activities, and the evidence the university collects in its assessment efforts that allows it to see the results of teaching and learning activities. The Higher Learning Commission's virtual visit in April 2020 was one of the first such virtual visits conducted by the accreditor. The HLC visitors determined that the university successfully met all accreditation criteria.

Evaluating the Needle's Movement

CRLT developed an assessment for the *Moving the Needle* leadership workshops. Focused on informing academic leadership teams about the prevalence and consequences of sexual harassment in higher educa-

tion, these workshops also gave teams the opportunity to engage in design thinking exercises around strategies for creating unit climates resistant to sexual harassment. The assessment evaluated knowledge and perceptions of sexual harassment, reactions to the workshop, and intended unit-level changes leaders may make based on their work at the workshop. Assessment data was analyzed and synthesized in a comprehensive report for academic leadership and university leadership at large.

MSF Assessment Service

CRLT provides confidential, course-level assessment through its midterm student feedback (MSF) service, which allows faculty and GSIs to receive data from students on the effectiveness of their teaching during the term while they still have time to implement changes to improve their courses. In 2019-2020, CRLT conducted MSFs for 383 instructors, allowing over 13,000 students to provide feedback on the effectiveness of their courses. For more details, see p. 12.

IRACDA Program

The Michigan Institutional Research and Academic Career Development Awards (IRACDA) is one of several NIH-supported programs that train post-doctoral fellows for research and teaching careers in academia. CRLT facilitates pedagogy workshops for fellows and mentors and conducts annual consultations with the fellows about their teaching pedagogy. CRLT also conducts interviews with the fellows and mentors and then analyzes the assessment data to inform an annual debrief of the teaching development components within the IRACDA program.

DEPARTMENT, SCHOOL, AND COLLEGE ASSESSMENT PROJECTS

In addition to the projects listed on previous pages, individual schools, colleges, and departments worked with CRLT on the projects that follow.

Business

CRLT synthesized feedback about program and evaluation goals from two focus groups and ongoing discussions with program contacts to combine multiple assessment surveys into one streamlined assessment for

the Multidisciplinary Action Projects (MAP) program students and another for MAP program sponsors.

Environment and Sustainability (SEAS)

CRLT continued consultation with Michigan Sustainability Cases on their assessment efforts, including helping them design a research and assessment agenda for their ongoing work.

LSA, Physics

CRLT consulted with the department on their Undergraduate Curriculum Review. CRLT provided feedback on draft learning goals, discussed a planned undergraduate survey, and provided resources for a planned alumni survey.

Music, Theatre, & Dance

CRLT designed curricular focus groups for SMTD Theatre Design and Production. These groups of students provided feedback regarding every aspect of the Theatre Design and Production program, allowing faculty to have additional perspective as they undergo a redesign of this curriculum.

CRLT worked with the SMTD Council of Departmental Representatives (CDR) to establish and facilitate a process for developing a set of proposed student learning goals for the SMTD undergraduate curriculum. Throughout 2019-2020, CRLT worked with the CDR leadership to plan, implement, and facilitate three special CDR meetings and two CDR sub-committee meetings. CRLT also designed and implemented a SMTD faculty survey to gather feedback on an initial set of proposed goals. Finally, CRLT compiled and analyzed faculty survey data to inform the process of revising initial drafts of the proposed student learning goals.

Public Health

CRLT consulted with School of Public Health faculty across numerous areas, including the new undergraduate curriculum, the MPH program, and the department of Health Behavior and Health Education (HBHE). This was the year of the Council on Education for Public Health (CEPH) accreditation for SPH, which was completed with many new features in place for the MPH curriculum. As a part of the accreditation effort, CRLT helped with the design of assessments for multiple competencies and courses. Additionally, CRLT worked with undergraduate curriculum leaders

in SPH to assess their new but growing degree program. This has included co-leading a faculty retreat to address curriculum needs, as well as supporting assessment efforts involving faculty, students, alumni, and employers with the goal of achieving greater alignment of the curriculum with the professional demands graduates will face in their future careers.

Social Work

CRLT consulted with the School of Social Work on the development of faculty observation rubrics for lecturers. These rubrics are intended to inform peer review of teaching as one major review element outlined in the lecturer contract. The rubrics may have extended use in formative assessments of teaching at other moments in lecturers' careers.

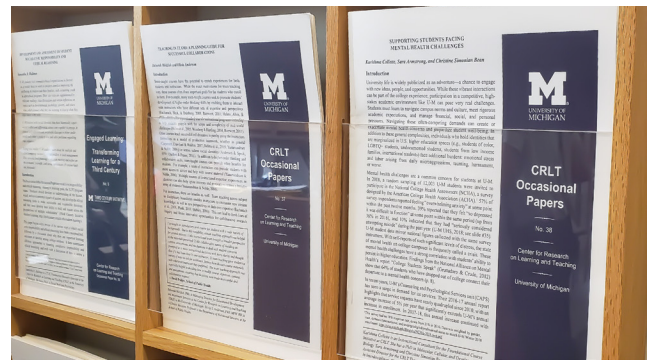
OTHER UNITS

Michigan Center for Interprofessional Education (IPE)

Consultation with IPX awardee in developing pre-post assessments for a new Health and Disabilities IPE course.

Michigan Disciplinary-Based Educational Research (MDBER) grants

CRLT staff collaborated with the Office of the Provost and faculty leads in dentistry and chemistry to develop a grants program for Disciplinary-Based Educational Research (DBER). The program was announced at the winter 2019 Provost's Seminar on Teaching. This grant is designed to support faculty who wish to conduct research on teaching and learning in their discipline or across disciplines. Funding may support investigation of the impact of engaged teaching and learning strategies or studies investigating a particular teaching and learning phenomenon; activities that aid in better understanding how to design a study, collect data, and analyze data, such as attending a workshop or conference, inviting a speaker or facilitator to provide a learning opportunity on campus; or hiring students to collect and/or analyze data for an existing education research project. During fall 2019, seven grants were awarded, and recipients worked on their projects throughout the year.



CRLT RESEARCH

CRLT staff members are pursuing several research projects on teaching and learning topics of particular relevance to faculty and graduate students at U-M. For a full list of authors and publications, see Appendix E on p. 65.

CRLT Occasional Papers summarize the research on specific topics in teaching and learning and offer examples from courses at U-M.

The Michigan Sustainability Cases Initiative: Adapting Case-Based Teaching for Innovative Sustainability Science Education

Written in collaboration with colleagues from Michigan Sustainability Cases (MSC), Occasional Paper No. 39 continues a series of Occasional Papers that document the results of a major effort to instill engaged learning at the university, the Transforming Learning for a Third Century (TLTC) Initiative. The paper takes an immersive approach by describing the progress and accomplishments of MSC through three short narratives, referred to as mini-cases. The three examples provide a tangible demonstration of how case studies actively engage students in the learning process.

Motivating Students to Learn: Transforming Courses Using a Gameful Approach

Written in collaboration with colleagues from the Center for Academic Innovation, Occasional Paper No. 40 paper provides a starting point for instructors interested in exploring gameful pedagogy. Grounded in the literature on student self-determination, motivation,

and engagement, this approach to teaching “takes its inspiration from well-designed games to create learning environments that support student motivation” (Holman, 2018, p. 1). Guidance in the Occasional Paper is drawn from research as well as interviews CRLT conducted with U-M instructors using a gameful approach in their classes.

Action Research: How Is Teaching Effectiveness Assessed in Tenure-Track Hiring?

CRLT is collaborating with colleagues at Carnegie Mellon University’s Eberly Center to replicate and extend research reported in Meizlish & Kaplan (2008) on how teaching is evaluated in the academic hiring process. The project rests on a survey of 168 hiring committee chairs from 10 academic disciplines. Activities this year involved analysis of survey data, submission of a session proposal for the 2020 POD conference, and initial preparation of a manuscript for publication. Preliminary results of the project highlight the increased reliance on teaching statements as a mechanism for assessing teaching effectiveness. The project also provides some initial data on the use hiring committees make of diversity statements.

Appendix A: Grants and Awards

Provost's Teaching Innovation Prize (TIP)

The Provost's Teaching Innovation Prize was created and funded jointly by the provost's office, the university library, and CRLT. TIP recognizes faculty who have developed innovative approaches to teaching that incorporate creative pedagogies, and it encourages the dissemination of best practices by sharing promising innovations with faculty more broadly. In 2020, five teaching innovations were chosen from among 41 nominations. Winning faculty received a \$5,000 award for their original approaches to teaching and creativity in the classroom.

