



2020 - 2021

ANNUAL REPORT



CRLT

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

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This report was compiled by CRLT staff.

EXECUTIVE SUMMARY

EXECUTIVE DIRECTOR'S LETTER

The 2020-2021 academic year posed extraordinary challenges for CRLT, the University of Michigan, and U.S. higher education more broadly. The need for remote and hybrid teaching, learning, and work modalities continued throughout an entire academic year as recurring surges in COVID-19 infections accompanied the wait for vaccines to be approved, produced, and distributed. The disproportionate occurrences of sickness and death amidst black and brown communities and heightened attention to egregious police violence, along with increases in violent hate crimes targeting a number of minoritized populations, made it evident that the longstanding and ongoing racial inequities across U.S. society were tantamount to a second pandemic, and calls for concrete steps to ameliorate racial inequity at colleges and universities took on new urgency. The university community also sought strategies for approaching a Democracy and Debate Theme Semester at a time when contentious rhetoric preceded and followed the 2020 presidential election. And ongoing questions about the university's handling of high-profile sexual harassment cases underlined the critical importance of efforts designed to change the culture within which those acts occurred.



As you will read in the following pages, CRLT played a key role in supporting the university educational community as it sought to navigate a series of difficult moments. CRLT staff designed and presented new programs and resources for instructors and consulted with them on topics ranging from remote teaching to racial equity in teaching, democracy and debate, and creating climates resistant to sexual harassment. CRLT's responsiveness was highly valued by academic leaders, collaborators, and individual instructors across the campus.

This work was carried out with dedication, skill, and persistence in the face of personal constraints. Like workers across our campus and country, many CRLT staff members parent young children, and they grappled with the demands of their jobs while caring for children and overseeing online schooling, often working well outside traditional 8-5 hours. Some staff themselves suffered COVID-19 directly; everyone feared for, or mourned the loss of, family and friends. As a result, we all needed to work compassionately with each other.

As our team learned new ways to collaborate using remote tools, we incorporated those lessons into programs for instructors. Consultants' new skills enabled them to rethink and tailor their programs and approaches to meet the exigencies of teaching online, both synchronously and asynchronously. Event planners became experts at Zoom meetings, Canvas modules, and deploying technologies to make online spaces feel like supportive communities. And we all deepened our commitment to racial equity through ongoing professional development and a careful examination of our internal processes as well as our programs for the campus, a process that sets the stage for continued growth in years to come.

In presenting this summary of our accomplishments in 2020-2021, I want to thank all of my colleagues for their commitment to excellence, their collegiality and care for one another, and their support of our U-M instructional community over the past year. Their dedication, creativity, and flexibility were true reflections of the Michigan difference.

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.

Foundational Course Initiative

The Foundational Course Initiative (FCI) has received continued funding through the President's Academic Innovation Fund with a commitment of \$7.2 million dollars over the next six years. FCI aims to create an equitable, engaging, and rigorous 21st-century model of teaching at scale. The Initiative focuses on transforming large enrollment undergraduate courses that are pivotal to a student's understanding of an entire field of study and can often determine their career trajectory.

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.

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.

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.

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.



2020-2021* YEAR AT A GLANCE

SUMMARY of CRLT SERVICES

Total Services Provided **28,166**

(Some individuals receive multiple services)

Total Services for U-M Clients **23,893**

Campuswide programs 1,031

Customized programs for departments, schools, & colleges 13,962

Consultations 8,775

Instructors receiving midterm student feedback (MSF) sessions 225

Total Services for External Clients **4,273**

Presentation and workshop participants 3,012

Audience members at external theatre performances 264

Consultations and other services 997

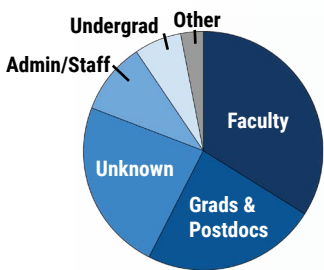
EXTERNAL REACH BEYOND U-M

U.S. Educational Institutions 81

Other U.S. Organizations 11

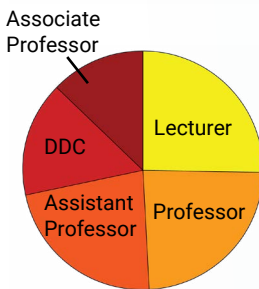
International Institutions 22

U-M CLIENT PROFILES



13,681 Unique Individuals

Faculty	4,641
Graduate Students & Postdoctoral Scholars	3,226
Unknown	3,216
Admin/Staff	1,331
Undergraduate Students	885
Other	382



Faculty by Rank

Lecturer	1,184
Professor	1,098
Assistant Professor	1,051
DDC (Deans, Directors, Department Chairs)	716
Associate Professor	592

SERVICES by SCHOOL/COLLEGE

School or College **Individuals** **Services**

Architecture & Urban Planning 119 138

Art & Design 91 156

Business 269 362

Dentistry 146 171

Education 182 321

Engineering 2,864 5,755

Environment and Sustainability 186 286

Information 188 265

Kinesiology 149 483

Law 36 41

LSA 3,815 6,652

Medicine 683 1,101

Music, Theatre & Dance 323 364

Nursing 136 205

Pharmacy 131 244

Public Health 514 752

Public Policy 87 98

Social Work 119 136

Administration 398 966

U-M Libraries 154 346

Other 182 327

U-M Dearborn 36 43

U-M Flint 30 66

Individuals, Unit Unknown 2,843 -

Services, Unit Unknown - 4,615

TOTALS: **13,681** **23,893**

CONSULTATION SERVICES

Consultations	8,775
Midterm student feedback sessions (MSFs) conducted*	190
Students served by MSFs	7,962
U-M offices advised	15
Committees with CRLT representatives	68

**Some courses have multiple instructors*

PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

Preparing Future Faculty (PFF) programs	2
Participants in PFF programs	612
Graduate Student Instructional Consultants	38

ONLINE

Unique website visitors	378,767
Countries	225
Blog posts	10
Twitter followers	3,038

RESEARCH & PUBLICATIONS

25	projects across 7 U-M schools and colleges
1	CRLT action research project
33	Publications and presentations

FACULTY AWARDS

Award competitions	1
Faculty recipients	6

CRLT PLAYERS

Performances at U-M	41
U-M workshops	2
External performances	5
Different sketches performed	7
Total audience members	3,427

CRLT COMMUNITY



Senior Leadership Team

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

Educational Development & Assessment Services

Ronit Ajlen	Stephanie Kusano
Jeanne Andreoli	Kate Livingston
Karishma Collette	Deborah Meizlish
Tazin Daniels	Bethany Morrison
Victoria Genetin	Kyra Shahid
Hayley Heaton	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



David Thacher

Associate Professor of Public Policy and of Urban and Regional Planning



Dana Tschannen

Clinical Associate Professor of Nursing



CRLT-Engin

Grenmarie Agresar
 Elizabeth Bailey
 Audra Baleisis
 Carol Lagemann
 Gina Michael

Theatre Program

Christine Simonian Bean
 Kathryn Pamula
 Courtney Riddle

Foundational Course Initiative

Andy Burkhardt
 Blair Beuche
 Claudia Cameratti-Baeza
 Susan J. Cheng
 Mishelle Dimitrova
 Anthony King

Elizabeth Mann
 Levesque
 Kairos Marquardt
 Heather Rypkema

Project Staff

Kelsey Arras
 Hannah Burke
 Malini Dasgupta
 Josh Caldwell
 Ryan Hudson
 Kayla Lang



Bogdan Epureanu

Professor of Mechanical Engineering



Ishani Maitra

Associate Professor of Philosophy, LSA



Marianetta Porter

Professor of Art and Design



Amiyatosh Purnanandam

Professor of Finance



Nina White

Lecturer IV in Mathematics, LSA



Donald Zak

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

NEW & NOTEWORTHY

FCI Funding Renewed

Recognizing the success of the Foundational Course Initiative's four-year start up, the Provost approved an additional 6 years of funding for the initiative and committed to considering permanent funding after 3 years. This is a significant acknowledgment of the excellent work of the FCI staff and the impact they have had on 21 courses in 7 schools and colleges (CoE, Kinesiology, LSA, Nursing, Ross, SEAS, and SPH) that have participated. Together, FCI courses enroll over 21,000 students, more than 35% of U-M undergraduates. In addition, FCI approaches and tools have had impacts on non-FCI courses across campus. For example, FCI's Course Equity Report templates were adopted this year by LSA and made available to all faculty interested in understanding the equity landscape of their large courses; and in Fall 2021, FCI will present a training for undergraduates who are part of instructional teams in large courses across campus. Results of FCI's work with courses are also leading to staff publications and research projects, and a paper co-authored by FCI staff and faculty in engineering was nominated for the Best Paper Award at the 2021 American Society of Engineering Education conference. Please see pp. 22-23 for additional information about FCI's work this year.

CRLT in Engineering's Impact Grows



The College of Engineering approved two new consultant positions for CRLT-Engin: one focusing on technology-informed pedagogy, and a second specializing in diversity, equity, and inclusion. Both of these positions will play key roles in helping the college enact strategic priorities around teaching and learning in

the coming years. In a year with limitations on hiring, the authorization of two new positions demonstrates the centrality of CRLT-Engin to those efforts and recognizes the excellence of the office's programs and re-

sources. Of special note was the involvement of three CRLT-Engin staff members on committees that spent 2020-2021 developing programs to bring DEI education and awareness to all constituent groups in the college: undergraduates, faculty, graduate and postdoctoral students, and staff. Launching in fall 2021, the college's trailblazing commitment to equity-centered engineering seeks to approach engineering with an intent to close—rather than unintentional-

ly expand—societal gaps.

Support for Pandemic Teaching

CRLT helped instructors across campus meet the challenges of remote teaching throughout the 2020-2021 academic year.

- CRLT staff contributed to cross-campus, institution-level policy discussions. As part of the Vice Provost for Academic Innovation Response and Recovery group, CRLT collaborated with the Center for Academic Innovation, 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 participated on a committee set up to advise Provost Collins and the deans on revisions to course evaluations. Based on the committee's recommendations, questions were added to all evaluation forms in both fall 2020 and winter 2021 to provide data about student perceptions of the challenges they faced, teaching strategies they found effective, and practices to continue when instruction moved back to a face-to-face modality. Responses were analyzed by the registrar's office and informed planning for subsequent semesters.
- To support faculty as they moved beyond emergency remote teaching to fully remote semesters, CRLT organized faculty panel

discussions in collaboration with the LSA dean's office. The first, offered in August 2020, explored alternatives to high stakes exams. The second, offered twice in November 2020, focused on two topics related to preparing for winter courses: engaging students/creating community in remote courses and choosing between synchronous and asynchronous modalities. In addition, the winter 2021 Large Course Initiative, co-organized annually by CRLT and the dean's office, was expanded from 10 to 25 faculty, and it focused on lessons learned while teaching during the COVID-19 pandemic, with particular attention to equity-minded considerations for large courses.

- During summer 2020, CRLT in Engineering ran a series of faculty communities of practice organized by specific teaching context (e.g., lecture-based classes, lab classes, design classes, ENGR 100) to support faculty shifting to remote teaching. CRLT-Engin also worked with Nexus and CAEN to offer a weeklong Symposium on Teaching and Learning to prepare instructors for the winter 2021 semester. And in winter 2021, CRLT-Engin hosted one of its largest learning communities, with 27 participants coming together around the topic of Inclusive Teaching in Remote Settings.
- FCI created a toolkit on remote teaching for the 21 courses in the initiative. The webpage [Online Teaching: Strategies and Resources for Instructors](#) included resources and tips for effectively engaging students, as well as guidelines for ensuring inclusive and accessible instruction.
- In collaboration with members of the Teaching with Technology Collaborative, CRLT sponsored or co-sponsored 8 sessions as part of the Ready to Go Blue (R2GB) series in summer 2020 (see p. 56).
- To respond to just-in-time requests for assistance, CRLT offered online office hours each day throughout the year.
- All of the 41 programs in the CRLT summer and fall 2020 and winter 2021 seminar series were offered remotely. These included 25 sessions focused specifically on remote or hybrid teaching, such as Teaching for Equity in Remote Contexts, Making Active Learning Work in Hybrid and Online Courses, and Teaching with GSIs in a Remote Environment.

Theatre Goes Remote

Long accustomed to facilitating interactive discussions on sensitive topics in person, the CRLT Players faced the conundrum of how a theatre troupe can continue to perform when people cannot gather. The Players' solution was to experiment with the capacities of video and Zoom to bring their sketches and embodied case studies to life for virtual audiences in a range of formats. *Act for Equity* adapted the Players' very successful in-person sketch, *Welcome to Teaching*, to a 20-minute video format, with a focus on the impact of the pandemic and renewed calls for racial equity. More than 1,100 new instructors viewed the video: it was shown and discussed synchronously at New Faculty Orientation and integrated into Canvas modules for both the central campus and engineering GSI teaching orientations.



Tenure Decisions, a set of vignettes that helps faculty tenure committees explore how gender and racial bias can impact their deliberations, was presented live with actors interacting via Zoom. Once audience members turned off their video, only actors were visible on screen, recreating the feeling of watching a theatrical rendition of an in-person faculty meeting. Finally, two monologues filmed for an NSF-funded MOOC Inclusive STEM Teaching Project, *Shoulda, Woulda, Coulda* and *You Don't Belong Here*, became the basis for two new sessions in the Players repertoire that can be delivered remotely. These pieces focus on disrupting different aspects of negative climate dynamics that continue to marginalize persons from historically underrepresented groups. They were performed 12 times in 2020-2021, including in fall 2020 for the Big Ten Academic Alliance's Academic Leadership Program and Monash University in Australia (see pp. 26-27 for details).

Anti-Racist Pedagogy

This year saw a major expansion of CRLT's programs on anti-racist pedagogy, both for campus-wide audiences and in response to requests for customized pro-

grams from departments, schools, and colleges. A total of 40 anti-racist pedagogy programs were presented over the year. In addition to 5 workshops in the CRLT seminar series, 35 programs were offered to instructors in 12 schools and colleges (including the libraries and 9 departments/units in LSA), the Liaisons for Inclusive Teaching, and the Associate Deans Group. Additionally, the Provost's Campus Leadership Program, co-organized by CRLT for chairs and associate deans, included a session on anti-racist leadership. Internally, CRLT developed a three-part training sequence for Graduate Student Instructional Consultants that focused on anti-racist practice to help inform their consulting work.

CRLT staff expertise has been called on to inform both college and campus-wide anti-racism and DEI initiatives more broadly. CRLT staff members were invited to join LSA's anti-racism task force, as well as a cross-campus working group convened by the Vice President for Student Life and the Chief Diversity Officer that will explore models for teaching DEI skill development for undergraduate and graduate students. Additionally, CRLT-Engin staff co-led a team planning faculty development for the college's sweeping DEI education effort that was already mentioned on p. 8.

Reaching a national audience, CRLT's Coordinator of Diversity Initiatives co-authored an article published in the *Chronicle of Higher Education* in September 2020, on "[5 Lessons From a Race and Ethnicity Requirement](#)."

A Hybrid Approach to Creating Climates Resistant to Sexual Harassment

Since 2018, the CRLT Players have delivered sketches and workshops for chairs and associate deans as a means of promoting culture change to prevent sexual harassment. In response to pandemic limitations on in-person meetings, the CRLT Players adopted a "flipped" approach in order to continue leadership development around this critical topic. During summer and fall 2020, the Players created a carefully scaffolded Canvas course consisting of 7 modules. It combined presentations of data from the National Academies' consensus report ([Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine](#)), filmed versions of embodied case studies, and an interactive workbook

40 anti-racist pedagogy programs were presented

where participants could reflect on applying the lessons of each unit to their own contexts. The course had a very large reach: It was taken by 250 leaders representing 58 leadership teams from 11 schools and colleges. The Players then facilitated 3 synchronous Zoom sessions during which team members could work with one another, as well as with colleagues across U-M, to define their highest priorities and map out next steps for changing the climate in their units.

Democracy and Debate Theme Semester

CRLT's Coordinator of Diversity Initiatives was part of a planning committee for instructional support and resources for instructors teaching in the Democracy and Debate



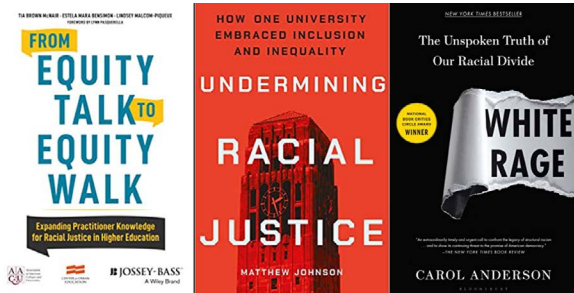
Theme Semester designed to coincide with the 2020 U.S. presidential election. In addition to serving on the committee, CRLT collaborated with the National Center for Institutional Diversity and the Ginsberg Center on two projects: creation of a three-part blog series that focused on strategies and resources instructors could use to plan, frame, and facilitate discussions of the 2020 election; and co-design and facilitation of a set of 3 faculty learning communities. As a kick-off to the learning communities, the group sponsored a university-wide seminar on leading classrooms in tumultuous times that featured Angela Dillard, LSA's former Associate Dean of Undergraduate Education, and Jack Bernard, U-M's Associate General Counsel. The seminar was subsequently shared with the campus as a blog post.

