



# 2020-2021 WELCOME BOOK

---





# TABLE OF CONTENTS

<b>Executive Director's Letter .....</b>	<b>3</b>
<b>Year at a Glance .....</b>	<b>4</b>
<b>Core Services .....</b>	<b>5</b>
<b>New and Noteworthy .....</b>	<b>7</b>
<b>Organizational Chart.....</b>	<b>11</b>



Founded in 1962, CRLT was the first teaching center in the country. We provide a comprehensive array of curriculum and instructional development activities. We are 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.



CRLT-Engin is located on U-M north campus in the Gorguze Family Laboratory. Visitor parking : (NC 26) and staff parking is available near by.

A partnership established in 2004, between the College of Engineering and the main CRLT office, CRLT-Engin promotes excellence and innovation in teaching and learning by offering a range of evidence-based programs and services for engineering's diverse community. CRLT-Engin helps to foster teaching and learning environments where students and instructors of all backgrounds can thrive.

# EXECUTIVE DIRECTOR'S LETTER

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

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

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

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

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

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



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

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

# 2019-2020 YEAR AT A GLANCE

Services represent both campus-wide programs (orientations, workshops, etc.) and customized, discipline-specific programs based on the particular teaching and learning needs of U-M's departments, schools, and colleges.

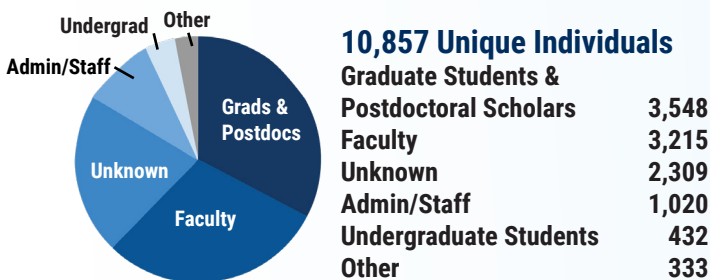
## SUMMARY OF CRLT SERVICES

<b>Total Services Provided</b> (Some individuals receive multiple services)	<b>23,598</b>
<b>Total Services for U-M Clients</b>	<b>15,834</b>
Campus-wide programs	5,732
Customized programs for departments, schools, & colleges	4,438
Consultations	5,281
Instructors receiving midterm student feedback (MSF) sessions	383
<b>Total Services for External Clients</b>	<b>7,764</b>
Presentation and workshop participants	6,693
Audience members at external theatre performances	400
Consultations and other services	671

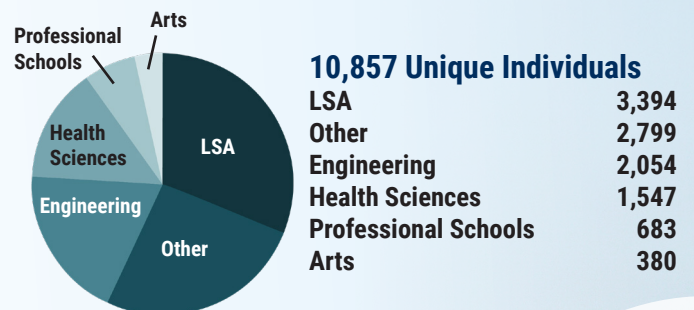
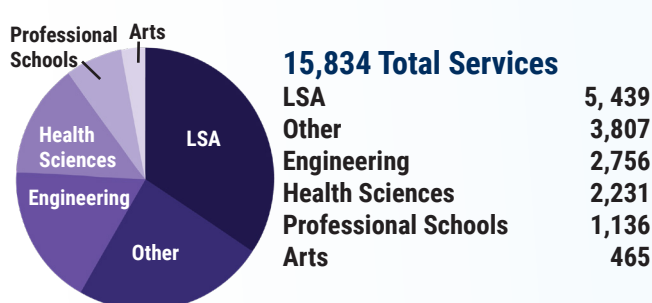
## CONSULTATIONS BEYOND U-M