Provost's Teaching Innovation Prize Recipients, Winter 2020

- » Patrick Barry, Law; Soojin Kwon, Business
Good With Words: Transforming the Teaching of Public Speaking
- » Annica Cuppetelli, Art & Design
The Gender-Neutral Fibers Initiative: Leveraging the Creative Process for Inclusive Learning
- » Robin Fowler, Technical Communication, Engineering; Laura Alford, Naval Architecture and Marine Engineering; Stephanie Sheffield, Technical Communication, Engineering
Tandem: Automating Tailored Guidance for Students Working in Teams
- » Thomas Schmidt, Ecology and Evolutionary Biology, LSA
Trust Your Gut: Retaining STEM Students Through Authentic Research
- » David Zopf, Medical School
Building High-Stakes Skills Outside the Operating Room With Realistic, 3D Models

Faculty Development Fund

This fund provides grants for innovative projects that enhance teaching and learning. CRLT awards up to \$6,000 to individual faculty members or small groups of faculty who propose innovative new courses or revisions to existing courses or who initiate other projects that improve student learning. Grant awards up to \$10,000 are available to departments, programs, and other large faculty groups who want to collaborate on more extensive projects, such as curriculum development and evaluation, inclusive classrooms, novel applications and evaluations of instructional technology, non-traditional approaches to teaching, and GSI mentorship and training programs.

Faculty Development Fund Recipients, Fall 2019

- » Emily Abdoler, Medicine
Undergraduate Medical Education Introduction to Antimicrobial Decision-Making
- » Daniel Cronin, Michelle Daniel, Seetha Monrad, Gurjit Sandhu, Vineet Chopra, Robert Dickson, Rana Kabeer, Amit Gupta, Nathan Houchens, Sanjay Saint, Jakob McSparron, Janet Biermann, Anna Berezovsky, Lauren Chibucos, Patricia Mullan, Michael Englesbe, Medicine
Empowering Educators: The MENTOR Series
- » Vincent Deneff, Nyeema Harris, Josephine Kurdziel, Nathan Sadowsky, Ecology and Evolutionary Biology, LSA
Coloring Science
- » Carmela Gillette, Pamela Bogart, Trisha Dowling, English Language Institute, LSA
New English Language Institute Undergraduate English for Academic Purposes Curriculum

- » Leslie Herrenkohl, Education
Creating Course Materials for Doctoral Students to Develop Approaches and Skills for Researching Equitable Learning
- » Julie Hui, Information
Lettersmith: Supporting Students in Client and Employer Communication
- » James Juett, John Kloosterman, Amir Kamil, Electrical Engineering and Computer Science
Building a Platform for Live, Individualized Feedback During In-Class Programming Exercises
- » John Kieffer, Materials Science and Engineering
Development of an Interactive Textbook Platform for Engineering and Science Education
- » Nicole Seiberlich, Medicine; Daniel Fessahazion, Libraries
Holographic Visualization of Magnetization Dynamics for Improved Magnetic Resonance Imaging Education
- » Westley Weimer, William Arthur, Electrical Engineering and Computer Science; Priti Shah, Psychology, LSA
Investigating Spatial Reasoning Training for Introductory Computing
- » Emily Youatt, Public Health
Undergraduate Public Health Curriculum Assessment and Redesign
- » Lisa Young, Anthropology, LSA
Knowledge Sharing: The Museum Anthropology Course and Anishinaabe Basket Makers

Gilbert Whitaker Fund for the Improvement of Teaching

The Office of the Provost finances the improvement of teaching through the Gilbert Whitaker Fund, which is administered by CRLT. This fund provides grants for innovative projects that enhance teaching and learning. CRLT awards up to \$6,000 to individual faculty members or small groups of faculty who propose innovative revisions to courses or innovative course development (e.g., interdisciplinary courses) or who initiate other projects that improve the learning of students. Grant awards up to \$10,000 are available to departments, programs, and other large faculty groups who want to collaborate on more extensive projects, such as curriculum development and evaluation, inclusive classrooms, novel applications and evaluations of instructional technology, nontraditional approaches to teaching, and GSI mentorship and training programs.

Gilbert Whitaker Fund Recipients, Winter 2020

- » Dante Amidei, Jens-Christian Meiners, Michelle Coeman, Physics, LSA
Putting Physics Under the Microscope
- » Hilary Archbold, Andrzej Wierzbicki, Molecular, Cellular, and Developmental Biology, LSA; Delbert Green II, Ecology and Evolutionary Biology, LSA
Biology 305 (Genetics) Active Learning Video Project
- » Melissa Bathish, Deborah Price, Nursing
Simulated Cardiac Arrest (Code Blue) Training for University of Michigan School of Nursing Undergraduate and Graduate Students Using a High-Fidelity Patient Simulator and Crash Cart

- » Katie Coleman, English Language Institute, LSA
ELI Graduate Writing Curriculum Review
- » Jennifer Massarelli, Paul Edick, Nursing
Non-Abusive Psychological and Physical Intervention (NAPPI) Training for Undergraduate Nursing Students
- » Christianne Myers, Rob Murphy, Nancy Uffner-Elliott, Music, Theatre & Dance
Envisioning the Future of Theatre Design and Production at Michigan
- » Michelle Orecchio, Nancy Perez, Romance Languages and Literatures, LSA
Redesigning the Curriculum: Using Online Platforms in Spanish 101/102 to Enhance the Flipped Classroom Model and DEI Initiatives
- » Emily Peoples, Lara Zisblatt, Medical School
The Team, the Team, the Team: Using the Cooperative Board Game Pandemic to Teach Effective Leadership, Communication, and Teamwork in Medical Education
- » Rogerio Pinto, Social Work
Arts-Based Social Justice Practice: Course Development
- » Laura Prochnow, Nursing
Maintaining and Enhancing Nursing Students' Pharmacology Knowledge to Improve Patient Safety
- » Theresa Tinkle, English Language and Literature, LSA; Naomi Silver, Colleen LaPere, Sweetland Center for Writing, LSA
Improving Directed Self-Placement
- » Alexandra Vinson, Medical School
Assessing Outcomes and Improving Infrastructure of the Medical Education Scholars Program

Lecturers' Professional Development Fund

Lecturers with continuing teaching appointments on the Ann Arbor campus are eligible for grants of up to \$2,000 to support professional development activities that involve teaching, research, and/or creative endeavors. Examples of grant funding include participation at national or international professional meetings, pedagogical programs and projects, graduate student or work-study student assistance, computer hardware or software, travel required to access resources at other institutions, subscriptions to professional journals, and editorial assistance.

Lecturers' Professional Development Fund Recipients, Fall 2019

- » Laura Alford, Naval Architecture and Marine Engineering
Participation in the 2020 ASEE Conference
- » Jeremiah Chamberlin, English Language and Literature, LSA
Attendance and Participation at the 2020 AWP Writers Conference
- » Jacob Comerci, Architecture and Urban Planning
The Sharing Economy: Architecture's Role in the Future of Collective Life & Work
- » Sascha Crasnow, Residential College, LSA
Middle East Studies Association Conference Presentation: "Subverting Narratives of Occupation in Science Fiction: Larissa Sansour's Nation Estate and In the Future They Ate From the Finest Porcelain"

- » Drew DeOrio, Electrical Engineering and Computer Science
Teaching TAs To Teach: Strategies for TA Training
- » Jeremy Edwards, Music, Theatre & Dance
Electro-Acoustic Percussion Composition, Recording, and Performance Project
- » Robin Fowler, Technical Communication, Engineering
Participation in ASEE Annual Conference
- » Mar Freire Hermida, Romance Languages and Literatures, LSA
Theatre Improvisation for Teaching
- » David Frye, Anthropology, LSA
2020 Latin American Studies Association Congress and Mexico Research
- » Susan Funkenstein, Art & Design
Marking Modern Movement: Dance and Gender in the Visual Imagery of the Weimar Republic
- » Elizabeth Galvez, Architecture and Urban Planning
Material Research: Building with Temporal Materialities
- » Elizabeth Goodenough, Residential College, LSA
Team Wristband
- » Irene Hwang, Architecture and Urban Planning
Advanced Course in Professional Practice in Architecture
- » Melanie Manos, Art & Design
Visualizing Women's Work
- » Jack Miller, Statistics, LSA
Proudly Serving Statisticians at the 2020 Joint Statistical Meetings
- » Toby Millman, Residential College, LSA
College Book Arts Association Conference Attendance
- » Nina O'Connor, Romance Languages and Literatures, LSA
Safe Passage- Camino Seguro - Guatemala City Garbage Dump Community Education Program Volunteer
- » Rashmi Rama, Romance Languages and Literatures, LSA
Collaborative Language Learning at ACTFL
- » Leigh Stuckey, Anthropology, LSA
Participation in the 2019 American Anthropological Association Annual Meetings
- » Amber Williams, Social Work
CASC-Global Program: Presentation at Social Work Education and Social Development Conference
- » De Peter Yi, Architecture and Urban Planning
Learning From Adaptive Reuse Architecture in Detroit

Instructional Development Fund

Through its Instructional Development Fund (IDF), CRLT awards small grants of up to \$500 to faculty on the Ann Arbor campus. These grants support innovative activities to improve teaching and learning. The funds may be used for expenses such as supplies and equipment, programming or research assistance, and fees for conferences directly related to teaching. Applications are accepted on a rolling basis throughout the year.