NSF-Funded MOOC Debuts

A collaboration among seven institutions, the [Inclusive STEM Teaching Project MOOC](#) advances the ability of STEM instructors to develop as reflective practitioners who can cultivate learning environments that support all of their students. The course is being offered through the national CIRTL network (Center for the Integration of Research, Learning and Teaching). It was piloted in fall 2020 and enrolled more than 1,900 learners for its first official offering in June 2021. CRLT staff are involved as co-PIs, overseeing the project's

overall direction, and as module presenters and facilitators (see p. 20 for details). Video vignettes and case studies created by the CRLT Players form a core part of 7 of the course's modules, and two of those videos also went on to serve as the backbone of stand-alone sessions developed for U-M audiences (described on p. 9).

Provided Professional Development for CRLT Staff Around Racial Equity



CRLT staff-led initiatives around racial equity continued in the 2020-2021 academic year with two major projects. First, cross-area working groups created plans for improving racial equity in hiring processes across the center. Recommendations in the report have already informed searches for new staff in CRLT-Engin. Second, CRLT's All-Staff DEI Professional Development team organized a series of events designed to promote staff knowledge around anti-racism. With funding from U-M's Office of DEI, CRLT purchased books recommended by the team: *From Equity Talk to Equity Walk*, *Undermining Racial Justice*, and *White Rage*. Staff members chose one to read, and multiple reading groups met over several months in winter 2021. They then participated in a "jigsaw" activity in small groups, each of which included colleagues who'd read different books. Participants shared what they'd learned and discussed the implications for their individual portfolios, the work of their area, and the Center more broadly. Finally, CRLT staff heard from a panel of faculty and staff experts about their approaches to the work of anti-racism.

Completion of the Decennial University Accreditation

CRLT co-led the final site visit from the Higher Learning Commission (HLC) for university-wide accreditation. As key members of the U-M Coordinating Committee for the 2020 reaccreditation, 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 two site visits, including preparation of key campus constituents and transition to virtual rather than in-person gatherings; and meeting with the committee during their virtual or physical 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.

New and Continuing China Partnerships

In collaboration with the Center for Excellent Teaching and Learning at Peking University, CRLT developed and remotely presented a week-long Institute on Evidence-Based and Innovative Teaching in October 2020. Over 100 faculty and teaching center staff from 16 Chinese universities attended the institute. The agenda included daily talks by CRLT staff on topics ranging from research-based best practices for college

teaching, to getting started with active learning, inclusive teaching, and the scholarship of teaching and learning. Following those talks, U-M graduate students in education who are native speakers of Chinese led debrief discussions to surface questions that were then addressed in daily office hours with the pre-

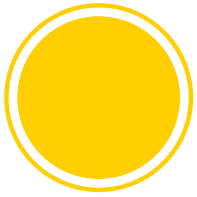
senters. The Institute was very highly rated, with over 90% of participants agreeing or strongly agreeing that the program was valuable, and 100% saying they would recommend it to colleagues.

In a separate collaboration, CRLT's Executive Director offered a virtual keynote address for the 10th anniversary symposium organized by the Shanghai Jiao Tong (SJTU) Center for Teaching and Learning Development (CTLTD). CRLT's Director of China programs also presented a virtual talk as part of the symposium. These presentations built on longstanding collaborations with CTLTD that pre-date its founding in 2011. For more information, see p. 21.

“

The Institute deepened my understanding of innovative teaching principles and multiple ways to enhance student learning.

”



What people are saying about Consultations and Midterm Student Feedback

"I appreciated that CRLT adapted ways of doing MSF in the remote environment. It was also helpful because I was co-teaching with someone via Zoom and online teaching."

"The MSF was a very informative process that looked at my teaching from an objective point of view. It was also very encouraging to see what I was doing right!"

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 over 8,700 individual consultations, some brief and some extensive, with U-M clients during the 2020-2021 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 2020-2021 academic year, CRLT staff conducted 190 midterm student feedback sessions for faculty and GSIs across campus. These sessions provided an opportunity for 7,962 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 a virtual campuswide New Faculty Orientation. In August 2020, 189 faculty members attended this event. The president and vice president for research welcomed the new faculty via a Zoom webinar. The CRLT Players presented their video performance of *Act for Equity* followed by small-group discussions in which the new faculty could consider their approach to issues raised by the sketch—the pedagogical challenges of the COVID-19 pandemic and ways to act upon renewed calls for racial justice following the murder of George Floyd. The New Faculty Orientation also included a digital gallery of 43 U-M offices and programs as extra resources for participants.

New Lecturer Orientation

In conjunction with the dean's office, CRLT organized and facilitated a virtual LSA New Lecturers' Orientation in August 2020, helping lecturers navigate their new workplace by identifying resources and places to go for teaching support. Dean Anne Curzan welcomed 21 lecturers, who then 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 small group conversations where participants had the opportunity to ask questions of experienced lecturers from a range of units.

GSI & IA Teaching Orientations



CRLT organized and facilitated teaching orientations for over 1,610 graduate student instructors (GSIs) and undergraduate instructional aides (IAs) at the beginning of fall 2020 and winter 2021 terms. These numbers include both campuswide orientations and customized orientations for the College of Engineering (CoE). All orientations were offered asynchronously via Canvas modules.

The campuswide programs were attended by 743 GSIs in fall 2020 and 216 GSIs in Winter 2021. During these virtual orientations, GSIs completed a range of Canvas course modules including *Act for Equity: A Presentation by the CRLT Players* and *Inclusive Teaching During*

the First Week and Beyond. The fall and winter orientation also included the workshop modules listed below.

CRLT-Engin organized customized, virtual teaching orientations each term for new engineering GSIs and IAs. In fall 2020, 170 GSIs and 243 IAs participated, while 115 GSIs and 123 IAs completed the winter program. After the initial asynchronous Canvas course training, GSIs and IAs completed their Ongoing Professional Development by participating in synchronous learning cohort communities. For the first time, CRLT-Engin also provided supplementary training in remote teaching for returning GSIs/IAs, serving a total of 400 GSIs and IAs in a separate, asynchronous Canvas course.

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 classroom communication and pedagogical strategies, with a focus on applying these strategies during a set of 5 intensive practice teaching sessions. Since March 2020, ELI 994 has been offered entirely remotely, including synchronous sessions on Zoom, with asynchronous elements built in via Canvas. In August 2020, 26 international graduate students participated in the course, and during winter 2021, 9 more students participated.

GSITO Workshops

- **Backward Design: Lesson Planning with the End in Mind**
- **Engaging Students in Face-to-Face and Online Classes**
- **Facilitating Group Work to Maximize Learning**
- **Grading Assignments and Exams**
- **Teaching for Accessibility**
- **Technology for the First Days of Teaching**

SEMINARS

CRLT Central

Each semester, CRLT offers a series of seminars and programs for faculty, graduate students, and postdocs. These programs bring instructors together to share ideas across disciplines, expand their repertoire of teaching methods, and gain new perspectives on teaching and learning at U-M. CRLT professional staff, U-M instructors and staff from other units, and guest presenters from other universities conduct these seminars. In 2020-2021, all programs were offered remotely in synchronous or asynchronous modalities. A total of 1,031 faculty, staff, graduate students, and postdocs participated in the following seminars:

- **Applying Anti-Racist Pedagogies: Developing A Critical Reflective Practice**
- **Applying Principles of Transparency to Classroom Discussions in Remote Contexts**
- **Backward Course Design: Planning Your Course with the End in Mind**
- **Developing Your Teaching Philosophy ****
- **Designing and Facilitating Group Work in Remote Courses (2X)**
- **Designing and Facilitating Group Work for Blended/Online Courses (4X) ***
- **Developing a Learner-Centered & Equity-Minded Syllabus**
- **Facilitating High Stakes Discussions (2X)**
- **Getting Started on Your Teaching Philosophy Statement ****
- **Have Your Cake and Eat It Too! Assessment approaches for simultaneously promoting and measuring student learning in your course**
- **Inclusive Teaching in Remote Contexts (2X)**
- **Introduction to Teaching with HyFlex with Dr. Jack Miller**
- **Let's Make a Screencast (2X)**
- **Making Active Learning Work in Hybrid and Online Courses (4X)**
- **Peer Review in Online Spaces (2X)**
- **Principles and Practices of Anti-Racist Pedagogy (2X)**
- **Setting the Stage for Success: Designing a Learner-Centered Syllabus (2X)**
- **Strategies for Equitable Engagement in Online Classes**
- **Teaching Effectively as Part of a GSI-Faculty Team ****
- **Teaching for Accessibility (3X)**
- **Teaching for Equity in Remote Contexts (3X)**
- **Teaching with GSIs in a Remote Environment (3X)***

CRLT in Engineering

During the fall 2020 and winter 2021 terms, 86 faculty, graduate students, and postdocs participated in the following programs and seminars offered by CRLT in Engineering. All programs were offered synchronously or asynchronously.

- **Active Learning in Engineering ****
- **Building Your Online Learning Community**
- **Making Groupwork Work in STEM**
- **Teaching in Tumultuous Times**

* 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 an ongoing series of professional development roundtables open to all chairs and associate deans. The orientation and roundtables were all conducted synchronously via Zoom. In the fall, the roundtables focused on understanding the U-M budget and a conversation with Provost Susan Collins. In winter 2021, leaders heard from U-M expert panelists on three topics: anti-racist leadership, leading in the age of social media, and the impact of the COVID-19 pandemic on faculty careers. In each case, panelists shared information and resources, answered participant questions, and offered leaders an opportunity to discuss the implications of the session for their own practice. In total, 130 academic leaders attended PCLP programs in 2020-2021.

PROGRAMS FOR FACULTY

New Faculty

LSA and Health Sciences Teaching Academies: In a typical year, 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 and follow-up programs over the course of the academic year. The constraints of the COVID-19 pandemic led to significant changes to both programs in 2020-2021. Given the impact of the pandemic on the health professions, the Health Sciences Teaching Academy was postponed until 2021-2022. For LSA, CRLT worked closely with the dean's office on a set of synchronous and asynchronous sessions to prepare 60 new assistant professors and post-doctoral scholars for teaching remotely at U-M. They began with an optional and virtual mid-summer meeting with the dean, who provided important COVID-19 related updates. Later, asynchronous resources were provided, including student video presentations and overviews of key university resources. Synchronous sessions included a panel of junior faculty colleagues, discussion of practical responses to common student issues, and a series of optional course planning sessions prior to the fall and winter terms. At a late fall virtual gathering, participants explored a set of concurrent roundtable topics (e.g., designing active learning for remote environments, building community in synchronous and asynchronous courses, and working for equity and inclusion in courses), and a final

winter session provided space for new faculty to reflect on what they learned from their first year of teaching at U-M. In addition, members of the academy worked remotely with a CRLT consultant who observed their teaching or conducted a midterm student feedback session. (See p. 12 for more information about MSFs.)

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 2020-2021, eight faculty participated in a remote version of the program. The academy included a student panel with BBA and MBA students, conversations with administrators on common challenges and key school policies, and a pedagogy session on inclusive teaching.

College of Engineering Programs: In tandem with the campuswide new faculty orientation (p. 12), CRLT in Engineering provided additional programming for 36 faculty new to the college at the CoE New Faculty Orientation. Participants engaged asynchronously in a Canvas site with modules on college policies, practices for teaching inclusively, and strategies and resources for new faculty success, featuring panel discussions with U-M engineering undergraduate students about learning at the college, and with experienced faculty about starting a research group and effective teaching approaches. A synchronous, remote orientation workshop focused on creat-

“

The LSA Teaching Academy helped me to understand some of the challenges that I might face ahead of time, especially with regard to remote learning and equity issues that students are facing during the pandemic, and how I could adapt my course to be more supportive.

”

ing an action plan for new faculty. 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

Due to U-M's COVID-19 pandemic spending restrictions, CRLT had to pause its grant competitions for the 2020-2021 year. CRLT did coordinate the Provost's Teaching Innovation Prize (TIP), designed to recognize outstanding pedagogical practices and co-sponsored by the Provost's Office, the Library, and CRLT. This year, TIP gave priority to innovations in two domains: remote and hybrid teaching developed in response to the pandemic and anti-racist and inclusive teaching (see Appendix A for a list of winners). CRLT also coordinated 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. Panels of award winning faculty select the winners of each of these competitions.



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. It is funded by the Michigan Center for Interprofessional Education with support from the provost's Transforming Learning for the Third Century Initiative and from deans of the health science schools. The sixth cohort included nine faculty from dentistry, medicine, nursing, pharmacy, and social work across the Ann Arbor and Flint campuses. During the 18-month program, Fellows attend "VITAL," a leadership training program, 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 address the following topics: shared decision making for interprofessional experiential education; communication and collaboration for comprehensive care of cerebral palsy patients; and the social, medical and dental components of integrated pediatric dental care.

Large Course Initiative (LCI): On behalf of LSA, CRLT sponsored a remote learning community for faculty who teach large enrollment courses. Twenty-five faculty participated during winter term. This special edition of the LCI, entitled "Teaching Beyond COVID-19," was an important part of both LSA's DEI Strategic Plan and LSA's "Reboot and Reimagine" planning. Over four sessions faculty reflected on lessons learned while teaching large courses during COVID-19, with particular attention to equity-minded considerations. LSA funded a small grant program open to those who participated in the program. Sixteen of the faculty applied for and received these grants to revise their courses.

2021 Arthur F. Thurnau Professorships



Branko Kerkez



Sarah C. Koch



Richard L. Lewis



Stephen M. Ward



M. Remi Yergeau

PROGRAMS FOR GRADUATE STUDENTS AND POSTDOCTORAL SCHOLARS

Diversity and Inclusive Teaching (DIT) Seminar

Co-sponsored by Rackham and The Program on Intergroup Relations (IGR), the Diversity and Inclusive Teaching (DIT) seminar exposes GSIs to a range of evidence-based inclusive teaching practices and IGR frameworks that productively acknowledge and engage instructor/student identities and experiences in the learning process. It also covers best practices for inclusive course design and explores techniques for managing student resistance and conflict. This seminar is designed to: (1) build relationships between GSIs and the facilitators and among the participants; (2) develop awareness and knowledge around social identities and power structures; and (3) increase skills and confidence in applying this knowledge in the classroom setting. In winter 2021, 18 graduate students from 6 U-M schools and colleges (education; engineering; LSA; medicine; music, theatre & dance; and public health) participated in the seminar.

Preparing Future Faculty (PFF) Programs

In 2020-2021, CRLT offered three PFF programs in collaboration with Rackham. The ***U-M Graduate Teacher Certificate Program*** is 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 2020-2021 academic year. This year 49 students completed the certificate requirements. Since the program's inception, CRLT and Rackham have awarded a total of 737 certificates.



Astrid Zamora, MPH (she/ella) @astridnzamora · 5h

Wrapping up year 3 of #PhD w/ my Graduate Teacher Certificate from #UMich 🙌 thank you @UMich_CRLT @umichgradschool for allowing grad students to participate in this professional development program! Feeling more confident about my ability to teach at the college level.

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 2020-2021 academic year. This year 49 students completed the certificate requirements. Since the program's inception, CRLT and Rackham have awarded a total of 737 certificates.



Since I don't have undergraduate experience in the U.S., the (PSC) course was beyond my expectations as a way to learn about classroom-culture.



The ***Postdoctoral Short-Course (PSC) on College Teaching in Science and Engineering*** was held in winter 2021. This year the PSC was offered completely online using a combination of synchronous and asynchronous components. A total of 50 postdoctoral scholars completed the course, a 30% increase from previous years made possible by the shift to remote modality. The program also underwent a structural change: to achieve a more even distribution of content and workload, the PSC was offered over the course of 10 weeks rather than 9. Participants in the PSC learn to:

- Explain how the science of learning can be used in teaching to optimize learning
- Apply strategies to foster an inclusive and equitable classroom environment
- Describe and utilize evidence-based best practices for teaching in STEM fields



Preparing Future Faculty Seminar

“Thank you for an excellent seminar. It was a very valuable experience for me!”

“This really has been one of the best seminar/events I’ve been a part of at Michigan.”

Participants apply their learning in three capstone experiences: 1) designing a syllabus; 2) writing a statement of teaching philosophy; and 3) conducting a 15-minute practice teaching lesson with feedback.

The twenty-second annual Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty took place May-June 2021. Overall, 52 doctoral candidates earned a certificate of completion. Participants came from STEM disciplines (55%), health sciences (11%), humanities (9%), and social sciences (25%). This year, the seminar was held remotely, with synchronous sessions featuring invited faculty panelists, peer teams, and remote campus visits. Seminar content covered three major areas:

- Preparation for the academic job search, including completion of a statement of teaching philosophy and a syllabus;
- Information about higher education (e.g., the modern landscape of higher education, institutional types, types of faculty positions, and faculty worklife), including panel discussions with U-M faculty, as well as faculty from local colleges and universities; and
- Discussions of effective and reflective teaching, including conversations about equitable and inclusive teaching.