<b>U.S. Educational Institutions</b>	<b>127</b>
<b>Other U.S. Organizations</b>	<b>5</b>
<b>International Institutions</b>	<b>16</b>

## U-M CLIENT PROFILES



## SERVICES BY SCHOOL/ COLLEGE



## FACULTY

- 159 Faculty orientation attendees
- 5 Teaching academies for 10 schools and colleges
- 482 Attendees at 35 seminars
- 2 Learning communities

## GRANTS & AWARDS

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

## RESEARCH & PUBLICATIONS

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

## CONSULTATION SERVICES

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

*\*Some courses have multiple instructors*

## ONLINE

- 252,427 Unique visitors to the CRLT website from
- 213 Countries
- 15 Blog Posts
- 2,866 Twitter followers

## CRLT PLAYERS

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

## PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

- 98 Participants in 2 preparing future faculty programs
- 67 Completed the certificate program
- 1,153 Attendees at 53 seminars
- 32 GSI events for departments
- 27 Graduate Student Instructional Consultants
- 14 Engineering Teaching Consultants
- 1,007 Attendees over 5 orientations



# CORE SERVICES

## 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.

## 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.

## 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.

## Theatre

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.

## Foundational Course Initiative

With an investment of \$5 million dollars over 5 years from the President's Academic Excellence Fund, the Foundational Course Initiative (FCI) aims to create a 21st-century model of teaching at scale. FCI focuses on large enrollment courses that introduce students to a major or discipline. CRLT's FCI consultants establish multi-year partnerships with intergenerational course teams made up of faculty, staff, GSIs, and undergraduate students.

## Assessment & 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.

# NEW & NOTEWORTHY

## National Recognition for FCI

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

## CRLT Players Milestone



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



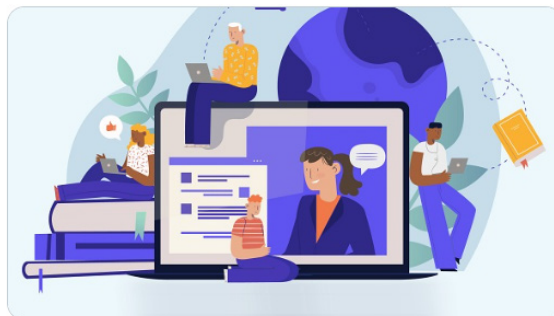
Fixing the Courses Everyone Loves to Hate  
 Large introductory courses are notorious for being tedious, confusing, and even harmful. The University of Michigan at Ann Arbor is betting it ...  
 @chronicle.com

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

## Supporting U-M’s Shift to Remote Teaching



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



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

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

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

## Reaccreditation and Assessment



### HIGHER LEARNING COMMISSION

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

## Creating a Climate Resistant to Sexual Harassment

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



*vent Sexual Harassment* for an all-chairs meeting. Initially created at the request of President Schlissel, the material has since been further developed to meet the needs of different audiences (see CRLT's 2018-2019 annual report for details). In 2019-2020, the CRLT Players Theatre Program collaborated with the Provost's Office and Organizational Learning to present 6 day-long workshops for teams of academic leaders and key faculty and staff from their units on creating climates resistant to sexual harassment. Attended by over 400 deans, chairs, and colleagues, the workshops included overviews of the research on the nature and prevalence of sexual and gender harassment, embodied case studies depicting the impact of harassment on faculty and staff, and a series of design thinking exercises for teams to consider how to shift the culture in their units. This unique approach was based on research findings that indicate the centrality of departmental and institutional climate in combating harassment. A careful evaluation of the program indicated that it had deepened participants' understanding of sexual harassment and advanced their thinking about ways to approach climate change in their department, school, or college. Results of the evaluation will be presented at the **2<sup>nd</sup> Annual Public Summit of the Action Collaborative to Prevent Sexual Harassment in Higher education** in October 2020.