Instructional Development Fund Recipients, 2019-2020

- » Giorgio Bertellini, Film, Television, and Media, LSA
FLOPS: Why and How Films Fail in America
- » Erin Brightwell and Emily Wilcox, Asian Languages and Cultures, LSA
Experiential Workshops in Butoh (Japanese Contemporary Dance)
- » Charli Brissey, Music, Theatre & Dance
Art in the Anthropocene: An Interdisciplinary Symposium on Performance, Politics, and Ecology
- » Daphne Brydon, Social Work
Simulated Patient Final Exam for Integrated Health Scholars
- » Jade Burns, Nursing
Communication and Case Studies in Nursing Education
- » Nachiket Chanchani, History of Art, LSA
Postural Yoga Laboratory
- » Amy Chavasse, Music, Theatre & Dance
Improvisation Class - Collaborative Residency with Puppet Artist and Director Tom Lee
- » Ayesha Ghazi, Social Work
Sugarbrook Community Engaged Learning Project
- » Linda Gosner, Classical Studies, LSA
Against the Grain: Transversal and Micro-Connectivities in the Ancient Western Mediterranean
- » Justin Hodge, Social Work
Social Work is a Political Profession
- » Jeffrey Lyman, Music, Theatre & Dance
Master Class: Dr. Christin Schillinger, Bassoonist from Ithaca College
- » Rima Mohammad, Gregory Eschenauer, Michael Kraft, Pharmacy
Impact of Traditional Versus Virtual Simulation Education for Pharmacists on Aminoglycoside Pharmacokinetic Dosing and Monitoring
- » Yasmin Moll, Anthropology, LSA
Scent Mediums and the Sensory Life of Religion: Experiential Learning in “Religion, Media, and Politics” course
- » Judith Policicchio, Nursing; Daicia Price, Social Work
Connect and Assess
- » Swapnil Rai, Film, Television, and Media, LSA
“At Home in the World”: Female Filmmakers from the Global South

- » Yoshimi Sakakibara, Asian Languages and Cultures, LSA
The 2019 ACTFL Annual Convention and World Languages Expo
- » Laura Sanders, Social Work
Creating a Virtual Course in Animal Assisted Therapy
- » Rebecca Scharbach Wollenberg, Judaic Studies, LSA
Adding an Experiential Dimension to Introduction to Judaism
- » Simone Sessolo, Sweetland Center for Writing, LSA
The Dissertation Coach
- » Leigh Stuckey, Anthropology, LSA
Collaborative Syllabus Design: Summer Birth Book Club
- » Nina White, Mathematics, LSA
Using a Tablet to Represent Student Thinking and Aid in Formative Assessment

Appendix B: Disciplinary-Based, Customized Services

CRLT responds to units based on their particular teaching and learning needs. Services include support for assessment of student learning, customized seminars and retreats, support for unit-wide graduate student instructor (GSI) training, consultations offered to individual faculty at the request of a specific unit, and consultations with deans and chairs focusing on unit-wide activities. In 2019-2020, CRLT served all 19 of U-M's schools and colleges, 34 departments and programs in LSA, as well as 10 other units, including the Office of the Provost.

Disciplinary-Based Services for U-M Schools, Colleges, and Departments

Architecture & Urban Planning

- » Consultations on new inclusive teaching materials for Taubman faculty
- » Grants received by Jacob Comerchi, Elizabeth Galvez, Irene Hwang, De Peter Yi

Art & Design

- » Consultation with Undergraduate Program Committee regarding improving student evaluation response rates
- » Grants received by Susan Funkenstein, Melanie Manos
- » Teaching innovation award received by Annica Cuppetelli

Business

- » Consultations with faculty about sharing resources for remote GSI training
- » Design and facilitation of three customized workshops for graduate students on teaching for inclusion and equity
- » Design and facilitation of a customized workshop for faculty about making the most of class discussion
- » Design and facilitation of two focus groups (faculty and coordinators) for the Multidisciplinary Action Project (MAP)
- » Participation of BA 200 in Foundational Course Initiative (cohort 1)
 - › Assessment of course features and context
 - Administration and analysis of instructor and student feedback
 - › Design and creation of course materials
 - Collaboration and review of grading calibration
 - Creation of a grading guide
 - Creation of research report on grade distribution practices
 - Development of online library module
 - Development of course design working sessions
 - Facilitation and observation of a DIA field trip
 - Planning and facilitation of Instructional Team Training and Orientation
 - › Planning and coordination of long-term change effort
 - Collaboration with office of undergraduate programs to plan and coordinate course development

- Planning for course evaluation
- Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Participation of BA 100 instructional course team in Foundational Course Initiative (cohort 2)
 - › Assessment of course features and context
 - Data collection and analysis of undergraduate assistants' experience and training needs
 - › Design and creation of course materials
 - Design and facilitation of training and development program for undergraduate course instructors
 - Design of assessment instrument including rubrics and grading structure
 - › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Planning, facilitation, and evaluation of an August teaching academy for newly hired faculty, in consultation with the dean's office
- » Teaching innovation award received by Soojin Kwon

Dentistry

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Orientation
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2019)

Education

- » Consultation with members of the Interactive Communications and Simulations Group about COVID moment and how to connect to CAI
- » Grants received by Leslie Herrenkohl

Engineering

- » Administration of the Towner Prize to outstanding engineering GSIs
- » Collaboration with Associate Dean for Undergraduate Education on strategic direction for CRLT in Engineering
- » Collaboration with Nexus to develop and present a 2-week symposium on remote and hybrid training
- » Consultation about NSF grant on institutional change with Director of Robotics Institute
- » Consultations on developing the DEI curriculum for the college, including plans for DEI activities for department leads and assessment of inclusive teaching in the college
- » Consultations with CAEN and Nexus on moving from winter emergency remote teaching to spring and fall remote teaching, including course planning, instructional strategies, group dynamics, and assessment
- » Customized workshops for departments
 - › Dual Degree in Engineering Program workshop for undergraduate students on growth mindset

- › For Faculty
 - Biomedical Engineering workshop for faculty on inclusive teaching strategies
 - Center for Entrepreneurship workshops for faculty on designing successful engineering teams and alternative grading practices
 - College-wide professional development workshop for faculty on flexible classrooms
 - Electrical & Computer Engineering workshop for faculty on growth mindset & impostor syndrome and alternative assessments
 - Industrial & Operations Engineering workshop for faculty on inclusive teaching strategies
 - Naval Architecture & Marine Engineering workshop for faculty on growth mindset
 - Nuclear Engineering and Radiological Sciences workshop for faculty on engineering inclusive classroom climates
- › Materials Science & Engineering workshop for faculty and graduate students on growth mindset and DEI in action (4Is)
- › Workshop for NextProf graduate students and postdocs on developing a teaching philosophy
- » Design and facilitation of a 5-part DEI teaching circle for faculty
- » GSI-related services
 - › Design and facilitation of customized IA orientation programs, fall and winter
 - › Design and facilitation of fall customized GSI orientation program, including two theatre performances of *7 into 15* and practice teaching
- » Grants received by Laura Alford, William Arthur, Drew DeOrio, Robin Fowler, James Juett, Amir Kamil, John Kieffer, John Kloosterman, Westley Weimer
- » Meeting with CoE Associate Deans and ADVANCE Director to plan CRLT Players performances for college in 2020-2021
- » Orientations
 - › Design and facilitation of a full-day teaching orientation program for new engineering faculty
 - › Facilitation of New Faculty Foundations monthly lunches
- » Participation of Engineering 101 in Foundational Course Initiative (cohort 3)
 - › Planning and coordination of long-term change effort
 - Developed Memorandum of Understanding for 3-year partnership
 - Pre-CDI meetings to begin drafting goals and vision for the course
- » Participation of Engineering 110 in Foundational Course Initiative (cohort 1)
 - › Assessment of course features and context
 - Systematic data collection and analysis of student experience
 - Feedback sessions with undergraduate teaching assistants (Departmental Ambassadors) to capture key elements of their experience and training needs
 - Comprehensive analysis of stakeholder feedback to inform transformation decisions
- » Design and creation of course materials
 - › Analysis of course structure to inform course design
 - › Design of new hybrid course structure, combining online learning modules and synchronous discussion sessions led by near peer mentors (DAs)
 - › Design and implementation of Winter Pilot

- › Analysis of Winter Pilot implementation and redesign of course components according to analysis and stakeholder feedback.
- › Planning and coordination of long-term change effort
 - Weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Participation of Electrical Engineering and Computer Science 183 instructional course team in Foundational Course Initiative (cohort 2)
 - › Assessment of course features and context
 - Analysis and review of course pedagogical history
 - Consultation meetings with several Instructional Aides and a GSI on the staff to gather feedback about their experience teaching lab sections and to gather input about strengths and growth areas of the lab section design. This feedback is being used to inform revisions to the lab section and the design of the new Comprehensive Studies Program lab section.
 - Consultation to develop strategies for NSF grant on student feedback
 - Customized dashboard and training for classroom observations to assess distribution of active/passive learning and the impact of instructional aides on student questions
 - › Customized analysis using learning analytics to better understand student outcomes and persistence, overall and with respect to equity
 - › Analysis of historical Computing Cares survey data
 - › Design and creation of course materials
 - Design and facilitation of a peer consultation workshop for undergraduate students
 - Design, facilitation, and debrief of winter Training for Undergraduate Instructional Aides: Peer Mentorship Orientation
 - Design and facilitation of peer mentorship program for undergraduate students
 - Design and facilitation of training for instructional aides to provide support to students during lectures, including answering questions during iClicker activities; training included inclusive teaching strategies
 - › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Players interactive theatre performances for faculty
 - › How identity and faculty rank influence dynamics and the decision-making process of tenure committees
 - › Sexual harassment and misconduct
 - › How to support students facing mental health challenges
- » Teaching innovation award received by Laura Alford, Robin Fowler, and Stephanie Sheffield