Graduate Student Peer Consulting Programs

Graduate Student Instructional Consultants

Matthew Alemu	Jathan Day	Lucas Huffman	Jillian Myers	Ina Zaimi
Justin Barney	Domenic DeSocio	Tugce Kayaal	Rebecca Pickus	Sarah Zelner
Finn Bell	Harley Dutcher	Naitnaphit Limlamai	Ustel Pinar	
Dom Bouavichith	Gordon Fitch	Aleks Marciniak	Jennifer Pollard	
Mercy Corredor	Emily Gauld	Rebecca Marks	Field Watts	
Christina Costa	Benjamin Hollenbach	Nikolas Midttun	Esther Witte	

CRLT’s graduate student instructional consultants (GSICs) are selected in a campuswide competition. CRLT prepares the GSICs to consult with GSIs across campus about their teaching during the upcoming academic year. GSICs draw on their knowledge and experience to help support GSIs, while learning more 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.

Engineering Teaching Consultants

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

Engineering Teaching Consultants (ETCs) are experienced GSIs recruited and trained by CRLT-Engin to consult with GSIs and undergraduate instructional aides (IAs). ETCs collect midterm student feedback from several hundred undergraduate engineering students. New this year, ETCs also facilitated Learning Cohort communities (small groups of new GSIs and IAs), as well as workshops in the CRLT-Engin Seminar Series.

Departmental GSI Training and Development

Individual academic units at U-M are responsible for preparing new GSIs for their first teaching experiences and for their ongoing professional development as instructors. CRLT staff offer customized sessions as part of unit GSI development programs, and they consult with units to help them develop, improve, and evaluate their programs. During the 2020-2021 academic year, CRLT also offered virtual workshops and networking lunches for faculty, GSI staff coordinators, and graduate student mentors (experienced GSIs) from across campus to help them prepare for their roles in GSI training. Workshop topics included consulting on teaching philosophies, observing classes and conducting midterm student feedback sessions, and consulting with GSIs. Networking lunches were held virtually in both fall and winter terms.

In April, CRLT invited faculty and staff who coordinate and directly support GSI training to a virtual meeting to connect with peers to: (1) share new or modified approaches they took to GSI training this past year; (2) consider how the COVID-19 pandemic year experience has changed what they feel are core knowledge and skills new (and continuing) GSIs need; and (3) discuss updates to GSI training under consideration for next year. CRLT shared current planning for upcoming programming (e.g., CRLT's centrally organized GSI Teaching Orientation). CRLT also provided multiple discipline-specific workshops as part of departmental GSI training programs. (See Customized Services, pp. 37-56.)

SOCIAL MEDIA & OUTREACH

CRLT Social Media

The CRLT website features a blog that 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 963 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 3,038 Twitter followers. In the 2020-2021 year, CRLT produced 10 blog posts addressing the topics listed below.



- An Invitation to the 2021 Inclusive Teaching @ Michigan series: Widening the Lens: Equity Focused Teaching
- Fall 2020 Course Evaluations: Creating Useful Questions
- Helping Students Navigate Ramadan and Final Exams
- Leading the Classroom in Tumultuous Times: A Video Resource for Instructors
- New Video on Teaching for Equity: U-M Faculty Perspectives
- Preparing for the 2020 Election series
- Preparing to Teach About the 2020 Election (and After)
- Structuring Classroom Discussions about the 2020 Election
- After Election 2020: Moving from Reaction to Action



- Promoting the Success of Students Who Are Parents
- The U.S. Presidential Inauguration: Teaching Strategies and Resources

Website Analytics

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, 2020 and May 31, 2021, the CRLT website received over 378,767 unique visitors from 225 countries.

According to Google Analytics, 63% of CRLT visitors accessed the website using search engines such as Google. The following were the top 5 keyword searches in 2020-2021:

1. Guidelines for Discussing Difficult or High-Stakes Topics
2. Strategies for Effective Lesson Planning
3. Teaching Styles
4. Active Learning
5. Formative and Summative Evaluation



EXTERNAL INITIATIVES

Inclusive STEM Teaching Project MOOC

CRLT is part of a 7-campus* 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 course is being offered on the EdX platform. 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 2020-2021, the course was piloted, and CRLT offered two virtual learning communities that aligned with the course. The first official offering will launch in June 2021 with 1,900 learners enrolled. CRLT staff are involved as co-PIs and as presenters/facilitators, and the CRLT Players created several video case studies for the MOOC. Two

of those sketches—one on personal narratives examining challenges faced by women and URM students in STEM courses, and a second examining (missed) opportunities for allyship—have formed the basis of stand-alone sessions developed for U-M audiences.

**Boston University, Des Moines Area Community College, Northwestern University, University of Georgia, University of Michigan, University of Utah, and University of Wisconsin-Madison*

International Faculty Development

New Collaboration with Peking University

CRLT, in collaboration with CETL (Center for Excellent Teaching and Learning) at Peking University, developed and delivered the Evidence Based and Innovative Teaching Institute (EBIT) in 2020. This program explored the use of a remote teaching model for professional development of international faculty. Over 100 hundred faculty members from Peking University and other universities across China attended the 5-day online training program. The training focused on evidence-based best practices in college teaching, active learning, innovative and inclusive teaching, assessment of student learning, and the scholarship of teaching and learning. Evaluations of the program indicated that the remote format was successful. As a result, CRLT plans to collaborate with CETL on future iterations of the program.

“

Teachers from different disciplines gained a lot from discussing together, and the conversations were very inspiring.

”

Celebrating 10 Years of SJTU’s Teaching Center

CRLT’s Executive Director and the Director of CRLT’s China Initiatives both presented talks via Zoom as part of the 10th-anniversary celebration of the Center for Teaching and Learning Development (CTLD) at Shanghai Jiao Tong University (SJTU). CTLD was one of 30 model teaching centers in China, and CRLT has been a long-standing and close collaborator from their inception. In 2011, the CTLD founding director attended a conference on creating teaching centers developed jointly by CRLT and the Chinese Ministry of Education, and 12 CTLD staff members have attended

CRLT programs since then. In addition, CRLT’s executive director and staff members have visited SJTU on multiple occasions, including the kick-off of a joint collaboration on the International Faculty Development and Innovative Pedagogy Institute, founded in 2018.



FCI COURSES

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

Cohort 3

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

Cohort 4

- EECS 203 - Discrete Mathematics
- NURS 240 - Pharmacology Foundations of Nursing Practice
- PHIL 183 - Critical Reasoning
- POLSCI 140 - Introduction to Comparative Politics
- STATS 250 - Introduction to Statistics and Data Analysis

FOUNDATIONAL COURSE INITIATIVE

The Foundational Course Initiative (FCI) is funded through the President's Academic Innovation Fund and aims to create an equitable, engaging, and rigorous 21st-century model of teaching at scale. The initiative focuses on transforming large-enrollment undergraduate courses that are pivotal to a student's understanding of an entire field of study and can often determine their career trajectory. In 2020-2021, CRLT consultants worked closely with 16 courses in FCI's first three cohorts and began onboarding a fourth cohort. FCI is now impacting courses in 7 schools and colleges: engineering, kinesiology, LSA, nursing, Ross, SEAS, and SPH. Together, these courses enroll over 21,000 students, or 36.5% of U-M undergraduates. In recognition of the initiative's broad impact, FCI's funding was renewed for six years by the Provost's office (see p. 8).

FCI helps departments engage in a three-year, team-based redesign process that is goal-driven and informed by course-specific data and the latest educational design research. Departmental collaborative course design (CCD) teams are comprised of instructors, staff, graduate and undergraduate students who

partner with educational professionals from CRLT in four areas: student support and classroom climate, pedagogy and design, assessment and analytics, and

instructional technology. CCD teams begin by reviewing an FCI Course Equity Report, which offers an in-depth, multi-year overview of each course, before participating in FCI's 4-day Course Design Institute. During the institute, teams develop a robust vision for their courses, examine issues of systemic inequity, and

begin mapping out priorities and approaches. Over the course of three years, teams meet regularly to engage in experimentation, test out theories and approaches, and develop new tools. In the final term, teams participate in an off-boarding process that includes exit interviews and surveys.

2020-2021 Accomplishments

FCI concluded its three-year partnerships with its first cohort of courses, and CRLT's Executive Director and FCI Director conducted exit interviews with lead faculty in those six courses to gather information about the direct impact of the collaborations, as well as "ripple" effects on faculty members' teaching and changes

***these courses
enroll 36.5% of
undergraduates***

within their department, school, or college more broadly. FCI lead consultants worked with the Collaborative Course Design team to develop a portfolio that can be shared with future instructional teams. It contains an overview of the partnership, an archive of tools and resources developed for the course, a sustainability plan, and an appendix of historical documents like the memorandum of understanding.

The initiative is committed to continually enhancing its work. This year, for instance, FCI redesigned its annual Course Design Institute in order to refine its approach to examining Diversity, Equity, Inclusion, and Justice (DEIJ). FCI staff also developed a “History of Inequity” tool to frame FCI’s commitment to social justice and deepen the already substantial attention paid to DEIJ in the multi-year course redesign process. Building on its work to support undergraduates involved in instruction, this year FCI piloted a more centralized undergraduate instructor training series to better prepare the students at the University of Michigan who serve in a wide variety of roles in large foundational courses.

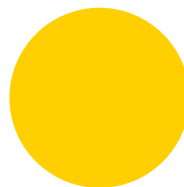
FCI approaches and tools have also had a wider impact across campus. For example, in order to share lessons learned about course redesign with the campus, FCI organized multiple sessions at the May 2021 university-wide Enriching Scholarship conference featuring panels of faculty who have led their FCI course teams and students who played key roles in those efforts. Additionally, faculty involved in the initiative are sharing results of their work in presentations to colleagues in their home departments, schools/colleges, or disciplines. FCI’s Course Equity Reports were adopted by LSA, as described below in the DEI portion of the report (see p. 25). FCI is also leading to publication and research projects, including nomination of a paper co-authored by CRLT staff and faculty in engineering for best paper award at this year’s American Society of Engineering Education conference.

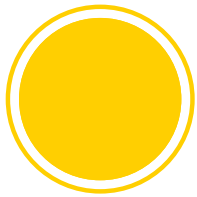
The initiative draws from the advice and expertise of the faculty advisory board (FAB), which offers input on standards, policies, strategic direction, research and evaluation. FAB members also provide input on FCI job candidates and act as ambassadors for FCI in the broader campus community. Members serve two-year terms. This year, the FCI Advisory Board members are **Eric Bell**, mechanical engineering; **Cindy Finelli**, electrical engineering and computer science; **Gavin LaRose**, mathematics; **Fiona Lee**, LSA Dean’s Office, psychology; and **Vilma Mesa**, education.

(For a comprehensive list of FCI activities and projects in 2020-2021, please see the FCI services listed by unit in Appendix B.)

FCI Proposals

Instructors and departments interested in proposing courses for inclusion in the fifth cohort of FCI (room for six courses) can find more information on the CRLT website crlt.umich.edu/fci.





DIVERSITY, EQUITY & INCLUSION

CRLT works to advance a culture of teaching for equity and justice that is relevant and impactful across our diverse campus community of teachers and learners. Systemic inequities (such as racism, sexism, ableism, wealth inequality, homophobia, xenophobia, etc.) have been shown to affect 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 can work to disrupt the impact of systemic inequities in the classroom. By sharing evidence-based practices, CRLT supports instructors in the creation of equitable and inclusive cultures and climates in their classrooms, studios, and labs. This includes fostering a sense of academic belonging among all students, clearly communicating norms and expectations, and

employing equitable assessment practices.

During the 2020-2021 academic year, CRLT staff

- Consulted with a broad range of individual schools, colleges, departments, and other groups about instructor professional development in cultivating inclusive learning environments.
- Published 6 blog posts on topics related to equity-focused teaching. This included a three-part collaboration with the Ginsberg Center leading up to the 2020 presidential election.
- Offered 69 workshops and retreats for instructors across the university. Campuswide, CRLT presented 23 DEI-focused pedagogy workshops through

“

Participating in these workshops helps make the university feel a little smaller. It's quite energizing to learn about what other instructors are doing and/or struggling with in their teaching and learning. Thank you!

”



Dr. Erin Witteck
@EWitteck

Thanks @UMich_CRLT for so many great resources around teaching during the election season.

its fall, winter, and spring/summer seminar series, the May Inclusive Teaching @ Michigan (IT@M) series, and Enriching Scholarship, along with 46 customized programs for departments, schools, and colleges.

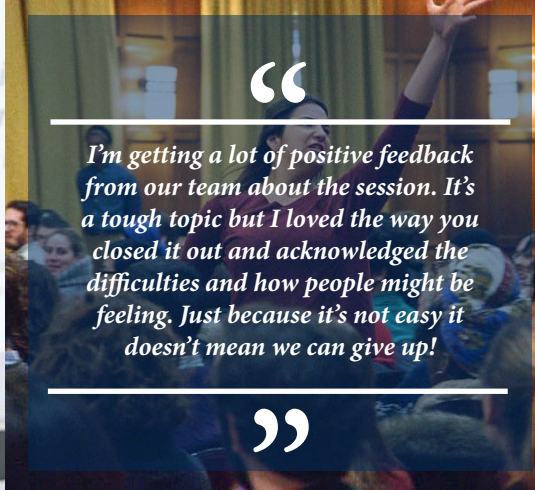
- Integrated DEI resources throughout CRLT’s teaching academy programs, which this year served new faculty in 3 schools and colleges. (The Health Sciences Teaching Academy, which serves 7 schools and colleges, was postponed due to the impact of COVID-19.)
- Collaborated with the Program on Intergroup Relations to offer graduate students a five-part Diversity and Inclusive Teaching Seminar, which is also co-sponsored by Rackham.
- In collaboration with the National Center for Institutional Diversity and the Ginsberg Center, facilitated a series of learning communities in support of the fall 2020 theme semester, Debate & Democracy.
- In its fifth year, the Inclusive Teaching at Michigan (IT@M) May Series hosted 147 attendees who participated in a series of virtual, interactive workshops with instructors from across the university to think through a range of equity-focused teaching questions, challenges, and strategies.
- Created a short video used to kick-off IT@M 2021. The video highlights the work of select U-M faculty who share their understanding of, practices for, and commitment to teaching for equity. Developed new synchronous and asynchronous workshop offerings on accessibility and anti-ableist pedagogy for the CRLT seminar series and the Inclusive Teaching at Michigan series.
- Offered a total of 40 programs on anti-racist pedagogy to instructors in 12 schools and colleges (including the libraries and 9 departments/units in LSA), the Liaisons for Inclusive Teaching, and the Associate Deans Group.

2020-2021 Inclusive Teaching @ Michigan Series

- **Applying Anti-Racist Pedagogies: Developing A Critical Reflective Practice**
- **Digital Accessibility for Teaching**
- **Equity in Higher Education: What’s Assessment Got to do With It?**
- **Frameworks for Learner-centered & Equity-focused Syllabus Design**
- **Teaching for Equity**

CRLT Offered a total of 40 programs on anti-racist pedagogy

- CRLT’s Foundational Course Initiative (FCI) enhanced its Course Equity Reports to provide a more detailed overview of outcome disparities between identity groups in large foundational courses. This year LSA adapted and scaled up similar reports in collaboration with FCI consultants, staff at the Center for Academic Innovation, and faculty working on an assessment toolkit project made possible by a CAI Academic Innovation Fund grant. LSA Equity Reports were then sent to faculty whose course histories signaled great opportunities for growth in the area of equity and inclusion.
- During fall and winter terms, 2,244 GSIs and undergraduate instructional aides (IAs) completed modules on inclusive teaching as part of our campuswide and engineering-specific GSI/IA teaching orientations. All of the module material was newly developed this year to support the fully asynchronous orientation programs.



PLAYERS THEATRE PROGRAM

2020 - 2021 SEASON

3,427 total audience members

43 U-M performances

2 U-M workshops

5 Virtual performances for external clients:

- Big Ten Academic Alliance
- Massachusetts Institute of Technology
- Monash University, Australia
- Villanova University
- Virginia Tech

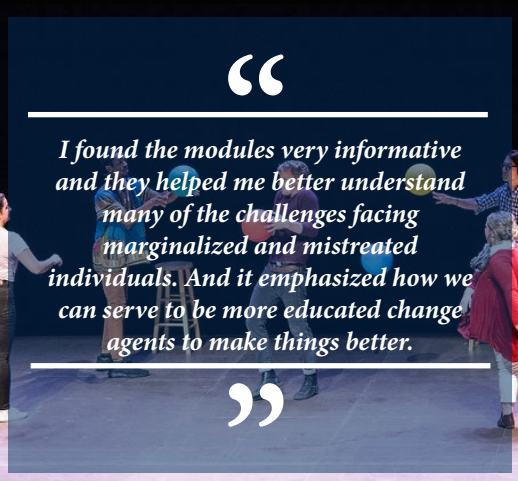
Funded primarily by the Office of the Provost, the College of Engineering, the College of LSA, and the U-M ADVANCE Program, the CRLT Theatre Program uses a combination of performance and facilitated conversation to advance U-M's institutional climate for equity and inclusion. Their offerings fall into two main categories. Teaching/learning sketches illuminate concepts such as creating more equitable learning environments and cultivating productive mentoring relationships. Faculty worklife sketches are developed in collaboration with the U-M ADVANCE Program and focus on topics such as 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 individuals 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 take to create more equitable spaces.