## Support for Inclusive Teaching

CRLT continued and expanded its role as the university's key resource for professional development for instructors around inclusive and equitable teaching. CRLT launched several new inclusive teaching programs this year, including multiple offerings of a seminar on anti-racist pedagogy for instructors who teach courses that fulfill race and ethnicity (R&E) require-

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



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

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

## Events Re-Imagined for a Remote Context



**Dr. Tazin Daniels** @ThePedagologist · Apr 30, 2020

Just filmed our team intro for the 20th annual Preparing Future Faculty Seminar which is going remote next week! Grateful for such talented and committed colleagues and excited to "meet" our #pff participants!  
@UMich\_CRLT @umichgradschool



The shift to remote work in the winter, and the likelihood that in-person gatherings would not be possible in the spring/summer or fall, led CRLT to create plans for **online versions of core programs**. This process began when the Rackham-CRLT STEM Postdoctoral Short Course transitioned from an in-person to an online format when the pandemic hit in mid-March. At the same time, the planning team for the May Rackham-CRLT Preparing Future Faculty Seminar began developing a hybrid offering, which combined asynchronous Canvas modules with synchronous small-group discussions and advising. The success of the Seminar informed the significant planning and preparation required to shift the modality of CRLT's fall orientations, which draw over 1,000 participants each

year. Fully asynchronous iterations of orientations for GSIs, Engineering GSIs, and Engineering Instructional Aides will include newly created interactive modules housed in Canvas, allowing student instructors to complete their initial training over a multi-week period. And a synchronous, online version of New Faculty Orientation (NFO) will include introductory remarks from the President, Provost, and VP for Research, as well as a videotaped performance and discussion of the new CRLT Players sketch, *Act for Equity*. Similarly, teaching academies and orientations for new faculty in LSA, engineering, and business will be offered in a range of synchronous and asynchronous modalities.

## Bringing Theatre to the (Computer) Screen



No longer able to perform in person with a live audience, the CRLT Players created both synchronous and asynchronous video performances. In a reconstructed version of their annual spring session for first-year medical students on *Delivering Serious News*, performers presented synchronous role-play sessions over Zoom. For fall orientation programs, the Players are creating a 20-minute recorded play, *Act for Equity*, which will focus on the implications of the twin pandemics – Covid 19 and ongoing incidents of racial violence, including the murder of George Floyd by police in Minnesota. Designed to replace an in-person sketch on inclusive and equitable teaching, this recorded play will allow the Players to meet the needs of the different modalities required by fall orientations. Faculty will view the video and engage in breakout discussion during the synchronous NFO. GSIs will view the vid-

eo as part of an asynchronous Canvas module in GSI Teaching Orientations. This move to film involved considerable challenges, including writing and staging for a new medium, transporting cameras and props to each individual actor's home to capture their performances, and editing videos to create continuity in the final product.