Environment and Sustainability

- » Consultations to develop faculty surveys regarding sustainability cases during COVID
- » Design of assessment agenda and research questions for Michigan Sustainability Cases

Information

- » Consultation about My Learning Analytics (MyLA) in Foundational Courses
- » Grants received by Julie Hui

Kinesiology

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Orientation
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2019)
- » Participation of Movement Science 110 instructional course team in Foundational Course Initiative (cohort 2)
 - › Assessment of course features and context
 - Design and facilitation of interactive feedback session with department faculty and administration
 - Design of survey for former students
 - Analysis of enrollment statistics based on student rank, athlete status, and program affiliation
 - › Design and creation of course curriculum and materials
 - Creation and facilitation of a DEI pedagogy working group
 - Creation and facilitation of interdisciplinary learning working group
 - Consultation and facilitation to identify and map learning goals for redesigned course to align with new program goals and priorities
 - Consultation and design support for student learning assessment
 - Consultation and design support for incorporating interdisciplinary case study, including worksheets, lesson plan, capstone activity
 - Consultation and collaboration on piloting and integrating new Metacognition & Learning to Learn modules
 - Consultation and collaboration on the creation of course site and other course technology
 - Design and facilitation of course design retreat
 - Collaboration to modify course instruction for emergency remote teaching
 - Participation in weekly instructional team meetings to support the implementation of the new course
 - › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Consultation on the identification of potential 200-level program changes to better align with new 110 curriculum and overall program goals, including shifts in current courses and a proposed new course
- » Players interactive theatre performance for faculty about students facing mental health challenges

Law

- » Teaching innovation award received by Patrick Barry

Literature, Science, and the Arts

- » Academic Advising Center
 - › Presentation on innovations in STEM teaching

- » American Culture
 - › Design and facilitation of a workshop for graduate students about race & ethnicity pedagogy
- » Anthropology
 - › Design and facilitation of a training for GSIs about race & ethnicity pedagogy
 - › Grants received by David Frye, Yasmin Moll, Leigh Stuckey, Lisa Young
- » Asian Languages and Cultures
 - › Grants received by Erin Brightwell, Yoshimi Sakakibara, and Emily Wilcox
 - › Players interactive theatre performance for faculty and graduate students about common tensions that can arise between advisors and their advisees
- » Astronomy
 - › Design and facilitation of a workshop for graduate students on inclusive teaching
- » Biology
 - › Design and facilitation of a training workshop for Biology 192 undergraduate teaching assistants
 - › Participation of Biology 172 instructional course team in Foundational Course Initiative (cohort 2)
 - Design and creation of course materials
 - » Consultation for a course project to feature more diverse scientists in the curriculum
 - » Consultation and technical support for design and creation of interactive pre-lecture videos
 - » Consultation about adjusting course structures to support emergency switch to remote learning in response to COVID-19
 - Planning and coordination of long-term change effort
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Assessment of course features and context
 - » Collection and analysis of student feedback from several semesters of course evaluations and surveys.
 - » Design and implementation of classroom observations focused on various course components, including lecture, discussion, and instructional team meetings.
 - › Participation of Biology 173 instructional course team in Foundational Course Initiative (cohort 3)
 - Planning and coordination of long-term change effort
 - » Developed Memorandum of Understanding for 3-year partnership
 - » Pre-CDI meetings to begin drafting goals and vision for the course
- » Chemistry
 - › Design and facilitation of a workshop for faculty and GSI on inclusive teaching for peer coaches
 - › Design and facilitation of a workshop for chemistry peer coaches on inclusive teaching
 - › Design and facilitation of a workshop for faculty on inclusive teaching
- » Classical Studies
 - › Grant received by Linda Gosner
- » Comprehensive Studies
 - › Consultations on developing focus groups for undergraduate students who have also taken EECS 183, including the lab section

» Dean's Office

› Consultations

- Monthly meetings with associate dean for undergraduate education about CRLT collaborations and services
- Discussion of support for international GSIs
- Discussion of use of ART 2.0 by CRLT consultants in reporting of evaluation data to faculty
- Launch of new Quantitative Methods in the Social Sciences minor, including curricular planning
- Participation in search committee for Assessment Specialist position
- Discussion of spring/summer emergency remote teaching considerations
- Discussions of self-study processes and CRLT-led Assessment Learning Community
- Discussion of programmatic assessment as part of departmental review process
- Discussion of contributions to HLC accreditation argument

› Customized workshops and presentations

- Design and facilitation of a workshop on active learning for undergraduate peer tutors in the Science Learning Center, Sweetland Center for Writing, and Comprehensive Studies Program at the Peer Tutor Summit
- Design and facilitation of a workshop for junior faculty R&E pedagogy group about course design
- Design and facilitation of a workshop for faculty at LSA seminar series about disrespect and disruption in teaching-learning settings: strategies for prevention and response

› Faculty learning communities

- Coordination and facilitation of fall and winter luncheons for faculty who teach courses fulfilling the Race & Ethnicity distribution requirement
- Design and facilitation of the winter 2020 LSA Large Course Initiative, including a 4-session faculty learning community and coordination of follow-up grants

› Orientations

- Development and facilitation of a teaching academy for all new assistant professors in the college, including a two-day orientation, facilitation of midterm student feedback sessions, facilitation of peer observation of senior colleagues, a winter interactive theatre performance of *Distress Signals*, and a final program on teaching issues arising in the first year of teaching
- Development and facilitation of New Lecturer Orientation, including interactive sessions addressing the needs of LSA lecturers and a closing reception

› GSI-related services

- Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2019 and a winter 2020 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA, including interactive theatre performances about gender climate issues in the classroom
- Design and facilitation of a workshop series for GSMs and GSI Coordinators including collecting student feedback, conducting MSFs, consulting with GSIs, development of teaching philosophy statement, observing classes, running practice teaching sessions, and strategies for training GSIs, including a lunch for networking and sharing strategies
- Design and facilitation of an R&E learning community for GSIs who teach courses fulfilling the Race & Ethnicity distribution requirement

- Organization and facilitation of GSI orientation training programs prior to fall 2019 and winter 2020 terms, including theatre performances
- › Players interactive theatre performances
 - How identity and faculty rank influence dynamics and the decision-making process of tenure committees (multiple sessions)
 - LSA Seminar Series
 - » The experiences of first-generation college students
 - » Sexual harassment and misconduct
 - » Common tensions that can arise between advisors and their advisees
- » Earth and Environmental Sciences
 - › Design and facilitation of a customized workshop for GSIs about developing a teaching philosophy
- » Ecology and Evolutionary Biology
 - › Collaboration with faculty on identifying impacts of climate education on student learning
 - › Grants received by Vincent Deneff, Delbert Green II, Nyeema Harris, Josephine Kurdziel, Nathan Sadowsky
 - › Teaching innovation award received by Thomas Schmidt
- » Economics
 - › Participation of instructional course team from one section of Econ 101 in the Foundational Course Initiative (cohort 1)
 - Assessment of course features
 - » Consultation with faculty, graduate students, and Center for Academic Innovation on metacognitive exam review and research strategies
 - » Development, refinement, and data analysis of new metacognitive study tools
 - Design and creation of course materials
 - » Identification of lecture key takeaways and guiding questions
 - » Lesson plan & slide template design
 - » Design and facilitation of three workshops for GSIs and faculty about inclusive teaching
 - Planning and coordination of long-term change effort
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » English Language Institute
 - › Grants received by Pamela Bogart, Katie Coleman, Trisha Dowling, Carmela Gillette
 - › Presentation to graduate students about the Graduate Teacher Certificate program for ELI584
 - › Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2019 and a winter 2020 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA, including interactive theatre performances about gender climate issues in the classroom
- » English Language and Literature
 - › Design and facilitation of a panel for PhD students about humanities career development
 - › Design and facilitation of a workshop for a graduate student pedagogy course about inclusive teaching practice and discussion

- › Grants received by Jeremiah Chamberlin and Tessa Tinkle
- » Film, Television, and Media
 - › Grants received by Giorgio Bertellini, Toby Millman, and Swapnil Rai
 - › Participation of FTVM 150 instructional course team in the Foundational Course Initiative (cohort 1)
 - Assessment of course features
 - » Consultation on department and course curriculum alignment
 - » Consultation to reflect and recalibrate course post implementation
 - » Facilitation of four focus groups with course faculty to better understand discipline skills and content needs for course
 - » Facilitation of lecture and classroom observations
 - Design and creation of course materials
 - » Consultations on instructional technology uses and pedagogy development
 - » Consulting in collaboration with staff from CAI and the School of Education on virtual reality in FTVM 150
 - » Consultation on instructional technology use and syllabus planning
 - » Creation and support of virtual reality project and assignments
 - » Conduction of interviews with faculty and GSIs from FTVM 150 to inform course design for subsequent semesters
 - Planning and coordination of long-term change effort
 - » Collaborative meetings with chair for course planning
 - » Facilitation of a meeting on course workflow with faculty
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » History
 - › Design and facilitation of two meetings with History 195 about syllabus design and midterm student feedback in collaboration with the Sweetland Center for Writing
- » History of Art
 - › Facilitation of a practice lesson in the team-based learning classroom for HistArt/Asian 392
 - › Grant received by Nachiket Chanchani
- » Judaic Studies
 - › Grant received by Rebecca Scharbach Wollenberg
- » Language Resource Center
 - › Consultation on community of practice about teaching remotely for language instructors
- » Linguistics
 - › Participation of Linguistics 111 instructional course team in Foundational Course Initiative (cohort 3)
 - Planning and coordination of long-term change effort
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - » Developed Memorandum of Understanding for 3-year partnership
 - » Pre-CDI meetings to begin drafting goals and vision for the course