At U-M, the Players perform at large, campuswide events such as New Faculty Orientation, workshops and retreats for academic units, special functions, and meetings for high level administrators organized by the university president. The Players also perform for other university campuses and academic conferences around the country. To maximize the impact on an academic unit, the Players provide preliminary client consultations and post-event debriefs.

During the COVID-19 pandemic, the Players adapted quickly to remote session delivery. A new orientation program called *Act for Equity* was the company's first online play format. Every piece was rehearsed via Zoom, self-filmed by the performers themselves, and edited remotely to ensure safe interactions. The piece explored the way that social identities, systemic inequities, and the COVID-19 pandemic affected life for students and instructors, and prompted reflection on ways to make equitable instructional choices. The Players offered it in two formats: asynchronously in Canvas for GSITO and EGSITO in fall and winter for 1,465 GSIs, and synchronously via Zoom for 190 faculty at NFO. Additionally, various units at U-M and external universities such as Villanova, MIT, and Virginia Tech invited the Players to present *Act for Equity* as an



I found the modules very informative and they helped me better understand many of the challenges facing marginalized and mistreated individuals. And it emphasized how we can serve to be more educated change agents to make things better.

introduction to equitable teaching at different points throughout the year.

In addition to adapting several pre-existing sessions, the Players developed two new 90-minute virtual sessions in 2020-2021. Both sessions centered on monologues shot for the EdX MOOC Inclusive STEM Teaching Project just before the March 2020 lockdown. The MOOC was piloted in fall 2020 and launched in June 2021. The sessions are intended as a sequenced pair. The first—*Shoulda, Woulda, Coulda: Moving Beyond Failure and Actively Cultivating a More Equitable Society*—focuses on the individual, asking participants to consider a greater degree of responsibility for acting equitably in their spaces. The second—*You Don't Belong Here: The Stories Our Systems Tell (And Why We Have to Disrupt Them)*—takes aim at structures, asking participants to reckon with the systemic inequity, racism, and dysfunction at the heart of higher education in the U.S. The Players performed *Shoulda, Woulda, Coulda* 12 times this year, including for the Big Ten Academic Alliance's Academic Leadership Program and Monash University in Australia, among others. The company debuted *You Don't Belong Here* in winter 2021 for faculty and graduate student audiences.

In the 2019-2020 season, the CRLT Players designed, facilitated, and assessed a new 8-hour, daylong program on creating climates resistant to sexual harassment for U-M academic leadership teams. In 2020-2021, the company continued to serve academic leaders in a remote context by translating key pieces of that curriculum to the Canvas course "Creating Climates Resistant to Sexual Harassment: Defining the Problem." Working with a talented team of individuals from Organi-

zational Learning and Health Information Technology and Services, the Players piloted the course with content and pedagogy experts in early winter and debuted it to 58 unit teams (about 250 leaders representing 11 schools and colleges) in April. CRLT Players staff offered 3 additional synchronous Zoom sessions to supplement asynchronous study and give participants a chance to envision a more equitable future for their unit. 175 leaders participated across the 3 sessions.

The Players also worked throughout 2020-2021 to develop a new piece on the history of anti-Black racism in the academy with Jordan Harris, a long time company member, as the piece's primary playwright. What started as a revision to one of the Players' prior

sessions quickly developed into a new piece that will explicitly address historical racism in higher education and the educational debt owed to BIPOC in the U.S. The playwright, CRLT Players staff, and CRLT's Coordinator of DEI Initiatives & Critical Race Pedagogies participated in a reading group during the fall semester to research these issues. The Players hope to preview this piece in fall 2021.

**Players performed
Shoulda, Woulda,
Coulda 12 times
this year, including
for the BTAA
Leadership Program**



DIGITAL EDUCATION

Through consultation services, faculty development programs, and service on 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 2020-2021 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. For example, CRLT was a major campus thought partner and contributor in the efforts to provide instructors with the support and resources needed as instructors continued to transition to remote teaching in the 2020-2021 academic year. CRLT attended ongoing meetings of the Vice Provost for Academic Innovation Response and Recovery group and co-planned the Ready to Go Blue (R2GB) series for both summer 2020 in preparation for the fall term and fall 2020 in preparation for the winter 2021 term. CRLT sponsored or co-sponsored nine of these R2GB sessions in summer 2020, many which focused on teaching with technology or transitioning to on-line teaching:

- Engaging Students Remotely: Faculty Lessons from the Field

- Students in Blended Synchronous Courses Will Be Less Attentive: What Can We Do?
- A New Program for Automatically Linking Class Discussion to Learning Resources
- Shared Stories: Promoting Student Engagement in an Online Flipped Classroom
- Instructor Meetup: Discussing a Gameful Approach to Your Course
- Sprint Session 1: Getting to Fall 2020
- Sprint Session 2: Creating & Curating Content
- Sprint Session 3: Building your Learning Community & Creating Collaborative Learning Experiences

CRLT continues to provide just-in-time support for instructors through its virtual office hours

- Sprint Session 4: Transferring & Transforming Assessments for Online

CRLT continues to provide just-in-time support for instructors through its virtual office hours from 9-11 a.m., Monday through Friday. CRLT consulted with instructors on a wide range of instructional best practices and tools for flexible and resilient teaching and learning in face-to-face, online, and hybrid teaching contexts.

In January 2021, CRLT in Engineering, Nexus and CAEN hosted a virtual [mini-symposium](#) to continue supporting faculty teaching remotely during the COVID-19 pandemic. The programming included a faculty panel focused on lessons learned during the fall semester and online workshops. Recordings from the larger virtual [Symposium on Engineering Teaching and Learning](#) in May 2020 were also promoted.

As a charter member of U-M's Teaching and Technology Collaborative (TTC), CRLT resumed its co-sponsorship of the 23rd Annual Enriching Scholarship (ES) Conference, which had been cancelled in 2020 due to COVID-19. The multi-day event focuses on improving teaching and learning through the effective integration of technology and pedagogy. CRLT staff were instrumental in re-envisioning this conference and transitioning it to a new, fully online format for May 2021. For the first time ever, ES included students and guests from Unizin partner institutions, in addition to U-M faculty and staff, to share lessons learned from the sudden shift to online and hybrid learning, with emphasis on ways instructors created more diverse, equitable, inclusive, and justice-oriented (DEIJ) courses. This year's ES conference spanned three days, with a DEIJ driven theme for each day: community building and developing students' sense of belonging, alternative course structures and assessments, and lasting lessons for future instruction. Each day began with a keynote session (lightning talks or panel) and included three rounds of concurrent sessions. CRLT staff hosted two of the keynote sessions and sponsored or co-sponsored three sessions:

- Student-Centered Innovation in Large Intro Courses: Lessons from CRLT's Foundational Course Initiative



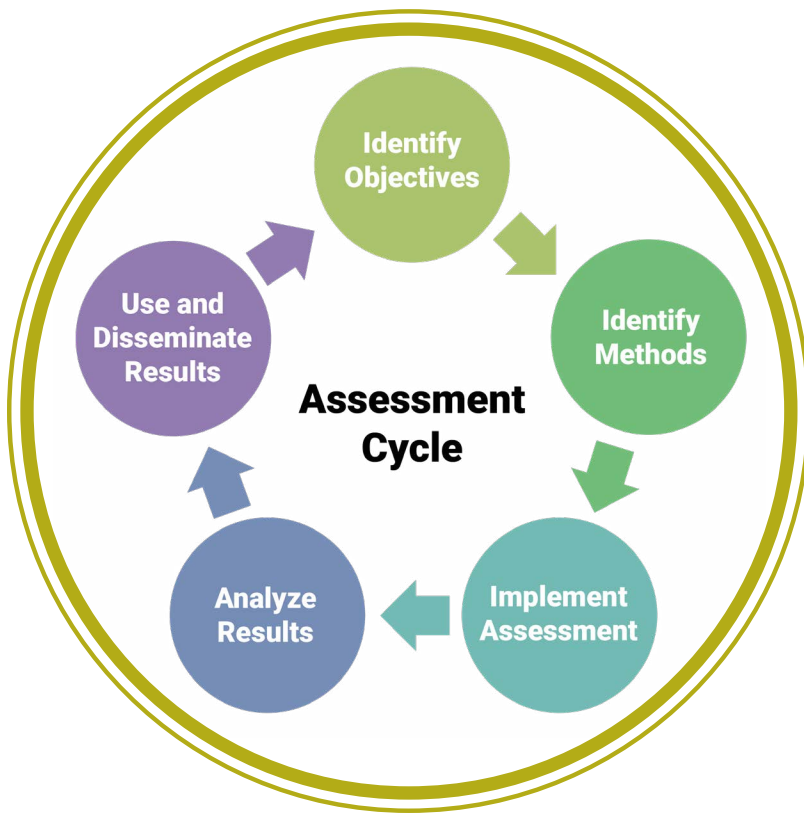
- Introducing Choice in Engineering 110 to Support Exploration and Self-Understanding
- A Conversation with Winners of the 2021 Provost's Teaching Innovation Prize

CRLT Programs and Resources Incorporating IT

CRLT incorporates within its programs opportunities for instructors to explore and learn about instructional technologies at all stages of their careers. CRLT grants, which typically fund a wide-range of IT projects proposed by faculty, were paused in 2020-2021 due to the pandemic, but will restart in the 2021-2022 academic year. 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 and the Postdoctoral Short Course (PSC) were offered in fully online formats, blending both synchronous and asynchronous learning experiences so that participants were able to engage with and assimilate into their capstone projects some best practices for instructional technology and online teaching and learning. CRLT staff created new resources for instructors about how to use technology to adapt teaching practices to various teaching modalities (e.g., [this resource about how to implement active learning strategies across instructional modalities](#)), and CRLT's Seminar Series featured several programs on IT topics:

- Introduction to Teaching with HyFlex with Dr. Jack Miller
- Let's Make a Screencast
- Peer Review in Online Spaces

I loved that the modules here emphasized how screencasts are a tool that can be used to make your classroom more equitable and accessible.



ASSESSMENT AND RESEARCH

During the 2020-2021 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, and facilitation of faculty discussions. Provision of funds through CRLT’s grant programs was paused due to the pandemic, but will resume next year.

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 7 schools and colleges, as well as the Office of Institutional Equity.

CAMPUSWIDE OR MULTI-UNIT SERVICES

Foundational Course Initiative (FCI)



Business Administration 100

FCI conducted data collection processes, including surveys and feedback sessions, in order to understand the experience and impact of decisions about curricular design and pedagogies as the course transitioned to a hybrid semester in fall 2020 due to COVID-19. These data ultimately informed decisions for the winter 2021 offering of the course.

Business Administration 200

FCI researched and wrote a report that analyzes grading systems and offers strategies for the BA200 instructional team to assess the use of a forced curve grading distribution. This report supports ongoing course design work related to considering the optimal grading system for the course.

Electrical Engineering and Computer Science 183

FCI staff designed, fielded, and analyzed five student surveys during the 2020-2021 academic year. A fall 2020 early-term survey of the newly piloted lab for Comprehensive Studies Program (CSP) students provided early feedback about how well the pilot was supporting its students. An end-of-term survey was sent to all EECS 183 students, with an additional short survey sent to CSP lab students to help inform refinements for the winter term. In winter 2021, all students received pre- and post-surveys, including questions about students' plans for future coursework in computer science and their impressions of course climate, as well as their evaluation of various course components, with a particular focus on lab and office hours. The survey results also provided valuable data for assessing the efficacy of the CSP lab. FCI triangulated multiple data sources, including Canvas gradebook, office hours queue data, and autograder data, to better understand assessment outcomes and provide additional strategies to support student learning. Additional data analysis focused on CSP students and their historical grade outcomes in the course prior to the lab pilot. FCI conducted 1:1 interviews with CSP instructional team members in fall and winter and synthesized this feedback to inform ongoing planning and course development in the CSP lab sections with respect to instructional team structure and support. FCI also conducted a synchronous feedback session with the IA/GSI instructional team at the end of the fall 2020 term in order to learn about ways in which the course could better support the instructional team in their work.

Engineering 101

FCI staff designed, fielded, and analyzed a series of instruments to gather information about instructional staff time effort and allocation of that time towards course-related responsibilities. This included a survey of staff perceptions of time allocations in summer 2020. Additionally, FCI staff analyzed midterm student evaluations in fall 2020 to provide insights for additional iterations to course design for winter 2021. As part

of an effort to provide additional support for students struggling with course material, FCI conducted a multivariable regression analysis to see if data from early assessments and the ECoach entry survey could help identify these students early in the term to facilitate outreach and connection to additional campus resources. In May 2021, FCI staff synthesized all data collected and analyzed in 2020-2021 to create a comprehensive set of data to inform iterations for course design for the 2021-2022 academic year. Lastly, FCI analyzed data from the Computing Cares survey (a comprehensive pre-post survey administered by the college) to provide ENGR 101 faculty with additional information about several dimensions of student preparation, goals, attitudes, experiences, and well-being.

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 2020 and winter 2021. 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 efforts, FCI staff also convened a student advisory panel during summer 2020, conducted focus groups with undergraduate student instructors in fall 2020 and winter 2021, and designed and analyzed a pre-post survey of students enrolled in the ENGR 190 winter 2021 pilot II. 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 fall 2020 and winter 2021 pilot II to inform revisions to course assignments.

Kinesiology, Movement Science 110

FCI's assessment efforts provided several angles for evaluating the implementation of an entirely new curriculum and course structure and identifying priorities for real-time adjustment as well as upcoming revisions. During the implementation process, FCI conducted classroom and instructional team meeting observations and designed and facilitated the process for the instructional team to debrief and self-assess the sessions and course components. To gather input on the student experience and perception of learning, FCI conducted pre-post surveys in both fall and winter terms focused on student perceptions of the interest

and value of the material, progress towards specified learning outcomes, evaluation of course characteristics and classroom climate, and challenges faced. FCI also compiled and conducted textual analysis of student feedback gathered through non-survey modalities. Finally, FCI consultants designed and conducted a robust and detailed analysis of equity data across unique assignment types, as well as in final grades.

LSA, Biology 172

FCI staff designed, conducted, and analyzed student surveys in fall 2020 and winter 2021 to provide instructors with insights into student experiences in the course, particularly around their affect, engagement, and learning of course content. Survey data were used for two main purposes: 1) to help support instructor decisions about the design of the online course structure (taught virtually due to COVID-19), and 2) to improve the structure and messaging around discussion sections, active learning sessions, course resources, video interviews with biologists, and review sessions. FCI also supported student assessment for the course by using Canvas exam data to identify effectiveness of exam questions, providing suggested revisions and best practices for writing exam questions, and consulting on the design of online exams. In addition, FCI analyzed student responses to a fall 2020 metacognitive questionnaire that students took to reflect on their exam study strategies. Results led to the development of a metacognitive student activity for winter 2021 as part of the course's goal to support students in developing skills in discipline-specific learning.

LSA, Biology 173

Assessment services for Biology 173 included the design, implementation, and analysis of student feedback surveys for the summer 2020, fall 2020, and winter 2021 terms. These survey data informed ongoing course design discussions and decisions. FCI also supported the design and implementation of a wellness check-in survey sent to students in fall 2020 and winter 2021, including consultations with instructors about ways to respond and resources to share. In addition, FCI designed and facilitated focus groups with Bio 173 students to learn about their experiences in more depth. FCI also gathered asynchronous feedback

via a Google Form in fall 2020 and conducted synchronous feedback sessions in fall 2020 and winter 2021. FCI analyzed the feedback and shared it with the instructional team to inform ongoing course design and instructional team support. Finally, FCI conducted 1:1 interviews with the Graduate Student Mentor in fall 2020 and winter 2021 to learn about their experience. FCI summarized this feedback to help inform the development and definition of this role.

LSA, Economics 101

FCI staff continued to assess the effectiveness of a metacognitive study tool for promoting better student outcomes and equity on exams. In addition, FCI staff developed and analyzed four customized surveys of students in the course, including one midterm and three end-of-term. The summer survey gathered feedback on the first fully-remote course structure and experience. The fall and winter end-of-term surveys focused on student perceptions of interest and value of the material; applicability to future coursework, career, and real life; evaluation of course characteristics and classroom climate; and student challenges. The winter midterm survey focused primarily on discussion section format and time allocation, which was coupled with observational data from instructional team meetings to refine the integration and consistency of discussion sections. FCI provided heuristic assessment of existing course components and learning assets to identify and prioritize iterations that would support equitable and inclusive learning in the new remote/mixed-modality learning environment. Lastly, at the conclusion of the three-year partnership, FCI conducted an extensive longitudinal data analysis on equity trends.