» Mathematics

- › Design and facilitation of a customized workshop for faculty and GSIs about inclusive teaching on transparent assignment design
- › Grant received by Nina White
- › Participation of Mathematics 105 instructional course team in Foundational Course Initiative (cohort 2)
 - Assessment of course features
 - » Design and analysis of a survey to identify areas of strength and opportunities to improve teaching supports for GSIs
 - » Design and analysis of surveys to understand student experiences in the course
 - » Design and analysis of focus groups with instructors
 - » Design and implementation of classroom observations
 - Design and creation of course materials to support mastery learning
 - » Consultations on planning, design, and implementation of mastery assessments in the course
 - » Consultations and collaboration with Academic Innovation and the Math 105 CCD team to integrate eCoach into the course
 - Planning and coordination of long-term change effort
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- › Participation of Mathematics 115 instructional course team in Foundational Course Initiative (cohort 3)
 - Planning and coordination of long-term change effort
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- › Players interactive Theatre performance for faculty, staff, and graduate students about sexual harassment and misconduct

» Molecular, Cellular, and Developmental Biology

- › Grants received by Hilary Archbold and Andrzej Wierzbicki
- › Players interactive Theatre performance for graduate students about the experiences of first-generation college students

» Philosophy

- › Design and facilitation of a customized workshop for graduate students about disrespect and disruption in teaching-learning settings

» Physics

- › Design and facilitation of a workshop for faculty and GSI on inclusive teaching for peer coaches
- › Design and facilitation of a workshop for graduate students on inclusive teaching
- › Participation of Physics 140 instructional courses in the Foundational Course Initiative (cohort 1)
 - Assessment of course features
 - » Analysis of department historical data with respect to varying pedagogical approaches
 - » Presentation on research findings about course impact
 - » Midterm Student Feedback session and report fall 2019
 - » Development and analysis of pre-post survey

- » Qualitative analysis of the instructional team's processes, roles, and learning opportunities through observational data collection
- » Direct comparison of outcomes and persistence between studio and lecture formats
- Design and creation of course materials
 - » Consultations on uses of Biological Science Building 1060 team-based learning classroom for Studio Physics, including facilitation of a building tour
 - » Participation in weekly instructional team meetings to support the course transition to online, and consulting on inclusive strategies in the remote learning environment
 - » Design and facilitation of multi-session (6) undergraduate learning assistant training
 - » Assistance with Canvas design and development of supplementary course resources
 - » Development of customized Day 1 activity to introduce students to the Studio-style structure and collaborative best practices
 - » Development of a new algorithm to assign students to collaborative learning groups
- Planning and coordination of long-term change effort
 - » Coordination and communication with advising centers and the development of documents to help clarify the characteristics of Studio-style physics
 - » Consultation/planning for refinement and scale-up of Studio-style model from <30 students to 120
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- › Grants received by Dante Amidei, Michelle Coeman, and Jens-Christian Meiners
- › Players interactive theatre performance for faculty, staff, and graduate students about sexual harassment and misconduct
- » Program in the Environment
 - › Participation of PitE 201 (ENVIRON 201) instructional course team in Foundational Course Initiative (cohort 3)
 - Planning and coordination of long-term change effort
 - » Developed Memorandum of Understanding for 3-year partnership
 - » Pre-CDI meetings to begin drafting goals and vision for the course
- » Psychology
 - › Design and facilitation of a workshop for GSIs on hot moments in the classroom for the psychology teaching academy
 - › Grant received by Priti Shah
 - › Presentation to graduate students about CRLT services for the psychology teaching academy
- » Residential College
 - › Grants received by Olga Lopez-Cotin, Sascha Crasnow, Elizabeth Goodenough, Toby Millman, Becca Pickus, Isaac Wingfield
- » Romance Languages and Literatures
 - › Grants received by Mar Freire Hermida, Nina O'Connor, Michelle Orecchio, Nancy Perez, and Rashmi Rama
 - › Players interactive Theatre performance for faculty about students facing mental health challenges

- › Presentation about U-M Graduate Teacher Certificate program and CRLT resources for graduate students in the introductory graduate student seminar
- » Sociology
 - › Consultation on GSI evaluation and training
 - › Players interactive theatre performance for faculty about the experiences of first-generation college students
- » Statistics
 - › Design and facilitation of a customized workshop for graduate students about engaging students with active learning
 - › Grant received by Jack Miller
- » Sweetland Center for Writing
 - › Consultation on M-Write assessment strategies
 - › Consultations about archiving data from a Teagle/Spencer-funded project on metacognition
 - › Design and facilitation of a syllabus workshop for History 195 GSIs in collaboration with the SCW
 - › Grants received by Colleen LaPere, Simone Sessolo, and Naomi Silver
- » Undergraduate Research Opportunity Program
 - › Design and facilitation of a peer facilitator training for undergraduate students
- » Women in Science and Engineering (WISE)
 - › Consultation on transitional steps for establishing a faculty director role

Medicine

- » Consultation on designing a university-wide mindfulness course
- » Consultations to assist redesigning the first year curriculum for Health System Science
- » Customized workshops
 - › Design and facilitation of a workshop for faculty, staff, and graduate students about designing effective presentations for neurosurgery
 - › Design and facilitation of a workshop for faculty and staff about teaching for inclusion and equity in health policy pathway of excellence
 - › Design and facilitation of a workshop for faculty about identity and authority: exploring the importance of introductions and team hand-offs
 - › 3-Part Inclusive Teaching series monthly faculty meeting in Family Medicine
- » Design and facilitation of a faculty retreat for pharmacology
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Grants received by Emily Abdoler, Janet Biermann, Anna Berezovsky, Lauren Chibucos, Vineet Chopra, Daniel Cronin, Michelle Daniel, Robert Dickson, Michael Englesbe, Amit Gupta, Nathan Houchens, Rana Kabeer, Patricia Mullan, Emily Peoples, Jakob McSparron, Seetha Monrad, Sanjay Saint, Nicole Seiberlich, Gurjit Sandhu, Alexandra Vinson, and Laura Zisblatt
- » Teaching innovation award received by Thomas Schmidt

- » Orientations
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2019)
- » Players interactive theatre performances for first-year medical students about delivering serious news
- » Presentation about U-M Graduate Teacher Certificate Program and CRLT resources for graduate students
- » Teaching innovation award received by David Zopf

Music, Theatre & Dance

- » Consultation with Theatre Department chair and facilitation of faculty discussion of upcoming faculty search
- » Consultation on Arts and Technology Teach-Out
- » Consultations with the dean on issues related to formative and summative evaluation of teaching
- » Design and facilitation of a workshop for faculty about course design considerations for student mental health presentations
- » Grants received by Charli Brissey, Amy Chavasse, Jeremy Edwards, Jeffrey Lyman, Rob Murphy, Christianne Myers, and Nancy Uffner-Elliot
- » Collaboration with the SMTD Council of Departmental Representatives (CDR) to establish and facilitate a process for developing a set of proposed student learning goals for the SMTD undergraduate curriculum
 - › Planning, implementation, and facilitation with CDR leadership of three special CDR meetings and two CDR sub-committee meetings
 - › Design and implementation of an SMTD faculty survey to gather feedback on an initial set of proposed goals
 - › Compilation and analysis of faculty survey data to inform the process of revising initial drafts of the proposed student learning goals
- » Design and facilitation of an online community of practice with Center for Academic Innovation

Nursing

- » Consultation with T32 advisory board about innovations in promoting health and safety
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Grants received by Melissa Bathish, Jade Burns, Paul Edick, Jennifer Massarelli, Judith Policicchio, Deborah Price, and Laura Prochnow
- » Orientations
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2019)

Pharmacy

- » Design and facilitation of a workshop for faculty and teaching residents about skills for facilitating discussions
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Grants received by Gregory Eschenauer, Michael Kraft, Rima Mohammad

- » Orientations
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2019)