LSA, Environment 201

Assessment services included early-term and end-of-term surveys in both fall 2020 and winter 2021 terms. These surveys were designed to collect data about student motivations for taking the course, their responses to key course components (e.g., case studies, and "Meet the Experts" videos), and anticipated and experienced challenges. In addition, FCI staff began collecting robust qualitative data on changes in student attitudes related to environmental issues and what they believe it means to be an "environmentalist" or an "environmental scientist." As part of a heuristic baseline assess-

“

FCI is a great experience of team collaboration, sharing ideas, and knowledge for the best outcome for the student.
-Faculty Participant

”

ment of existing instructional materials and practices, FCI conducted an exam item analysis of midterm and final exams to assess patterns in question quality and effectiveness. Additionally, FCI conducted class observations (lecture and discussion section), as well as a focus group with GSIs to learn more about case study implementation, GSIs' preparation and support, and their perspectives on course learning goals.

LSA, Film, Television, and Media 150

FCI staff worked with faculty to update student surveys in Canvas to cover a variety of timely issues, such as students' access issues around technology; their attitudes toward and experience with teamwork, assessments, and learning activities in the course; and their feelings of belonging within the course. This survey was intended as a modifiable version that faculty could use long term to continue assessing the course on their own. FCI conducted interviews with GSIs about their experiences with teaching in the course, including issues around their role (workload, expectations, structure, communications, etc.), equity issues they see in the course, and student issues they encountered during the fall 2020 semester.

LSA, Linguistics 111

Assessment services included a midterm student feedback survey in fall 2020, which focused on course logistics and content. In winter 2021, FCI fielded an exit survey covering the previous topics, but also including course climate, real-world relevance, and assessment of some of the course's newly-incorporated learning objectives. Furthermore, FCI conducted an analysis of student enrollment in other fields to identify possible areas of outreach for student recruitment. As part of the redesign process, FCI provided heuristic assessment of existing course components and learning assets to identify and prioritize potential revisions, with a particular focus on revisions that could enhance equitable and inclusive learning.

LSA, Mathematics 105

FCI led the project management and design of assessment tools to support the refinement and implementation of a mastery testing system in the course, and to provide course coordinators with insights into student

and instructor experiences. Specific services included design, implementation, and analysis of pre-post surveys about the affective learning experiences of students, and liaising between the course and ECoach staff at the Center for Academic Innovation to facilitate data sharing. In addition, FCI designed and conducted focus groups with students to identify their experiences with mastery assessments, classroom interactions (e.g., group work), and classroom climate. Finally, to help inform teacher training and design sustainable teaching structures, FCI staff also designed, conducted, and analyzed data from focus groups with instructors.

LSA, Mathematics 115

FCI worked with course instructors on designing and conducting a winter 2021 end-of-term student survey about student experiences in Math 115. Results were used to inform CCD team projects around classroom climate and community, mastery assessment, and instruction. FCI also designed and conducted a winter 2021 instructor survey to gather data on instructor practices, assumptions about students and teaching, interests in training,

and observations about the impact of mastery assessment on student learning. Survey results are intended to inform the continued implementation of mastery assessment in the course. This includes refinement of mastery assessment structure, support for instructors, and development of student-facing materials about mastery learning.

LSA, Physics 140

FCI designed, fielded, and analyzed two midterm student feedback surveys in the 2020-2021 academic year. These surveys provided insight into the student experience in the course and data to surface possible refinements in the second half of the term. In addition, FCI fielded an exit survey for students and conducted a feedback session with the Learning Assistants (LAs) at the end of fall term to inform iterations of the course design for winter. In October 2020, FCI presented to the Physics Non-Majors Sequence Curriculum Committee on the results of a longitudinal data analysis of grade outcomes in both Physics 140 and Physics 240 to determine whether the various pedagogical approaches used in 140 since fall 2013 have had an impact on outcomes in 240.

“

One of the things I am most proud of after our first year of FCI is that we are approaching course re-design with SUCH a student-centered approach.
- Faculty Participant

”

Public Health 200

FCI conducted a pre-post survey in both fall 2020 and winter 2021 that collected data about key lessons learned, anticipated and experienced challenges, and changes in attitudes related to public health over time. In addition, building on last year's work, FCI consultants looked at past midterm and 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. Student responses and scores on each question were then analyzed using Item Response Theory (IRT). Instructors used the results to continue optimizing the exams so that they better assess higher-order thinking skills and better measure student understanding of the material.

FCI Cohort 4 - Initiation of 3-year partnership

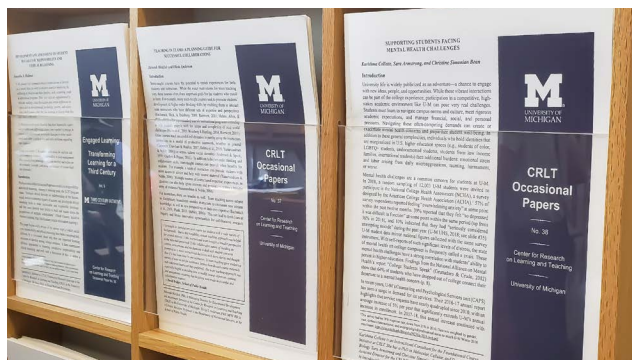
FCI's fourth cohort includes five courses: EECS 203, NURS 240, PHIL 183, POLSCI 140, and STATS 250. As part of the onboarding process that began in February 2021, FCI staff prepared course reports including analysis of institutional data related to student enrollment, demographics, course context, outcomes, and equity-related outcomes in each course. These reports were distributed and discussed with each course as part of the onboarding process. In addition, each course was provided with a separate grade equity report, which more deeply explored outcome equity for individual and intersectional student identities.

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 2020-2021, CRLT conducted MSFs for 225 instructors, allowing over 7,900 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 an assessment of the teaching components of the IRACDA program. This assessment is designed to collect formative feedback on key questions regarding the teaching development aspect of the program, including what fellows and mentors find most valuable, their experiences with teaching and mentorship, and their insights and suggestions to enhance the professional development of the fellows.

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.

Engineering

Nuclear Engineering & Radiological Sciences: CRLT in Engineering collaborated with a department chair to design a survey to gather feedback from faculty about communication processes and practices within the department.

Robotics: CRLT consulted with faculty to assess climate and graduate students' expectations as their two lab spaces were combined into a new shared learning space. CRLT ran focus groups with graduate students and administered a survey. Feedback was synthesized for leadership, highlighting student experience and concerns, particularly around climate and diversity.

Law

CRLT created an assessment for instructors to administer in their Designing Your Life course. This survey

measured student attitudes, growth, and wellbeing before and after the course to evaluate course outcomes.

LSA Office of Undergraduate Education

CRLT worked with the LSA Office of Undergraduate Education as they began their Reboot and Reimagine planning process for the future of undergraduate education in the college. CRLT served on the Teaching Formats and Innovations sub-committee chaired by Associate Dean Tim McKay. As part of that work, CRLT facilitated focus groups with graduate students and GSIs who taught undergraduate courses (or interacted and consulted with GSIs who had) since the COVID-19 pandemic began.

Medicine

CRLT worked with the neuropsychology fellowship program to assess fellow and faculty experience in, and growth areas for, the program in response to attrition. CRLT ran focus groups with fellows and faculty and administered a survey to program alumni, then synthesized that feedback. The resulting report will compare fellows' expectations and experiences to faculty expectations and goals and will inform faculty of places the program is succeeding and where it can improve.

CRLT analyzed Health Professions Education Day participant survey data and prepared an evaluation report about the event. In addition, CRLT consulted with event organizers to add evaluation questions to assess the event's first online iteration.

CRLT consulted on a review of PhD comprehensive examination processes for evidence of bias, and provided recommendations.

Public Health

CRLT consulted with faculty to assess the PhD comprehensive examination processes for evidence of bias.

CRLT worked with epidemiology faculty on a series of curriculum review activities. This included consultations with the Department of Epidemiology on the development of an employer survey to inform curricular needs to address the current workplace, as well as design and facilitation of a retreat focused on curriculum development and planning for school-wide assessment.

OTHER UNITS

Office of Institutional Equity

As the university rolls out its new umbrella policy around sexual harassment, the Office of Institutional Equity (OIE) is creating educational programs at various levels around the policy. To help inform OIE's approach, CRLT conducted focus groups with members of academic leadership teams who attended the day-long training program about creating climates resistant to sexual harassment. Participants in the focus groups were asked about the types of programs, tools, and training leaders would find most useful and productive for themselves and their units as the new umbrella policy is rolled out. CRLT shared a report on the results of these discussions with OIE leadership.

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 pp. 62-64.

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

CRLT collaborated 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. Results highlight that the teaching philosophy statement is the most commonly used document for assessing a candidate's teaching effectiveness, and the usage rate is higher than in the 2008 study. The study provides insight into what hiring chairs value in teaching statements and shares data on the emerging use of diversity statements by hiring committees. Team members presented at the 2020 POD conference and submitted a manuscript to *To Improve the Academy: A Journal of Educational Development*.

Appendix A: 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 2021, the award focused on two key institutional priorities: remote and hybrid teaching developed in response to the pandemic, and anti-racist and inclusive teaching. This year's total of 87 nominations represented a two-fold increase from previous years, and 6 teaching innovations were selected as winners. 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 2021

- » Julie Boland, Linguistics and Psychology, LSA; Joshua Rabinowitz, and Colleen Seifert, Psychology, LSA
UMTurk and Inclusive Teaching in U-M Methods Courses
- » Mark Cohen, Medical School
Mixed Reality in Medical Education and Practice
- » Ayesha Ghazi Edwin, Social Work
Improving Our City: The Ann Arbor Human Rights Commission Project
- » Jessy Grizzle, Chad Jenkins, and Maani Ghaffari, U-M Robotics Institute, Engineering; Dwayne Joseph, Morehouse College
Breaking the AP Calculus Hold in STEM
- » Daicia Price, Social Work
African Centered Practices in the Community and in the Classroom
- » Ali Shapiro, Art & Design
Creative Contracts: Incentivising Engagement With "Writerly Behaviors"

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, and consultations with deans and chairs focusing on unit-wide activities. In 2020-2021, CRLT served all 19 of U-M's schools and colleges, 19 departments and programs in LSA, as well as 15 other units, including the Office of the Provost.

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

Architecture & Urban Planning

- » Design and facilitation of a workshop for graduate students about naming and disrupting cultures and practices of whiteness

Art & Design

- » Design and facilitation of a workshop for faculty on principles and practices of anti-racist pedagogy
- » Teaching award received by Ali Shapiro

Business

- » Consultations with Ross School of Business Associate Dean for Teaching and Learning as preparations begin for the AACSB Accreditation Process
- » Design and facilitation of a workshop for graduate students on inclusive teaching
- » Participation of BA 100 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 2)
 - › Departmental meetings between FCI Director and Business Administration 100 faculty
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Creation, deployment, and analysis of student feedback survey
 - Creation, deployment, and analysis of a survey of undergraduate student instructional staff
 - Feedback session with undergraduate student instructional staff
 - › Design, creation, and consultation for course curriculum and materials
 - Consultations on structural changes and strategies for remote teaching
 - Consultations on the refinement of student staff roles
 - › Professional development training
 - An asynchronous training and optional synchronous trainings for undergraduate student instructional staff
 - › Planning and coordination of long-term change effort
 - Collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Participation of BA 200 instructional course team in final year of 3-year partnership with the Foundational Course Initiative (cohort 1)

- › Assessment of course structure and components, as well as student outcomes and experiences
 - Creation of report analyzing grading systems and offering strategies for the BA200 instructional team to assess the use of a forced curve grading distribution
- › Design, creation, and consultation on course curriculum and materials
 - Consultation on structural changes and strategies for remote teaching, including development of a document on “Online Teaching: Strategies and Resources for Instructors”
- › Professional development training
 - Asynchronous training for instructional staff
- › Planning and coordination of long-term change effort
 - Collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- › Offboarding to conclude three-year FCI partnership
 - In collaboration with course team, creation of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes implemented during three-year course design partnership
 - Exit interview conducted to gather input from the faculty leads of Business Administration 200
- » Planning, facilitation, and evaluation of an August 2020 teaching academy for newly hired faculty, in consultation with the dean’s office
- » Players virtual interactive theatre performances for faculty on the following topics:
 - › Inclusive and equitable teaching during the COVID-19 pandemic (2 sessions)
 - › Tenure decisions

Dentistry

- » Design and facilitation of a faculty retreat for the Department of Periodontics & Oral Medicine
- » Design and facilitation of a workshop for faculty, graduate, and undergraduate students on designing effective presentations
- » 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 virtual meetings of the faculty learning community
- » Presentation for faculty on the new Central Campus Classroom Building

Education

- » Design and facilitation of a workshop on teaching for equity and inclusion for faculty in the Center for the Study of Higher and Postsecondary Education
- » Design and facilitation of workshops on teaching for equity and inclusion for GSIs in the Combined Program in Education and Psychology

Engineering

- » Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
- » Customized workshops
 - › Design and facilitation of a workshop for IRACDA about making groupwork work in STEM
 - › For departments
 - Aerospace Engineering: faculty meeting workshop on inclusive teaching in remote settings

- Civil and Environmental Engineering: DEI Learning Faculty Community on facilitating difficult discussions
- Nuclear Engineering and Radiological Sciences: workshop on classroom assessment for face-to-face, hybrid, and remote environments
- Nuclear Engineering and Radiological Sciences: departmental feedback session for department chair
- Chemical Engineering: Design and facilitation of a faculty meeting for instructors on inclusive teaching in remote settings
- › For faculty
 - DEI mini-retreat
 - Experiencing and leveraging zoom breakout rooms to increase student engagement
 - Managing student expectations and workload
- › College-wide faculty learning communities
 - Design Instruction Community of Practice
 - Experiential learning teaching circle
 - Monthly Engineering 100 Community of Practice meetings
 - Monthly gatherings for new lecturers
 - Monthly gatherings for new tenure-track faculty
 - Teaching circle focusing on inclusive teaching in remote settings
- » Monthly meeting of CRLT and CRLT-Engin Directors with Associate Dean for Undergraduate Education
- » Orientations
 - › Design and facilitation of a full-day teaching orientation program for new engineering faculty
 - › Design and facilitation of customized GSI orientation programs, including theatre performances and practice teaching, fall and winter
 - › Design and facilitation of customized instructional aide (IA) orientation programs, fall and winter
 - › Facilitation of New Faculty Foundations monthly lunches
- » Initiation of three-year Foundational Course Initiative Partnership with Electrical Engineering and Computer Science 203 (cohort 4)
 - › Planning and coordination of long-term change effort
 - Consultations with department chair, faculty, and staff to determine course needs and goals and develop parameters for department-level commitment
 - Participation in 4-day Course Design Institute in May 2021 to engage EECS 203 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Consultations on survey design and interview protocols for student feedback.
 - Creation of general course report and grade equity report using analysis of institutional data
- » Participation of Engineering 101 in first year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Analysis of existing survey/evaluation data (Computing Cares, ECoach, course evaluations)
 - Design, implementation, and analysis of staff survey
 - Learning analytics on student outcomes

- Time logs and staff time perceptions surveys
- › Design, creation, and consultation for course curriculum and materials
 - Consultations on course structure and teaching strategies for remote teaching
- › Professional development training
 - Design and facilitation of 4 trainings to prepare and support GSIs and instructional aides for online teaching and to enhance their facilitation of student learning
- › Planning and coordination of long-term change effort
 - Participation in 4-day Course Design Institute in June 2020 to engage ENGR 101 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Design and facilitation of a retreat to coordinate and develop a data-informed strategy for summer design work
- » Participation of Electrical Engineering and Computer Science 183 in second year of 3-year partnership with Foundational Course Initiative (cohort 2)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Design, implementation, and analysis of pre-post surveys
 - Learning analytics on student outcomes and behavior, including integration of autograder and office hour queue data
 - › Design, creation, and consultation for course curriculum and materials
 - Consultation on structural changes and strategies for remote teaching
 - Development of CSP lab section
 - › Professional development training
 - Facilitation of peer consultation sessions for instructional staff
 - Training for instructional staff
 - › 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 Engineering 110 in final year of 3-year partnership with the Foundational Course Initiative (cohort 1)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - › Design, implementation, and analysis of pre-post surveys
 - Learning analytics analysis of student outcomes
 - Feedback sessions with Departmental Ambassadors (undergraduate teaching staff) and GSIs
 - › Design, creation, and consultation for course curriculum and materials
 - Consultation on redesign of online learning modules
 - Redesign of grading scheme, assignments, and rubrics to align with course learning goals and engineering design model
 - Customized web application to facilitate teaching partnerships and scheduling of Departmental Ambassadors
 - › Professional development training
 - Design and facilitation of annual 4-session team retreat

- › Offboarding to conclude three-year Foundational Course Initiative partnership
 - In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - Exit interview to gather input from the faculty leads of Engineering 110
- » Players virtual interactive theatre performances for faculty and staff on the following topics:
 - › Cultivating a more equitable academy
 - › Sexual harassment and misconduct
 - › Tenure decisions
- » Presentations
 - › Crafting a teaching statement activity for graduate students
 - › Enhancing remote teaching in engineering, lessons learned from fall 2020 for faculty
 - › Student diversity for Engineering 580 graduate students
- » Teaching awards received by Maani Ghaffari, Jessy Grizzle, & Chad Jenkins