Public Health

- » Consultation with dean's office about upcoming accreditation visit, including design of assessments for multiple courses and competencies in the MPH program
- » Collaboration with undergraduate curriculum leaders on approaches to assessing the new undergraduate degree program, including co-facilitation of faculty retreat and support of assessment efforts involving faculty, students, alumni, and employers
- » Consultation about sequencing of assignments across Biostatistics courses
- » Design and facilitation of a workshop for faculty in health management policy about inclusive syllabus design
- » Design and facilitation of four focus group sessions for the Genome Science Training Program
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Grant received by Emily Youatt
- » Orientations
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2019)
- » Participation of Public Health 200 instructional course team in the Foundational Course Initiative (cohort 1)
 - › Design and creation of course materials
 - Development and implementation of GSI training
 - Consultations about section redesign
 - Facilitation of a retreat for CCD team to reflect and recalibrate goals
 - Design and preparation of Moderated Q&A
 - Exam analysis and redesign with attention to equity and effectiveness of questions
 - Course map revision and updating
 - › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Presentation about CRLT services to dean

Rackham Graduate School

- » Design and facilitation of a workshop for graduate students and postdoctoral scholars on developing a social media strategy for your career
- » Design, implementation, and evaluation of a 5-session program on diversity and inclusive teaching for GSIs, with the Program on Intergroup Relations
- » Participation in discussions of Rackham Diamond Cube project
- » Preparing Future Faculty Programs
 - › Co-presentation of workshops on writing diversity statements (fall and winter)

- › Facilitation of workshops on developing a teaching philosophy (delivered online fall and face-to-face fall and winter)
- › Organization and implementation of a blended version of an eight-session Postdoctoral Short-Course on College Teaching in Science and Engineering, winter 2020
- › Organization, implementation, and evaluation of the month-long, online, 10-session Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty for advanced doctoral students
- » Presentation of CRLT resources at the Rackham Welcome Fair
- » Service on the GSI award committee
- » Players interactive theatre performances for graduate students
 - › Students facing mental health challenges (two times)
 - › Experiences of first-generation college students

Social Work

- » Consultation with faculty leadership in using rubrics to evaluate teaching
- » Design and facilitation of a workshop for faculty and GSIs about teaching for equity and inclusion in the field
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Grants received by Daphne Brydon, Ayesha Ghazi, Justin Hodge, Rogerio Pinto, Daicia Price, Laura Sanders, and Amber Williams
- » Orientations
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2019)

Customized Services for Other Units at U-M

ADVANCE

- » Consultations and planning for CRLT Players performances for 2019-2020 and 2020-2021 seasons
- » Players interactive theatre performances for faculty, staff, and graduate students about the experiences of first-generation college students

Center for Academic Innovation

- » Design and facilitation of an 8-session Emergency Remote Teaching Series for faculty and GSIs on
 - › Building your learning community: creating and facilitating collaborative online experiences (3x)
 - › Curating and creating compelling online content
 - › Getting started/ moving toward: designing your online class (3x)
 - › Inclusive teaching in remote contexts (3x)
 - › Making collaboration and group work happen online
 - › Transferring and transforming assessments for online courses
- » Collaboration about integrating an NSF grant to centralize assessment tools for faculty programs

- » Presentation about learning analytics and course redesign for the AI Data Showcase

Hospitals and Health Centers

- » Players interactive theatre performances for staff about sexual harassment and misconduct

Human Resources

- » Design and facilitation of a multi-session teaching circle on inclusive teaching for lecturers
- » Planning for sexual harassment programming in 2020-2021

Libraries

- » Design and facilitation of a customized workshop for librarians about teaching for equity and inclusion
- » Grant received by Daniel Fessahazion
- » Presentation for Hatcher Library about FCI services

Michigan Center for Interprofessional Education

- » Consultation to discuss assessment plan for Team Recovery Project
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community

Office of the President

- » Collaboration with the first and second cohort of collaborative course design teams under the Foundational Course Initiative, and recruitment of a third cohort (Biology 173, Engineering 101, Linguistics 111, Mathematics 115, Program in the Environment 201)
- » Design and presentation of Players interactive theatre performances (4-part series) for university leadership about sexual harassment and misconduct

Office of the Provost and Executive Vice President for Academic Affairs

- » 2020 Re-accreditation leadership activities
 - › Participation in Accreditation 2020 Core Team meetings
 - › Participation in HLC open forum on teaching, learning & assessment
 - › Participation in meeting with HLC re-accreditation committee about CRLT's role in supporting teaching, learning, and assessment
 - › Planning of U-M's student survey
 - › Writing, soliciting feedback for, and revising the accreditation argument
- » Consultations
 - › Development of resources and trainings for U-M faculty teaching online
 - › Discussion of Detroit Center for Innovation with Vice Provost and Associate Vice Provost for Academic Innovation
 - › Discussion with Chief Diversity Officer about inclusion of religious diversity in programs and training materials
 - › Discussion of Foundational Course Initiative with interim provost
 - › Meetings to discuss how to prepare faculty to teaching in the new central campus classroom building

- » COVID-19
 - › Participation on multiple committees charged with developing plans for remote and hybrid teaching, including the Ad Hoc Subgroup on Course Evaluations, Committee on Large and Foundational Courses, Coordinating Committee on Instructional Planning, Vice Provost for Academic Innovation Response and Recovery Team
 - › Design and facilitation of a workshop for faculty GSI coordinators and GSMs on CRLT resources for college and departmental GSI training
 - › Design and facilitation of an emergency-remote-teaching workshop series in collaboration with the Center for Academic Innovation for faculty and GSIs on
 - Building your learning community: creating and facilitating collaborative online experiences (3x)
 - Curating and creating compelling online content
 - Getting started/ moving toward: designing your online class (3x)
 - Inclusive teaching in remote contexts (3x)
 - Making collaboration and group work happen online
 - Transferring and transforming assessments for online courses
 - › Daily open office hours for faculty and GSI to address remote classroom questions
 - › Beyond Prof Webinar Series: Online Teaching: Lessons Learned - Webinar for graduate students and and postdocs (May 28, 2020)
- » Organization and facilitation of FCI seminar series for faculty, including “Building a Change Ecosystem: Leveraging the Institution to Improve STEM Education”, “Examining the Relationships between Constructions of Knowledge, Pedagogy, and Advancing Inclusion Across the Disciplines”, and “Exploring How Cultural Identity Influences STEM Identity & Retention”
- » Orientations
 - › Organization and facilitation of New Faculty Orientation, including interactive theatre performance
 - › Organization, facilitation, and evaluation of the Provost’s Campus Leadership Program (orientation and monthly roundtables) for chairs and associate deans, including Difficult Conversations, The Role of Faculty Leaders in Challenging Times, and Understanding the U-M Budget
- » Support for Diversity, Equity, & Inclusion (DEI) efforts including
 - › Coordination of Faculty Communities for Inclusive Teaching grants poster fair to share grantees’ work
 - › Design and facilitation of workshops for Disability Community Month, “Accessibility in Large Courses” and “Teaching for Accessibility,” a self-paced, asynchronous, 2-week workshop
- » Support for teaching award and grant competitions, including
 - › Administration of Gilbert Whitaker Fund for the Improvement of Teaching grants competition
 - › Administration of Lecturers’ Professional Development Fund program for LEO lecturers
 - › Coordination of campuswide Provost’s Teaching Innovation Prize, including creation of posters for sharing innovations
 - › Coordination of nominations for U-M’s candidate for Michigan Distinguished Professor of the Year
 - › Organization of competition to select Thurnau Professors and dinner honoring 2020 recipients
- » Vice Provost and Associate Deans Group Meetings
 - › Participation in U-M accreditation Team’s overview of the accreditation process, framing, timeline, and logistics

- › Presentations for feedback on U-M's draft arguments for criteria 2, 3, and 4
- › Presentation on the Foundational Course Initiative

Office of Student Life

- » Consultation with the Program on Intergroup Relations about the summer institute
- » Participation on the search committee to fill the Assessment Director position

Teaching Technology Collaborative

- » Collaboration with other instructional technology units to organize and facilitate the Enriching Scholarship Conference, a university-wide, one-week programs of workshops, demonstrations, and presentations. The 2020 program was cancelled due to COVID-19.

Appendix C: Collaborations and Committee Work

Collaboration with Other Units

Collaboration with other U-M offices is a key component of CRLT services. During 2019-2020, CRLT worked with all schools and colleges on teaching improvement projects. Additionally, CRLT collaborated with:

- » ADVANCE Program
- » Center for Academic Innovation
- » Center for the Education of Women+
- » CoE Office of the Associate Dean for Undergraduate Education
- » Council for Disability Concerns
- » Division of Student Life
- » Duderstadt Center
- » English Language Institute
- » Ginsberg Center for Community Service and Learning
- » Information and Technology Services
- » Library Teaching and Learning
- » LSA Dean's Office
- » Michigan Center for Interprofessional Education
- » Michigan Medicine
- » National Center for Institutional Equity
- » Nexus
- » Office of Diversity, Equity, and Inclusion
- » Office of the President
- » Office of the Provost
- » Organizational Learning
- » Program on Intergroup Relations
- » Rackham Graduate School
- » Ross School of Business
- » Registrar
- » SEISMIC
- » Spectrum Center
- » Sweetland Center for Writing
- » Teaching and Technology Collaborative
- » University Library

Committee Work

As part of their collaborative efforts, CRLT staff served on a large number of committees within U-M and nationally:

- » Academic Advising Office
- » Accreditation Central Team
- » Active Learning Classroom Building Working Group
- » Advisory Committee on the Rackham Doctoral Experience Study
- » Association of Chinese Professors at U-M
- » Central Campus Classroom Building Planning Committee
- » Center for Academic Innovation Magnify advisory committee
- » Center for the Education of Women+'s Council for Nontraditional Students
- » Culture Education Advisory Group
- » Director of Student Life Assessment and Research search committee
- » Disability Taskforce - pedagogy subcommittee
- » Education Advisory Group (EAG) for U-M Sexual Misconduct initiative
- » Enriching Scholarship Keynote Committee
- » Islamophobia Working Group (IWG)
- » Language Matters

- » Michigan Center for Interprofessional Education
- » Midwest Interprofessional Practice, Education and Research Center (MIPERC)
- » MLK Symposium Committee
- » Program on Intergroup Relations Advisory Board
- » Provost Taskforce on Large and Foundational Courses
- » Provost's Coordinating Committee on Instructional Planning (CCIP)
- » Provost's Enabling Capacity Task Force
- » Professional Latinos at the U-M Alliance
- » Rackham Outstanding GSI Awards committee
- » Respect in Striving for Excellence (RISE)
- » School of Public Health advisory team for CEPH disciplinary accreditation
- » School of Nursing T-32 doctoral program Advisory Committee
- » Science Learning Center DEI Advisory committee
- » SEAS Michigan Sustainability Cases Curricular Advisory Board
- » Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC)
- » Spectrum Center Advisory Board
- » Student evaluation of teaching advisory committees
- » Teaching and Learning Advisory Board (ITS)
- » Teaching and Technology Collaborative
- » U-M Accreditation Central Team
- » Vice Provosts and Associate Deans Group

External Committee Participation

- » AAC&U
 - » Project Kaleidoscope Faculty of the 21st Century
- » American Geophysical Union Education Section Leadership
- » Big Ten Academic Alliance Teaching Center Directors Group
- » Centers for Teaching and Learning Communications Group
- » Editorial Board, *Journal of Student Affairs Research and Practice*
- » Editorial Board, *Oracle*
- » Improving Undergraduate STEM Education (IUSE)
- » Ivy+ Assessment Coordinators Group
- » Ivy+ Teaching Center Directors Group
- » National Women's Studies Association
 - » Women of Color Caucus
- » POD committees
 - » Diversity Committee
 - » Healthcare Educational Development SIG
 - » People of Color Affinity Group
 - » Professional Development Committee
 - » Scholarship Committee
 - » STEM SIG
 - » Teaching with Technology SIG

Appendix D: External Colleges, Universities, and Organizations Served

Because of its national reputation, representatives of many other institutions contact CRLT for advice and information. In 2019-2020, CRLT provided 7,764 services to external clients who represent 127 colleges and universities, and 5 associations, foundations, and other organizations in the United States and abroad (see below). Most frequently, CRLT staff provided information on topics such as how to develop a new teaching center and evaluate its programs, how to work with faculty at a research university, how to embed inclusive teaching into the work of a teaching center, and requests to use CRLT publications and web resources. Additionally, 400 people from external institutions attended performances by the CRLT Players, while others attended presentations given by CRLT staff at conferences and meetings. Following are lists of the institutions and organizations that received services from CRLT.

* indicates that individuals from that institution or organization visited CRLT in Ann Arbor

Colleges and Universities within the U.S.

- » Albert Einstein College of Medicine
- » Allegheny College
- » Arizona State University *
- » Berea College
- » Boise State University
- » Boston University
- » Bowling Green State University
- » Brandeis University
- » Brooklyn College
- » Brown University
- » Bunker Hill Community College
- » California Institute of Technology
- » California State University, Los Angeles
- » California State University, Monterey Bay
- » Carnegie Mellon University
- » Central Michigan University
- » Central New Mexico Community College
- » Clark Atlanta University
- » Colorado Mountain College Rifle
- » Columbia University
- » Coppin State University
- » Cornell University
- » Dartmouth College
- » Delaware County Community College
- » Des Moines Area Community College
- » Duke University
- » Elon University
- » Emory University
- » Georgia Institute of Technology
- » Governors State University
- » Harvard University
- » Haskell Indian Nations University
- » Henry Ford College
- » Indiana University, Purdue University Indianapolis
- » Indiana University*
- » Institute for College Teaching, SUNY Cortland
- » Johns Hopkins University
- » Johnson C. Smith University
- » Lawson State Community College
- » Lehman College
- » Lincoln University
- » Marshalltown Community College
- » Massachusetts Institute of Technology
- » Michigan State University*
- » Minneapolis College
- » Morehouse College
- » Morgan State University
- » National Technical Institute for the Deaf
- » New Jersey City University

- » New Mexico State University
- » New York University
- » Normandale Community College
- » North Carolina A&T State University
- » North Carolina Central University
- » North Hennepin Community College
- » Northwestern University
- » Notre Dame University
- » Oakwood University
- » Our Lady of the Lake University
- » Pima Community College
- » Princeton University
- » Purdue University*
- » Rice University
- » Rochester Institute of Technology
- » Rutgers University
- » Rutgers University at Camden
- » San Diego City College
- » San Diego State University
- » San Francisco State University
- » Skidmore College
- » Southwestern Indian Polytechnic Institute
- » Spelman College
- » St. Mary's University
- » Stanford University
- » Stillman College
- » Stony Brook University
- » Suffolk County Community College
- » SUNY Old Westbury
- » The Ohio State University
- » The Pennsylvania State University
- » The University of Chicago
- » The University of Vermont
- » Tufts University
- » University of Alabama at Birmingham
- » University of California at Santa Cruz
- » University of California, Davis*
- » University of California, Irvine*
- » University of California, Los Angeles
- » University of California, San Diego
- » University of California, San Francisco
- » University of California, Santa Barbara*
- » University of Dayton
- » University of Georgia
- » University of Illinois
- » University of Iowa
- » University of Kansas, Lawrence
- » University of Maine at Presque Isle
- » University of Maryland
- » University of Massachusetts, Amherst
- » University of Massachusetts, Boston
- » University of Minnesota*
- » University of Montevallo
- » University of Nebraska-Lincoln
- » University of New Mexico
- » University of North Carolina at Pembroke
- » University of North Carolina, Chapel Hill
- » University of Oklahoma
- » University of Pennsylvania
- » University of Pittsburgh*
- » University of Rochester
- » University of Southern Alabama
- » University of Southern California
- » University of Southern California, Rossier
- » University of Texas Health San Antonio
- » University of Toledo
- » University of Washington
- » University of Wisconsin, Madison
- » Valencia College
- » Virginia Commonwealth University
- » Virginia State University
- » Virginia Union University
- » Wake Forest University
- » Washington University in St. Louis
- » Wayne County Community College District
- » Wesleyan University
- » William Patterson University
- » Yale University

Colleges and Universities outside the U.S.

- » Academic Literacy Laboratory, Brazil
- » Al Andalus International School, Egypt
- » Balochistan University of Information Technology, Engineering & Management Sciences, Pakistan*
- » Harbin Institute of Technology, China*
- » Higher Education Commission, Islamabad, Pakistan*
- » La Salle Greenhills, Philippines
- » Monash University, Australia
- » Nagasaki University of Foreign Studies, Japan
- » National Academy of Higher Education, Higher Education Commission, Islamabad, Pakistan*
- » National University of Modern Languages, Islamabad, Pakistan*
- » Peking University, China*
- » Shaheed Mohtarma Benazir Bhutto Medical University, Larkana, Sindh, Pakistan*
- » The University of Melbourne, Australia
- » University of Calgary, Canada
- » University of Sargodha, Pakistan*
- » University of Saskatchewan, Canada

Other Organizations and Associations

- » Apereo Foundation
- » *The Chronicle of Higher Education*
- » Firefighter Academy Canadian Forces
- » Unizin
- » *The Wall Street Journal*

Appendix E: Publications and Presentations

CRLT again distributed the publication *Departmental GSI Development: A Handbook for Faculty and GSIs Who Work with GSIs*. The handbook and a series of Occasional Papers are available on CRLT's website. <http://crlt.umich.edu/resources/publications>.

Publications by CRLT Staff

- » Ajlen, R., Plummer, B., Straub, E., & Zhu, E. (2020, May). *Motivating Students To Learn: Transforming Courses Using A Gameful Approach*. Occasional Paper No. 40. Ann Arbor, MI: Center for Research on Learning and Teaching, University of Michigan.
- » Duffy, M. A., Hammond, J. W., & Cheng, S. J. (2019). Preaching to the choir or composing new verses? Toward a writerly climate literacy in introductory undergraduate biology. *Journal of Ecology and Evolution*, 9(22), 12360-12373.
- » McIntee, F., Tabb, J., Hendrickson, T., Mathur, A., Hwalek, M., Kagey, J. D., Snyder, K., Andreoli, J., & Feig, A.L. (2019). The Role of the ReBUILDetroit Scholars program at Wayne State University in broadening participation in STEM. In L. L. Winfield, G. Thomas, L. M. Watkins, & Z. S. Wilson-Kennedy (Eds.), *Growing Diverse STEM Communities: Methodology, Impact, and Evidence*. American Chemical Society Symposium Series eBook. DOI: 10.1021/bk-2019-1328.ch008
- » Wagner, M., Kusano, S., Hardin, R., & Matney, M. (2019, November). *The Michigan Sustainability Cases Initiative: Adapting Case-Based Teaching for Innovative Sustainability Science Education*. Occasional Paper No. 39. Ann Arbor, MI: Center for Research on Learning and Teaching, University of Michigan.
- » Zhu, E. (2019). Assessing teaching excellence: Award types and practices at the University of Michigan, *Higher Education in Russia and Beyond*, 3(21)..

Presentations

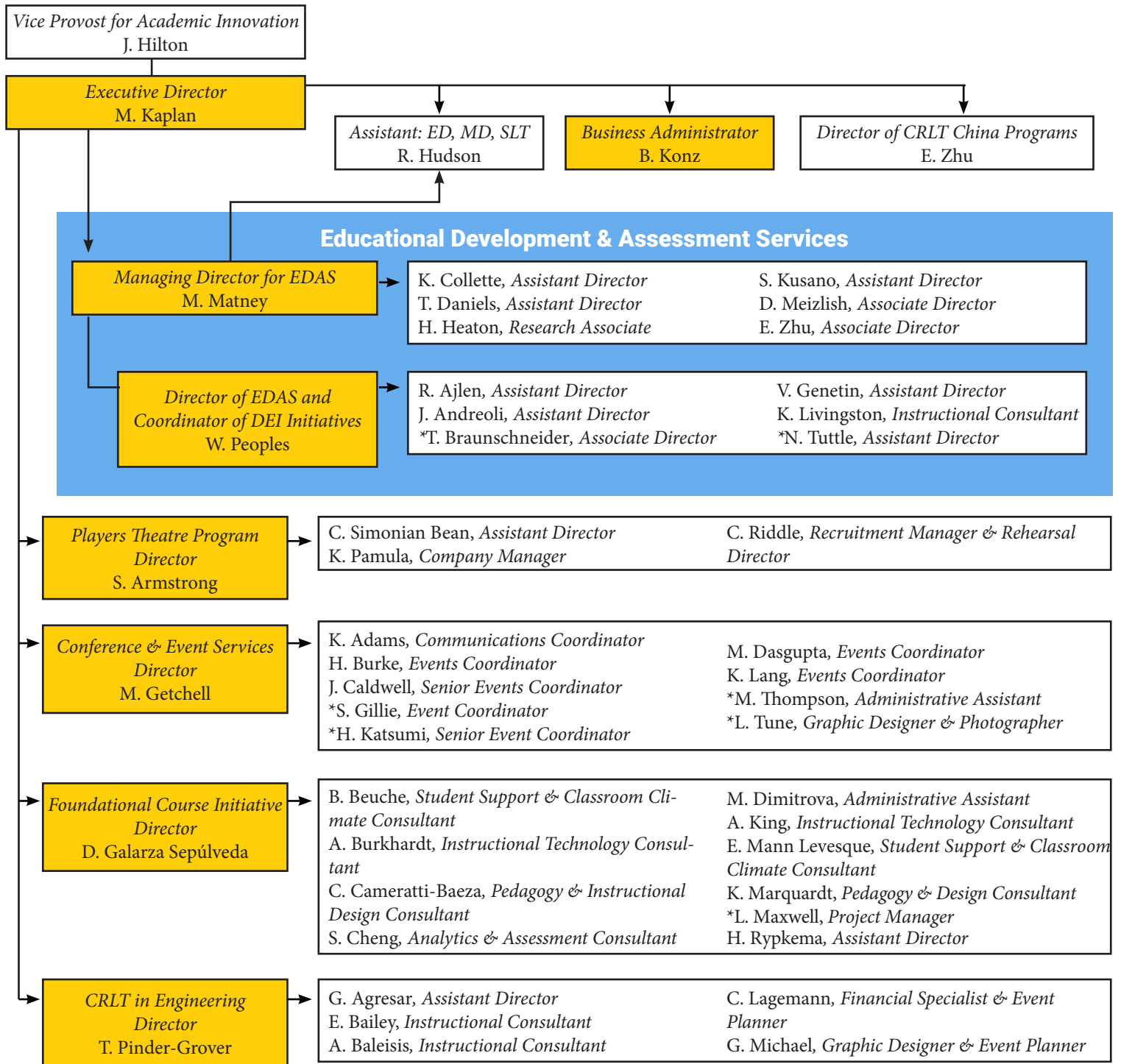
- » Agresar, G., Kusano, S., & Pinder-Grover, T. (2019, June). *Assessing inclusive teaching training of graduate student instructors in engineering*. Presented at the 126th American Society for Engineering Education Annual Conference and Exposition, Tampa, FL.
- » Armstrong, S., & C. S. Bean. (2019, August). *Cuts: A theatrical reckoning with racial inequity in higher education*. Presentation at the Association for Theatre in Higher Education, Orlando, FL.
- » Collette, K., & Levesque, E. (2019, November). *Students as partners in introductory course redesign and transformation*. Presentation at the 44th Annual POD Conference, Pittsburgh, PA.
- » Fitzgerald, M., Anderson, O., Farris, K., Gross, M., Ursuy, P., Mattison, D., Najjar, G., Daniels, T., Patterson, V., & Smith, L. (2019, October). *Faculty implementation of a large-scale foundational IPE experience*. Poster Presentations at the Collaborating Across Borders VII Conference, Indianapolis, IN.
- » Gross, M., Anderson, O., Daniels, T., Farris, K., Fitzgerald, M., Gao, M., Mattison, D., Moore, L., Najjar, G., Patterson, V., Ursuy, P., & Smith, L. (2019, October). *A one-two punch: Introducing students to IPE with an online module followed by a face-to-face event*. Poster Presentations at the Collaborating Across Borders VII Conference, Indianapolis, IN.
- » Holt, L., & Daniels, T. (2019, November). *Does one size fit all?* Presentation at the 44th Annual POD Conference, Pittsburgh, PA.

- » Kaplan, M., Felten, P., Imad, M., & Pinder-Grover, T. (2019, November). *Navigating complex and evolving roles: A discussion for center leaders*. Presentation at the 44th Annual POD Conference, Pittsburgh, PA.
- » Kusano, S., Rypkema, H., & Tuttle, N. (2019, November). *Learning analytics and centers for teaching and learning: A roundtable discussion*. Presentation at the 44th Annual POD Conference, Pittsburgh, PA.
- » Macdonald, S., & Peoples, W. (2019, November). *Critical reflections on whiteness in faculty development programming*. Presentation at the 44th Annual POD Conference, Pittsburgh, PA.
- » Matney, M. (2020, May). *Student leadership and wellness during virtual learning*. Presentation at College Band Directors National Association (CBDNA) Athletic Bands Symposium.
- » Matney, M., & Pasquale, J. (2019, July). *Arts and Technology*. Teach-Out deployed.
- » Najjar, G., Anderson, O., Daniels, T., Farris, K., Gross, M., Mattison, D., Patterson, V., Smith, L., Ursuy, P., & Fitzgerald, M. (2019, October). *Faculty perceptions of interprofessional education experience: A qualitative analysis of "IPE in Action" event*. Poster Presentations at the Collaborating Across Borders VII Conference, Indianapolis, IN.
- » Peoples, W. (2019). *Anti-racist and decolonizing pedagogies*. Presentations at Brown University, Emory University, University of Michigan, Rhode Island College, and St. Cloud State University.
- » Rypkema, H. (2019, November). *Using rich analytics to inform course improvement*. Poster presented at the 44th Annual POD Conference, Pittsburgh, PA.
- » Smith, L. J., Mattison, D., Anderson, L., Daniels, T., Farris, K., Fitzgerald, M., Goa, S. M., Moore, L., Najjar, G., Patterson, V., Ursuy, P. A., & Gross, M. (2019, October). *From a classroom to an arena: Lessons learned from a large scale foundational PE event*. Poster Presentations at the Collaborating Across Borders VII Conference, Indianapolis, IN.

Review and Editorial Work

- » 500 Women Scientists (S. Kusano)
- » AAC&U Network for Academic Renewal 2019 Conference: Transforming STEM Education (J. Andreoli)
- » American Society for Engineering Education (S. Kusano)
- » Co-Coordinator of POD 2020 Interactive Sessions (R. Ajlen)
- » *International Journal for Academic Development* (D. Meizlish)
- » *Journal of Ecology and Evolution* (S. Cheng)
- » *Journal of Education Technology and Society* (E. Zhu)
- » *Journal of Faculty Development* (D. Meizlish)
- » *Journal of Geophysical Research – Biogeosciences* (S. Cheng)
- » *Journal of Student Affairs Research and Practice* (M. Matney)
- » *Oracle: The Research Journal of the Association of Fraternity/Sorority Advisors* (M. Matney)
- » Peer Reviewer, Higher Learning Commission (M. Matney)
- » Review of POD 2020 Interactive Session Proposals (D. Meizlish)
- » *To Improve the Academy* (D. Meizlish)

Appendix F: Regular Staff Organizational Chart, 2019-2020



Key:

Yellow: Senior Leadership Team Members

* No longer at CRLT

This list does not include graduate students instructional consultants, graduate research assistants, actors, or student assistants



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