Environment and Sustainability

- » Departmental consultation agreement renewal to curate online workshops and work on curriculum-wide competencies
- » Participation in panels for faculty:
 - › Community of practice
 - › Inclusion, equity, accessibility (also attended by graduate students)
 - › Remote discussions and flipped classrooms

Information

- » Design and facilitation of a workshop series for faculty on anti-racist pedagogy and anti-racist curriculum

Kinesiology

- » Design and facilitation of a workshop for faculty on principles and practices of anti-racist pedagogy
- » 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 virtual meetings of the faculty learning community
- » Participation of Movement Science 110 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 2)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Compilation and textual analysis of non-survey student feedback and reflection on course learning process and curriculum
 - Compilation and textual analysis of student work as a measure of core curricular goals and specified proficiency levels
 - Design and analysis of equity data in final grades and assignment type
 - Design and facilitation of instructional team self-assessment of real-time implementation of new course
 - Design, implementation, and analysis of paired early-term and end-of-term student surveys in both fall and winter terms
 - Heuristic analysis of instructional tools and materials

- Observation and analysis of classroom instruction
- › Design, creation, and consultation for course curriculum and materials
 - Definition of interdisciplinary cross-cutting skills, articulated as goals and scaffolded through disciplinary unit material
 - Models for teamwork as the locus of classroom learning and a new course structure (weekly cadence, assignment types, grading scheme)
 - Tools for mapping out interdisciplinary learning that scaffolds and weaves together disciplinary content and cross-cutting skills
 - Complementary opening and closing class sessions, with particular emphasis on metacognition and real-world relevance
 - Transparent assignment prompt templates for multiple assignment types
 - Student-facing visualizations of course structure and weekly cadence
 - Slide templates to promote accessibility
 - Syllabus with alignment between learning goals and learning process
 - Design and implementation of Canvas architecture, including “live” student-facing calendar of topics, resources, and assignments
 - Setup and support for using the Active Learning Platform and Zoom
 - Model for student-facing and instructor-facing rubrics
 - Implementation support in weekly instructional team meetings
- › Planning and coordination of long-term change effort
 - Coordination and facilitation of weekly course design team meetings
 - Facilitation and participation in focused working groups
 - Design and facilitation of summer redesign retreat
- › Dissemination and reporting
 - Preparation of material to present to program and school faculty on new course design and initial data, with an emphasis on designing for diversity, equity and inclusion

Law

- » Creation of a survey for instructors to administer in their Designing Your Life course to measure student attitudes, growth, and wellbeing before and after the course to evaluate course outcomes

Literature, Science, and the Arts

- » American Culture
 - › Consultations about the Foundational Course Initiative and the feasibility of providing design support as department initiates the development of a new foundational course
 - › Players virtual interactive theatre performance for faculty on sexual harassment and misconduct
 - › Presentation for graduate students on pedagogy
- » Anthropology
 - › Design and facilitation of a workshop for graduate students on principles and practices of anti-racist pedagogy
- » Biology
 - › Participation of Biology 173 instructional course team in first year of 3-year partnership with the Foundational Course Initiative (cohort 3)

- Assessment of course structure and components, as well as student outcomes and experiences
 - » Design, implementation, and analysis of student pre-post surveys, student wellness check-in, student focus groups, GSI feedback, and graduate student mentor feedback
 - Design, creation, and consultation for course curriculum and materials
 - » Consultation on developing GSI support mechanisms
 - » Consultation on structural changes and strategies for remote teaching
 - » Support developing curriculum map to align multiple aspects of the course, including lecture, lab section, and assignments
 - » Support developing rubrics for major assignments
 - Professional development training
 - » Development of training for student focus group peer facilitators
 - Planning and coordination of long-term change effort
 - » Participation in 4-day Course Design Institute in June 2020 to engage BIO 173 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - » 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 Biology 172 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 2)
- Assessment of course structure and components, as well as student outcomes and experiences
 - » Analysis of exam question effectiveness
 - » Analysis of geographic distribution of students enrolled in winter 2021 term to support online teaching
 - » Analysis of student responses to a metacognitive questionnaire about preparing for exams.
 - » Consultations on writing effective exam questions and designing online exams
 - » Design, implementation, and analysis of end-of-term surveys in fall and winter
 - » Grade outcome analysis of CSP-affiliated students
 - Professional development training
 - » Consultations on developing a GSI plan to support instructors in teaching online during the COVID-19 pandemic
 - » Development of an “online teaching in Zoom” guide for GSIs
 - Design, creation, and consultation for course curriculum and materials
 - » Consultation and design of active learning lecture sections
 - » Creation of weekly learning expectations visualization for students
 - » Consultation on organization and design of lesson plans for discussion sections
 - » Design and creation of “MyBioStory” videos featuring interviews with biologists, along with accompanying course materials and design manual
 - » Development of a metacognitive group activity for discussion section
 - 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

- » Facilitation and participation in focused working groups, including support for transitioning the course from in-person to online in response to COVID-19
- » Comparative Literature
 - › Design and facilitation of workshops for faculty and graduate students on principles and practices of anti-racist pedagogy
- » Dean's Office
 - › Consultations on
 - Developing anti-racist syllabus and course planning support
 - Undergraduate education in monthly meetings with the Associate Dean for Undergraduate Education
 - Process for faculty to use new central campus classroom building, with the vice provost for academic innovation and the LSA dean
 - › Collaboration with LSA Academic Technologies on 2 customized workshops for faculty
 - Alternatives to high-stakes exams
 - Engaging students/creating community in remote courses and choosing between synchronous and asynchronous modalities
 - › Curation of anti-racist teaching resources for LSA inclusive teaching website
 - › Design and facilitation of a workshop for faculty about anti-racism in our classrooms
 - › Design and facilitation of GSI focus groups to inform the LSA Reboot and Reimagine Teaching Formats and Innovations Subcommittee
 - › GSI-related services
 - Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2020 and a winter 2021 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA; since March 2020, ELI 994 has been offered entirely remotely, including synchronous sessions on Zoom, with asynchronous elements built in via Canvas
 - Design and facilitation of a workshop series for graduate student mentors and GSI Coordinators, including observing classes and conducting MSFs, consulting with GSIs, teaching with GSIs in a remote environment, and virtual lunches for networking and sharing strategies
 - Organization and facilitation of GSI orientation training programs prior to fall 2020 and winter 2021 terms, including theatre performances
 - › Facilitation of the Inclusive STEM Teaching Project for faculty and graduate students
 - Pilot of an online course through EdX
 - 6-week facilitated learning community
 - › Faculty learning communities
 - Design and facilitation of an expanded winter 2021 LSA Large Course Initiative focused on lessons learned while teaching large courses during the COVID-19 pandemic, including a 4-session faculty learning community and coordination of follow-up grants
 - › Orientation
 - Planning and facilitation of a virtual teaching academy for all new assistant professors in the college, including asynchronous resources and synchronous sessions, facilitation of midterm student feedback sessions, and two follow-up sessions: one on exploring a range of specific pedagogical topics and a second on debriefing the 2020-2021 academic year in conversation with senior colleagues

- Planning and facilitation of a virtual New Lecturer Orientation, including interactive sessions addressing the needs of LSA lecturers
- › Players virtual interactive theatre performances for faculty on the following topics:
 - Cultivating a more equitable academy for LSA seminar series (also attended by graduate students)
 - Institutional systems and disrupting them
 - Tenure decisions
- » Earth and Environmental Sciences
 - › Design and facilitation of a workshop for faculty on principles and practices of anti-racist pedagogy
- » Ecology and Evolutionary Biology
 - › Design and facilitation of a workshop for faculty and graduate students about mapping classroom ecosystems to foster student learning and community
- » Economics
 - › Foundational Course Initiative informational meeting and consultation with Director of Undergraduate Studies to explore the possibility of future partnerships
 - › Participation of instructional course team from one section of Econ 101 in final year of 3-year partnership with the Foundational Course Initiative (cohort 1)
 - Assessment of course components, as well as student outcomes and experiences
 - » Design, implementation, and analysis of two end-of-term surveys in fall and winter; single end-of-term survey in summer; midterm survey in winter
 - » Development, refinement, and data analysis of revised metacognitive exam preparation tools
 - » Heuristic analysis of instructional tools and materials
 - » Heuristic assessment of instructional materials and student-facing learning assets
 - » Longitudinal grade equity and evaluation analysis
 - » Observation of instructional team meetings
 - Design and creation of course materials
 - » Redesign and implementation of Canvas site
 - » Consultation on scaffolded lecture videos and knowledge checks
 - » Development of models for discussion section structure and consistency and for scaffolded quiz questions and grading rubric
 - » New engagement scheme introducing choice in modalities
 - » Creation of prototype for “flipped” active learning course, with supporting decision-making and design resources
 - » Visualization of learning process, expectations, and grading scheme
 - 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
 - » Facilitation and participation in focused working groups
 - Offboarding to conclude three-year Foundational Course Initiative partnership
 - » In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership

- » Exit interview to gather input from the faculty leads of Economics 101
- » English Language and Literature
 - › Design and facilitation of a workshop for faculty on teaching texts that contain racist language
- » English Language Institute
 - › Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2020 and a winter 2021 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA; since March 2020, ELI 994 has been offered entirely remotely, including synchronous sessions on Zoom, with asynchronous elements built in via Canvas
- » Film, Television, and Media
 - › Participation of instructional course team from FTVM 150 in final year of 3-year partnership with the Foundational Course Initiative (cohort 1)
 - Design and creation of course materials
 - » Visualization of weekly learning responsibilities and expectations for students
 - » Updates to syllabus and Canvas site, and coordination of Canvas work with ITS support
 - » Consultations on shifting of in-person course lectures to asynchronous online format
 - » Exploring new methods and structures for faculty to reach out to and connect with students synchronously and asynchronously, including the development of “Professor Chats”
 - » Consultation with GSIs and faculty to modify policies for remote assessments
 - » Consulting on best practices for integrating a new student group structure into the course
 - Support with technology setup and implementation
 - » Canvas assignments and quizzes
 - » Directing faculty to or providing resources for video editing and recording options
 - Offboarding to conclude three-year Foundational Course Initiative partnership
 - » In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - » Exit interview to gather input from the faculty leads of FTVM 150
- » History
 - › Design and facilitation of a syllabus workshop for History 195 GSIs in collaboration with the Sweetland Center for Writing
 - › Facilitation of a session to discuss midterm student feedback with History 195 GSIs
 - › Players virtual interactive theatre performance for faculty on sexual harassment and misconduct
- » History of Art
 - › Design and facilitation of a workshop for faculty and graduate students about teaching for equity
- » Linguistics
 - › Design and facilitation of a workshop for faculty about principles and practices of anti-racist pedagogy
 - › Design and facilitation of a workshop for faculty about teaching for equity and inclusion
 - › Participation of Linguistics 111 instructional course team in first year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - Assessment of course structure and components, as well as student outcomes and experiences

- » Analysis of student usage data for chat feature during lecture
- » Design, implementation, and analysis of student surveys, including a midterm survey in fall and paired early-term and end-of-term student surveys in winter
- Design, creation, and consultation for course curriculum and materials
 - » Canvas homepage, including course structure visualizations and “live” student-facing calendar of topics, resources, and assignments
 - » Definition of long-term design goals emphasizing social justice, advocacy, scientific reasoning, and relevance to student pathways
 - » Definition of framework for course learning (Lenses on language) and course-level learning goals and skills
 - » Midterm and final project prompt design following transparent assignment design protocol plus rubrics (student-facing and grader-facing)
 - » Revised course description to reflect new emphasis on social justice and advocacy lenses
 - » Slide template design and application to all lecture slides, including disciplinary signposts and following accessibility and assertion evidence guidelines
 - » Student-facing visualizations of course structure, weekly cadence, and student question decision-tree
 - » Syllabus communicating alignment between learning goals and learning process
- Planning and coordination of long-term change effort
 - » Re-designed and facilitated 4-day Course Design Institute in June 2020 to engage LING 111 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - » Proposal to hire additional graduate student support for summer effort
 - » Support in preparing presentation materials on course revisions for department faculty & administration

» Mathematics

- › Participation of Math 115 instructional course team in first year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - » Design, implementation, and analysis of instructor surveys in winter
 - » Design, implementation, and analysis of student surveys, including end-of-term student surveys, in fall and winter
 - Design, creation, and consultation for course curriculum and materials
 - » Redesign of student guide and learning objectives checklist for students, including creation of visualizations of expectations for student learning and grading scheme
 - » Support for design and implementation of mastery learning structure and grading
 - Planning and coordination of long-term change effort
 - » Presentation of a 4-day Course Design Institute in June 2020 to engage MATH 115 Collaborative Course Design faculty in team-building, visioning, and goal-setting related to course transformation

- » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Facilitation and participation in focused working groups
- » Management of project schedules and progress
- Support for instructor training
 - » Facilitation of meet-ups, including training for instructors
 - » Planning for content of meet-ups
 - » Redesign of instructional team meetings format (meet-ups)
- › Participation of Math 105 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 2)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - » Design, implementation, and analysis of focus groups with fall instructors
 - » Design, implementation, and analysis of focus groups with former students
 - » Design, implementation, and analysis of student surveys, including end-of-term student surveys in fall and winter
 - Design, creation, and consultation for course curriculum and materials
 - » Liaison between course coordinators and ECoach staff at the Center for Academic Innovation
 - » Redesign of student guide and learning objectives checklist for students, including creation of visualizations of expectations for student learning and grading scheme
 - 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
 - » Design and facilitation of a 4-session retreat to coordinate and develop a data-informed strategy for summer design work
 - » Facilitation and participation in focused working groups
 - » Grant application and publication support
 - » Management of project schedules and progress
- › Players virtual interactive theatre performance for faculty, staff, and graduate students about cultivating a more equitable academy
- » Molecular, Cellular, and Developmental Biology
 - › Design and facilitation of a workshop for faculty about teaching for equity and inclusion
- » Museum of Anthropological Archaeology
 - › Design and facilitation of a workshop for instructors and staff about principles and practices of anti-racist pedagogy
- » Philosophy
 - › Initiation of three-year Foundational Course Initiative Partnership with Philosophy 183 (cohort 4)
 - Planning and coordination of long-term change effort
 - » Consultations with department chair and faculty to determine course needs and goals and develop parameters for department-level commitment
 - » Facilitation of a 4-day Course Design Institute in May 2021 to engage PHIL 183 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation

- Assessment of course structure and components, as well as student outcomes and experiences
 - » Creation of general course report and grade equity report using analysis of institutional data
- » Physics
 - › Design and facilitation of a workshop for faculty and graduate students about teaching for equity
 - › Participation of Physics 140 in final year of 3-year partnership with the Foundational Course Initiative (cohort 1)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - » Design, implementation, and analysis of two midterm student surveys and one exit survey
 - » Feedback session with learning assistants (LAs) to learn how to better support instructional team
 - » Design for collection and analysis of equity data in final grades and assignment type
 - » Analysis of outcomes in Physics 140 and Physics 240 with respect to pedagogical approaches by different instructors over the last 7 years
 - Design, creation, and consultation for course curriculum and materials
 - » Consultation on structural changes and strategies for remote teaching
 - » Creation of student-facing text and visualizations of course structure and how to engage in the course and use the resources
 - » Design of instructional materials, including lesson plan and activities for the first day of class
 - » Design and implementation of Canvas architecture
 - » Setup and support for using Gather.town, including designing the space, creating student facing guidance for interacting in the space, and leading and participating in practice sessions/ run throughs
 - » Consultation on support for and refining the role of learning assistants in a remote classroom
 - » Design and creation of a course handbook
 - Professional development training
 - » Synchronous and asynchronous trainings for course learning assistants
 - 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
 - Offboarding to conclude three-year Foundational Course Initiative partnership
 - » In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - » Exit interview to gather input from the faculty leads of Physics 140
- » Political Science
 - › Initiation of three-year Foundational Course Initiative Partnership with Political Science 140 (cohort 4)
 - Determining selection of course for FCI partnership
 - » FCI Director consultations with department chair and faculty to determine course needs and goals and develop parameters for department-level commitment
 - Planning and coordination of long-term change effort

- » Facilitation of a 4-day Course Design Institute in May 2021 to engage POLSCI 140 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
- Assessment of course structure and components, as well as student outcomes and experiences
 - » Creation of general course report and grade equity report using analysis of institutional data
- » Program in the Environment
 - › Participation of ENVIRON 201 instructional course team in first year of 3-year partnership with the Foundational Course Initiative (cohort 3)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - » Preparation and discussion of baseline course report (student enrollment, demographics, course context, outcomes, and equity-related outcomes)
 - » Design and facilitation of GSI focus group
 - » Design, implementation, and analysis of paired early-term and end-of-term student surveys in fall and winter
 - » Heuristic analysis of instructional tools and materials
 - » Item response analysis of midterm and final exams
 - » Observation and analysis of classroom instruction
 - Design, creation, and consultation for course curriculum and materials
 - » Facilitation of team consideration of case study instructional formats for potential incorporation or adaptation
 - » Facilitation of team definition of learning goals and skills, particularly related to disciplinary critical thinking and transferable real-world career skills
 - » Facilitation of team definition of long-term design goals emphasizing active learning, community and belonging, relevance to future pathways, and a cohesive instructional team
 - » Development of a model for incorporating “Meet the Expert” video series in the course, including exploring potential uses, support with protocol and selection for guest interviews
 - » Development of a new assignment incorporating the Meet the Expert videos, including prompt and grading rubric design
 - » Development of a paper prompt template and revisions following transparent assignment design protocol
 - » Development of rubrics (student-facing and grader-facing), including Canvas setup and implementation support
 - Planning and coordination of long-term change effort
 - » Facilitation of a 4-day Course Design Institute in June 2021 to engage ENVIRON 201 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - » Coordination and facilitation of regular collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - » Meetings with the Michigan Sustainability Cases team to discuss sustainability and potential expansion of publishing case studies in the Gala open-access learning platform for the course
- » Psychology
 - › Design and facilitation of workshops on teaching for equity and inclusion for GSIs in the Combined Program in Education and Psychology

- › Foundational Course Initiative informational meeting and consult to explore the possibility of future partnership
- › Planning and facilitation of a program on teaching large courses remotely for instructors of large psychology courses
- › Presentations
 - Panel for graduate students on alternative academic and industry career paths
 - Presentation to Psychology Teaching Academy graduate students about CRLT services
- › Teaching awards received by Julie Boland, Joshua Rabinowitz, and Colleen Seifert
- » Romance Languages and Literatures
 - › Design and facilitation of a workshop for faculty about principles and practices of anti-racist pedagogy
 - › Presentation to graduate students on CRLT services
- » Science Learning Center
 - › Design and facilitation of a workshop for peer tutors and facilitators about active learning strategies as part of the Peer Tutor Summit
- » Statistics
 - › Initiation of three-year Foundational Course Initiative Partnership with Statistics 250 (cohort 4)
 - Planning and coordination of long-term change effort
 - » Consultations with department chair and faculty to determine course needs and goals and develop parameters for department-level commitment
 - » Facilitation of a 4-day Course Design Institute in May 2021 to engage STATS 250 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - Assessment of course structure and components, as well as student outcomes and experiences
 - » Creation of general course report and grade equity report using analysis of institutional data
- » Sweetland Center for Writing
 - › Collaboration on design and facilitation of a syllabus workshop for History 195 GSIs
- » Undergraduate Research Opportunity Program
 - › Design and facilitation of a workshop for undergraduate students about active learning on Zoom

Medicine

- » Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
- » Consultation and assessment development with neuroscience about PhD exam equity
- » Design and facilitation of a workshop for IRACDA on making groupwork work in STEM
- » Design and facilitation of focus groups for neuropsychology
- » Design and facilitation of workshops
 - › Inclusive teaching for faculty
 - › Inclusive teaching for graduate students
 - › Inclusive teaching in the clinical environment for faculty
 - › Making the most of hot moments for faculty

- » Players virtual interactive theatre performances on the following topics:
 - › Cultivating a more equitable academy for instructors
 - › Delivering serious news for first-year medical students
- » Presentation with RISE committee for faculty on educational innovation and activism
- » Teaching award received by Mark Cohen

Music, Theatre & Dance

- » Consultations
 - › Consultations with Council of Departmental Representatives on creation of Draft Undergraduate Learning Goals
 - › Provision of survey question models for determining modality of class and planning for virtual instruction
 - › With faculty committee on best practices for the evaluation of teaching
- » Customized workshops
 - › Inclusive and equitable feedback for faculty
 - › Teaching for equity and inclusion for music education graduate students
 - › Two-part workshop on developing anti-racist pedagogy for faculty
- » Presentation for faculty on the principles and best practices for evaluating teaching

Nursing

- » Consultations
 - › Development of assessment and DEI components for Men in Nursing initiative
 - › Discussion of options for assessing the Global Health Initiative work in Rwanda
- » 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 virtual meetings of the faculty learning community
- » Initiation of three-year Foundational Course Initiative Partnership with Nursing 240 (cohort 4)
 - › Planning and coordination of long-term change effort
 - Consultations with dean and faculty to determine course needs and goals and develop parameters for department-level commitment
 - Participation in a 4-day Course Design Institute in May 2021 to engage NURS 240 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Creation of general course report and grade equity report using analysis of institutional data

Pharmacy

- » Design and facilitation of a workshop for faculty and postdoctoral scholars on active learning in hybrid and online courses
- » 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 virtual meetings of the faculty learning community

Public Health

- » Consultation to develop employer survey for the Department of Epidemiology

- » Design and facilitation of a curriculum review and assessment planning retreat for epidemiology faculty
- » Design and facilitation of a retreat for health behavior and health education faculty focusing on anti-racist pedagogy and practice
- » Design and facilitation of school-wide workshops for faculty about
 - › Developing anti-racist pedagogical practices
 - › Principles and practices of anti-racist pedagogy
- » 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 virtual meetings of the faculty learning community
- » Design of components for an Anti-Racist Teaching in Public Health MOOC (including identification of key components and modules and curriculum design) to be launched in 2022
- » Participation of Public Health 200 instructional course team in final year of 3-year partnership with the Foundational Course Initiative (cohort 1)
 - › Assessment of course structure and components, as well as student outcomes and experiences
 - Design, implementation, and analysis of paired early-term and end-of-term student surveys in fall and winter
 - Exam analysis and redesign with attention to equity and effectiveness of questions
 - › Design and creation of course materials
 - Consultation about student-facing exam and paper preparation sessions
 - Revision and updating of course map
 - Development and implementation of online course structure using videoconferencing and online modules
 - Design and preparation of online moderated Q&A
 - Redesign of paper assignment to better align with course goals and help students connect public health concepts to their own experiences
 - › 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
 - › Offboarding to conclude three-year Foundational Course Initiative partnership
 - In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership
 - Exit interview conducted to gather input from the faculty leads of Public Health 200
- » Players virtual interactive theatre performances for faculty and staff on the following topics:
 - › Cultivating a more equitable academy
 - › Sexual harassment and misconduct

Public Policy

- » Design and facilitation of a workshop for faculty about principles and practices of anti-racist pedagogy

Rackham Graduate School

- » Design and implementation of a workshop for Graduate Rackham International GSIs on teaching for equity and inclusion

- » Design, implementation, and evaluation of a 5-session program on diversity and inclusive teaching for GSIs, with the Program on Intergroup Relations
- » Multiple Players virtual interactive theatre performances for graduate students, undergraduate students, and faculty allies about
 - › Cultivating a more equitable academy
 - › Recognizing and disrupting inequitable institutional systems
- » Participation in virtual presentation of Rackham Outstanding GSI Awards at the annual awards ceremony
- » Preparing Future Faculty Programs
 - › Organization and implementation of a 10-week, fully on-line Postdoctoral Short-Course on College Teaching in Science and Engineering, winter 2021
 - › Organization, implementation, and evaluation of the month-long, 10 session Rackham-CRLT seminar on College Teaching: Preparing Future Faculty for advanced doctoral students
- » Presentation of CRLT resources at a virtual Rackham Welcome Fair

Social Work

- » 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 virtual meetings of the faculty learning community
- » Teaching awards received by Ayesha Ghazi Edwin and Daicia Price

Customized Services for Other Units at U-M

ADVANCE

- » Presentation of 3 Players virtual interactive theatre performances for faculty and staff about cultivating a more equitable academy
- » Presentations with RISE committee for academic leaders on how they can shift climate

Center for Academic Innovation

- » Consultation with Assessment Toolkit team regarding faculty use of equity reports
- » Design, facilitation, and collaboration on an R2GB sprint series of events for instructors including getting ready for fall 2020, creating and curating content, building your learning community and creating collaborative learning experiences, and transferring and transforming assessments for online
- » Participation in faculty demonstration and discussion with Engageli
- » Presentation with RISE committee for faculty on educational innovation and activism

CEW+

- » Consultations with director about the impact of remote K-12 learning on parents working or studying at U-M and how to support them

Ginsberg Center for Community Service and Learning

- » Collaboration on a 3-part blog series and co-design and facilitation of 3 faculty learning communities as part of the Democracy and Debate Theme Semester

Human Resources

- » Development and distribution of an interactive Canvas course for 58 leadership teams on creating climates resistant to sexual harassment and misconduct, including theatre performances

- » Facilitation of 3 synchronous sessions for leadership teams to debrief learning from interactive module and plan next steps
- » Players virtual interactive theatre performances for members of leadership on creating climates resistant to sexual harassment and misconduct

Institute for Social Research

- » Design and facilitation of workshop for faculty about teaching for equity and inclusion
- » Players virtual interactive theatre performance for faculty and staff about creating climates resistant to sexual harassment and misconduct

Libraries

- » Design and facilitation of a workshop for staff on teaching for equity

Michigan Center for Interprofessional Education

- » Consultation on new IPE course “Health and Disabilities”
- » Design and facilitation of six workshop sessions for faculty on the VITAL training module
- » 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 virtual meetings of the faculty learning community

National Center for Institutional Diversity

- » Design, facilitation, and webinar presentation for instructors on preparing to teach virtually during a pandemic
- » Collaboration on a 3-part blog series and co-design and facilitation of 3 faculty learning communities as part of the Democracy and Debate Theme Semester

Office of Diversity, Equity, and Inclusion

- » Design and facilitation of five workshops for liaisons for inclusive teaching on assessment

Office for Institutional Equity

- » Consultation on Players support of U-M’s anti-sexual harassment initiative in 2021-2022
- » Design, facilitation of focus groups with academic leaders who participated in the day-long training program on creating climates resistant to sexual harassment and misconduct about tools and education needed for roll-out of U-M’s umbrella sexual misconduct policy

Office of the President

- » Collaboration with SEISMIC to participate in winter showcase and present on FCI’s approach to collaborative course design
- » Collaboration with the first, second, and third cohort of collaborative course design teams under the Foundational Course Initiative, and recruitment of a fourth cohort (Electrical Engineering and Computer Science 203, Nursing 240, Philosophy 183, Political Science 140, Statistics 250)
- » Design and facilitation of a learning community for faculty about conflict and resistance in conjunction with the university-wide Democracy and Debate Theme Semester

Office of the Provost and Executive Vice President for Academic Affairs

- » Consultations
 - › Consultation with Vice Provost for Equity and Inclusion about inclusive teaching and anti-racism pedagogy

- › Regular meetings with the Vice Provost for Academic Innovation
- › Regular meetings with the Vice Provost for Engaged Learning
- › Regular meetings of VPAI Response and Recovery Group
- » Design and facilitation of a workshop series for Ready to Go Blue (R2GB) online teaching
 - › A New Program for Automatically Linking Class Discussion to Learning Resources
 - › Engaging Students Remotely: Faculty Lessons from the Field
 - › Shared Stories: Promoting Student Engagement in an Online Flipped Classroom
 - › Students in Blended Synchronous Courses Will Be Less Attentive: What Can We Do?
 - › Additionally, CRLT collaborated with CAI to co-develop workshops on creating and curating content, building your learning community and creating collaborative learning experiences, promoting student engagement with a gameful approach, and transferring and transforming assessments for online
- » Design and facilitation of an assessment meeting with faculty and staff who coordinate and directly support GSI training
- » Orientations
 - › Organization and facilitation of a virtual New Faculty Orientation, including an interactive theatre performance
 - › Organization, facilitation, and evaluation of the virtual Provost's Campus Leadership Program (orientation and round tables) for chairs and associate deans, including A Conversation with the Provost, Anti-Racist Leadership, Leading in the Age of Social Media, the Impact of the COVID-19 Pandemic on Faculty Careers, and Understanding the U-M Budget
- » Presentation to Associate Deans Group about preparing for the new Central Campus Classroom Building
- » Support for Diversity, Equity, & Inclusion (DEI) efforts (Please see pp. 24-25 for details about workshops, seminars, collaborations, and resources.)
- » Support for teaching award and grant competitions
 - › Coordination of campuswide Provost's Teaching Innovation Prize, including creation of posters for sharing innovations, and organization of virtual poster presentations during the Enriching Scholarship Conference
 - › Organization of the competition to select Thurnau Professors
 - › Coordination of nomination for U-M's candidate for Michigan Distinguished Professor of the Year

Office of Student Life

- » Collaboration with the Edward Ginsberg Center for Community Service and Learning on a workshop series for faculty, staff, and graduate students on framing and facilitating high stakes meetings

Teaching Technology Collaborative

- » Collaboration with other instructional technology units to organize and facilitate the Enriching Scholarship Conference, a university-wide, three-day program of workshops, demonstrations, and presentations including opening and closing keynotes. This conference was offered virtually and included "Lightning and Thunder" sessions with various presenters, and lessons learned throughout the COVID-19 pandemic
- » Organization of virtual poster presentations during the Enriching Scholarship Conference featuring winners of the Provost's Teaching Innovation Prize (TIP)

Appendix C: Collaborations and Committee Work

Collaboration with Other Units

Collaboration with other U-M offices is a key component of CRLT services. During 2020-2021, CRLT worked with all schools and colleges on teaching improvement projects. Additionally CRLT collaborated with:

- » Academic Human Resources
- » ADVANCE Program
- » CAEN
- » Center for Academic Innovation
- » College of Engineering, Office of the Associate Dean for Undergraduate Education
- » English Language Institute
- » ITS Teaching and Learning
- » LSA Technology Services
- » Ginsberg Center for Community Service and Learning
- » LSA Dean's Office
- » Michigan Center for Interprofessional Education
- » National Center for Institutional Diversity
- » Nexus
- » Office of Diversity Equity and Inclusion
- » Office of Institutional Equity
- » Office of New Student Programs
- » Office of the President
- » Office of the Provost
- » Organizational Learning
- » Rackham Graduate School
- » Ross Online
- » Student Life
- » Sweetland Center for Writing
- » Teaching and Technology Collaborative
- » The Program on Intergroup Relations
- » 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 Program Group
- » Accessibility @ UM
- » Accessibility Sub Group of the Provost's COVID-19 Coordinating Committee on Instructional Planning
- » Advancing Asians in Leadership Committee
- » API/DA staff committee
- » Campus Advisory Committee
- » CEW+ Council for Nontraditional Students
- » College of Engineering DEI Culture Shift
 - › Faculty Community Team Steering Committee
 - › Faculty Curriculum Committee
 - › Metrics Subcommittee
 - › Survey Subcommittee
- » College of Engineering DEI Strategic Plan Implementation Committee
- » Constructs working group leadership for the Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) project
- » Culture Education Advisory Group on Sexual Harassment
- » Democracy and Debate Theme Semester planning committee
- » Engineering Teaching & Learning Symposium Planning Team
- » Enriching Scholarship Keynote Committee
- » Enriching Scholarship Planning Committee
- » Islamophobia Working Group
- » LSA Inclusive Teaching working group

- » LSA Reboot and Reimagine Subcommittee on Teaching Formats and Innovations
- » LSA Task Force on Anti-Racism and Racial Equality
 - › Anti-Racism Taskforce Curriculum Subcommittee Meeting
 - › Anti-Racism Taskforce Term & Definitions Subcommittee
- » Michigan Center for Interprofessional Education
 - › Anti-Racism Committee
 - › Executive Committee
 - › Experiential Working Group
 - › Faculty Development Committee
- » MLK Symposium Planning Committee
- » POISE advisory committee
- » Professional Latinos at the University of Michigan Alliance
- » Provost's Ad Hoc Group on Course Evaluations
- » Provost's Coordinating Committee on Instructional Planning
- » Provost's Planning Committee for the Central Campus Classroom Building
- » Ready-to-Go-Blue Working Group
- » RISE Committee
- » School of Nursing T-32 doctoral program Advisory Committee
- » Spectrum Center advisory board
- » Student I.D.E.A. Board Pedagogy Implementation Committee
- » T32 National Advisory Committee for PhD Nurse Scientists program
- » Teaching and Technology Collaborative Committee
- » Teaching and Technology Collaborative Unconference Planning Committee
- » The Program on Intergroup Relations Advisory Board
- » Race and Ethnicity Undergraduate Requirement Committee
- » U-M Language Matters steering committee
- » Women of Color Task Force

External Committee Participation

- » 500 Women Scientists advisory board
- » American Geophysical Union's Education Section leadership team
- » American Society of Engineering Education
 - › Commission on Diversity, Equity and Inclusion
 - › Faculty Development Division (FDD)
- » Big Ten Academic Alliance Teaching Center Directors
- » Higher Learning Commission Conference Committee
- » Ivy+
 - › Assessment Coordinators Group
 - › Fall Conference Planning Group
 - › Teaching Center Directors Group
- » National Science Foundation Proposal Review Committees
- » POD committees
 - › 2021 Conference Proposal Reviewer
 - › 2021 POD Research Grants Reviewer
- » Graduate Student, Professional Student, and Postdoctoral Scholar Development special interest group
 - Assessment and Evidence-Based Practice working group
 - Diversity and Outreach working group
- » Innovation Award Selection Committee
- » Project Kaleidoscope Faculty of the 21st Century
- » Scholarship Application Subcommittee
- » Scholarship Committee
- » STEM special interest group
- » Teaching with Technology special interest group
- » Springer Nature U.S. Research Council advisory board
- » Unizin Learning Analytics Task Force for Faculty and Students

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 2020-2021, CRLT provided 4,273 services to external clients who represent 103 colleges and universities, and 11 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, discussion of responses to pandemic teaching, and requests to use CRLT publications and web resources. Additionally, 264 people from external institutions attended virtual 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.

*Due to the COVID-19 pandemic, CRLT did not have any visits to the office, but we did conduct virtual interactions with the following colleges, universities, and organizations.

Colleges and Universities within the U.S.

- » Arcadia University
- » Arizona State University
- » Boston College
- » Boston University
- » California Institute of Technology
- » California State University
- » Carnegie Mellon University
- » Clemson University
- » Columbia University
- » Cornell University
- » Dartmouth College
- » DePaul University
- » Des Moines Area Community College
- » Florida International University
- » Georgetown University
- » Georgia Institute of Technology
- » Harvard University
- » Indiana University
- » Indiana University–Purdue University Indianapolis
- » Iowa State University
- » Johns Hopkins University
- » Kennesaw State University
- » Klein High School
- » Marshalltown Community College
- » Massachusetts Institute of Technology
- » Miami University
- » Michigan State University
- » Michigan Technological University
- » Missouri University of Science and Technology
- » Nashville State Community College
- » New York University
- » North Carolina State University
- » Northeastern University
- » Northwestern University
- » Princeton University
- » Purdue University
- » Rice University
- » Rochester Institute of Technology
- » Rockhurst University
- » Roosevelt University
- » Southern New Hampshire University
- » Stanford University
- » Stony Brook University
- » Syracuse University
- » Texas Christian University
- » The Ohio State University
- » The University of Chicago

- » University of Arizona
- » University of Arkansas
- » University of California, Irvine
- » University of California, Merced
- » University of California, Davis
- » University of California, Santa Barbara
- » University of Central Florida
- » University of Cincinnati
- » University of Delaware
- » University of Denver
- » University of Florida
- » University of Georgia
- » University of Illinois at Urbana-Champaign
- » University of Iowa
- » University of Minnesota
- » University of Notre Dame
- » University of Oklahoma
- » University of Pennsylvania

- » University of Pittsburgh
- » University of Saint Francis
- » University of Tennessee, Knoxville
- » University of Utah
- » University of Virginia
- » University of Washington
- » University of Wisconsin-Madison
- » University of Wisconsin-Stout
- » University of Wyoming
- » Villanova University
- » Virginia Polytechnic Institute and State University
- » Wake Forest University
- » Washington State University
- » Washington University in St. Louis
- » Westfield State University
- » Yale University

Colleges and Universities outside the U.S.

- » Beijing Institute of Technology, China
- » Duke Kunshan University, China
- » Guangdong Baiyun University, China
- » Hebei University of Technology, China
- » Monash University, Australia
- » Nazarbayev University, Kazakhstan
- » Ningxia Medical University, China
- » Ocean University of China
- » Peking University, China
- » Shandong University, China
- » Shanghai Jiao Tong University, China
- » Shanghai Lixin Institute of Accounting and Finance, China
- » ShanghaiTech University, China
- » Shihezi University, China
- » South China University of Technology, China
- » Southern University of Science and Technology, China
- » University of Ljubljana, Slovenia
- » University of Zimbabwe, Zimbabwe
- » Xi'an Eurasia University, China
- » Xi'an Jiaotong University, China
- » Zhejiang University, China
- » Zhujiang College of South China Agricultural University, China

Other Organizations and Associations

- » Big Ten Academic Alliance (BTAA)
- » Chinese Higher Education Development Network
- » EdSurge
- » Eduology
- » Ivy+
- » MGH Institute of Health Professions
- » POD Network
- » San Francisco Conservatory of Music
- » SEISMIC (Sloan Equity and Inclusion in STEM Introductory Courses)
- » The Franklin Institute
- » Unizin

Appendix E: Publications and Presentations

Occasional Papers are available on CRLT's website. crlt.umich.edu/resources/publications.

Publications by CRLT Staff

- » Cheng, S. J., Mourad, T., Goldberg, D. E., Middendorf, G., Prevost L. B., & McKay, T. (2021, April). Harnessing data for inclusive ecology education: Building programs to move the discipline toward systemic change. *Bulletin of the Ecological Society of America*, 102(2), 1-9. <https://doi.org/10.1002/bes2.1842>
- » CRLT & the Ginsberg Center. (2020, October 12). Preparing to Teach About the 2020 Election (and After). Blog post cited by Beth McMurtrie in *The Chronicle of Higher Education's* electronic Teaching newsletter on Oct 22, 2020.
- » Daniels, T. (2021, April). Centering instructor identity in the STEM classroom. *National Center for Faculty Development & Diversity Newsletter*. Retrieved from <https://www.facultydiversity.org/aprilnews21>
- » Daniels, T., Bailey, E. J., & Cobblah, A. (2021). In search of silver linings: Strategies for preparing future faculty during the COVID-19 pandemic. *To Improve the Academy: A Journal of Education Development*, 39(3). <https://doi.org/10.3998/tia.17063888.0039.306>
- » Graham, E. B., Averill, C., Bond-Lamberty, B., Knelman, J. E., Krause, S., Peralta, A. L., Shade, A., Smith, A. P., Cheng, S. J., Fanin, N., Freund, C., Garcia, P. E., Gibbons, S. M., Van Goethem, M. W., Guebila, M. B., Kempainen, J., Nowicki, R. J., Pausas, J. G., Reed, S. P., Rocca, J., Sengupta, A., Sihi, D., Simonin, M., Słowiński, M., Spawn, S. A., Sutherland, I., Tonkin, J. D., Wisnoski, N. I., Zipper, S. C., & Contributor Consortium. (2021, March). Toward a generalizable framework of disturbance ecology through crowdsourced science. *Frontiers in Ecology and Evolution*. <https://doi.org/10.3389/fevo.2021.588940>
- » Heaton, H. (2020, November). A little of everything: A comprehensive overview for the linguistic study of television dialogue. *American Speech*, 95(4), 529–534. <https://doi.org/10.1215/00031283-8781773>
- » Pinder-Grover, T., & Baleisis A. (2021). Discovering the possibilities: Exploring disciplinary and institutional contexts for teaching. In J. Gilmore & M. Hatcher (Eds.), *Preparing for College and University Teaching: Competencies for Graduate and Professional Students*, 56-74. Sterling, VA: Stylus Publishing, LLC.
- » Peoples, W., & Dillard, A. D. (2020, September 1). 5 lessons from a race-and-ethnicity requirement. Advice essay in *The Chronicle of Higher Education*.

Presentations

- » Ammerlaan, M., Nowicki, C., Levesque, E. M., & Cheng, S. J. (2021, March 18). *From surviving to thriving: Mapping classroom ecosystems to foster student learning and community in Intro Biology Lab*. Virtual EEB Seminar presentation at the University of Michigan, Department of Ecology and Evolutionary Biology.
- » Bean, C. S. (2020, July). *Moving the needle on sexual harassment: A curriculum for institutional climate change*. Presentation and panel discussion at the virtual conference of the Association for Theatre in Higher Education.
- » Brownell, S., Byrd, W. C., Cheng, S. J., Hammond, J. W., & Kedharnath, N. (2020). “Equity” and “inclusion” revisited. Presentation at the Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) Summer Meeting.

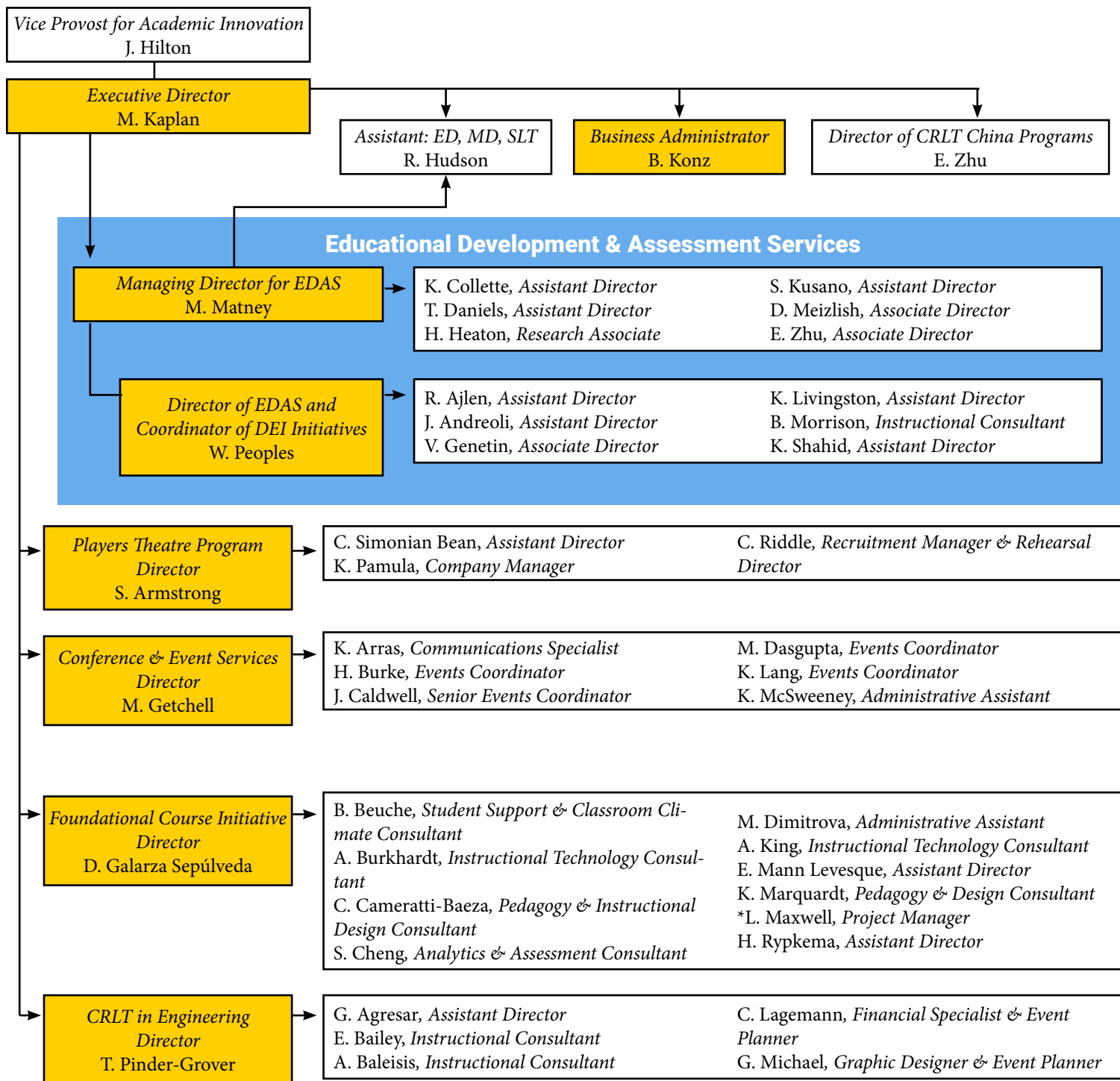
- » Cheng, S. J. & McKay, T. (2020). *Learning from classroom data: Critical frameworks for advancing equity, inclusion, and social justice in science education*. Presentation at the Ecological Society of America Annual Meeting.
- » Cheng, S. J. (2021). *Promoting equity in STEM education across scales*. Presentation at the Virginia Commonwealth University Biology Department.
- » Cheng, S. J. (2021). *Growing connections: Using equity frameworks and inclusive teaching to support biology students*. Presentation at the Bridging Research and Education Workshop (BREW) hosted by the Genetics Society of America.
- » Daniels, T. (2021, March). *Creative strategies for equitable engagement in online classes*. Presentation at OLC Innovate 2021 Virtual Conference: A joint conference of The Online Learning Consortium and MERLOT.
- » Daniels, T. (2021, March). *Strategies to incorporate active learning into your hybrid/online courses*. Presentation at OLC Innovate 2021 Virtual Conference: A joint conference of The Online Learning Consortium and MERLOT.
- » Daniels, T. (2021, April). *Strategies for centering instructor identity in STEM education*. Recorded webinar for the National Center for Faculty Development and Diversity Spring/Summer 2021 Guest Expert Webinar Series.
- » Daniels, T. (2020, June). *From ally to accomplice: Working together for social justice reform*. Presentation at Women of Color Task Force Conference, University of Michigan.
- » Galarza Sepúlveda, D., & Kaplan, M. (2021, March). *Foundational Course Initiative (FCI) for course transformations through collaborative course design practices*. Presentation at the virtual SEISMIC Showcase, Part 2: Transformations at Scale.
- » Hammond, J. W., Brownell, S., Byrd, W. C., Cheng, S. J., Kedharnath, N., & McKay, T. (2021). *Transforming (inter)institutional STEM infrastructures: Lessons from the SEISMIC project on designing for equity and inclusion at scale*. Presentation at the Transforming Institutions Conference.
- » Heaton, H., Armstrong, S., Bean Simonian, C., Matney, M., & Kaplan, M. (2020). *How far can workshops move the needle? Analysis of immediate workshop outcomes for academic leadership*. Poster presented virtually at The Public Summit of the National Academies' Action Collaborative on Preventing Sexual Harassment in Higher Education.
- » Kaplan, M. (2021, March 30). *10 years of CTLD: Celebrating the past, imagining the future*. Presentation [online] at a symposium honoring the 10th anniversary of the Center for Teaching and Learning Development, Shanghai Jiao Tong University.
- » Kaplan, M. (2020, October). *Approaches to effective design and teaching of large courses*. Presentation [online] at the UM-PKU Evidence-Based and Innovative Teaching Institute.
- » Kaplan, M. (2020, October). *Scholarship of teaching and learning*. Presentation [online] at the UM-PKU Evidence-Based and Innovative Teaching Institute.
- » Matney, M. (2020, October). *Assessment of student learning*. Presentation [online] at the UM-PKU Evidence-Based and Innovative Teaching Institute.
- » Matney, M. (2020, October). *Evaluation of teaching*. Presentation [online] at the UM-PKU Evidence-Based and Innovative Teaching Institute.
- » Meizlish, D. (2020, October). *Research based best practices in college teaching*. Presentation [online] at the UM-PKU Evidence-Based and Innovative Teaching Institute.
- » Peoples, W. (2020, October). *Inclusive teaching*. Presentation [online] at the UM-PKU Evidence-Based and Innovative Teaching Institute.

- » Walsh, K., Pottmeyer, L., Hershock, C., & Meizlish, D. (2020, November). *How is teaching effectiveness assessed in tenure-track hiring?* Presentation [online] at the 45th Annual POD Conference.
- » Womack, V. Y., Armstrong, S., Calkins, S., Gillian-Daniel, D., Daniels, T., Frey, G., Goldberg, B., Greenier, R., & Tuttle, N. (2021, March). *Critically reflecting on inclusive teaching practices through embodied case studies.* Demonstration session presented at the virtual Innovative Teaching & Learning Conference, University of Tennessee-Knoxville.
- » Womack, V., Daniels, T., Pinder-Grover, T., Calkins, S., Greenier, R., & Goldberg, B. (2020, November). *Centering identity: The design of an inclusive teaching course for STEM faculty.* Ideation/Innovation Session at the AAC&U 2020 Virtual Conference on Transforming STEM Higher Education: THIS Changes Everything.
- » Zhu, E. (2020, October). *Active learning and innovative teaching: How to get started.* Presentation [online] at the UM-PKU Evidence-Based and Innovative Teaching Institute.
- » Zhu, E. (2021, April). *Faculty development in China: Past goals, current practices and future perspectives.* Presentation [online] at a symposium honoring the 10th anniversary of the Center for Teaching and Learning Development, Shanghai Jiao Tong University.

Review and Editorial Work

- » 500 Women Scientists' Fellowship for the Future (S. J. Cheng, S. Kusano)
- » American Society for Engineering Education (S. Kusano, E. Mann Levesque)
- » *European Journal of Engineering Education* (T. Pinder-Grover)
- » Higher Learning Commission (M. Matney)
- » *International Journal for the Scholarship of Teaching and Learning* (M. Kaplan)
- » *Journal of Applied Research in Higher Education* (M. Kaplan)
- » *Journal of Faculty Development* (M. Kaplan, D. Meizlish)
- » *Journal of Student Affairs Research and Practice* (M. Matney)
- » *Oracle* (M. Matney)
- » *Studies in Educational Evaluation* (T. Pinder-Grover)
- » *To Improve the Academy: A Journal of Educational Development* (D. Meizlish)
- » *Trends in Ecology & Evolution* (S. J. Cheng)
- » *Michigan Journal of Sustainability* (D. Meizlish)

Appendix F: Regular Staff Organizational Chart, 2020-2021



Key:

Yellow: Senior Leadership Team Members

* No longer at CRLT as of May 2021

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



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