### Staff Professional Development around DEI

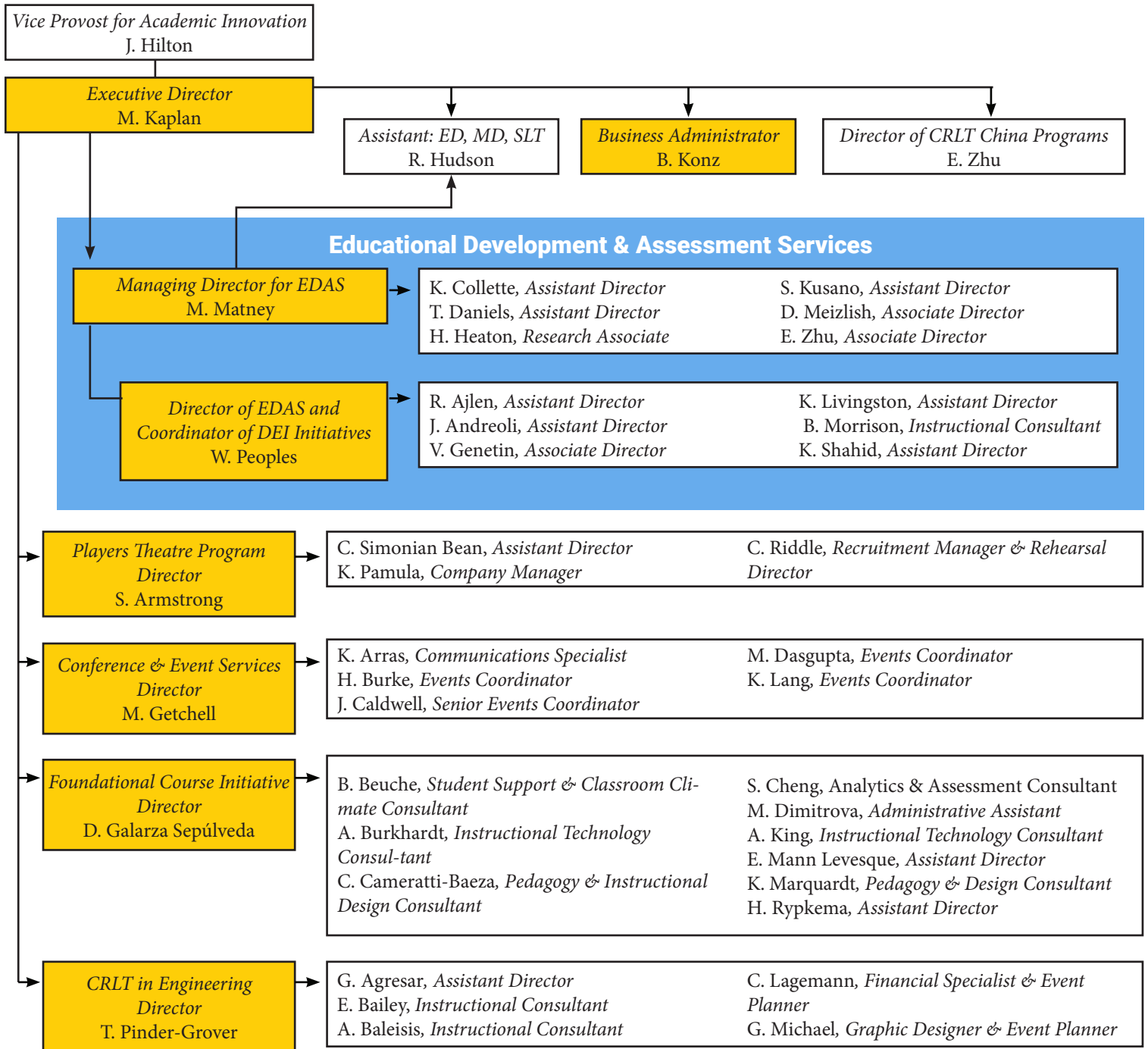
Capacity building for CRLT staff around DEI and anti-racism, a key goal of CRLT's DEI strategic plan, continued in 2019-2020. Staff from the Spectrum Center facilitated a day-long retreat on allyhood development training that addressed issues related to heterosexism, homophobia, and transphobia. Several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

### New Leadership and Roles

CRLT will benefit from new insights and expertise on its Senior Leadership Team. **Dr. Denise Galarza-Sepúlveda** (PhD in Spanish, Emory University) joined CRLT's staff as FCI's new director after serving as founding director of the Community Engaged Active Learning (CEAL) in LSA. Before coming to U-M, she was a member of the faculty in the Department of Foreign Languages and Literatures at Lafayette College, where she chaired the Latin American and Caribbean Studies Program. **Dr. Malinda Matney** (PhD in Higher and Postsecondary Education, U-M) took on the role of Managing Director of Educational Development and Assessment Services (EDAS). She joined CRLT in 2017 and served as director of assessment before taking on her current role. She is also an adjunct assistant professor in the School of Education and was senior research associate for Student Life at U-M for over 15 years before coming to CRLT. **Dr. Whitney Peoples** (PhD in Gender & Sexuality Studies, Emory University) joined the SLT as Director of EDAS and Coordinator of DEI Initiatives and Critical Race Pedagogies. She joined CRLT in 2017 in a joint position with LSA to support instructors teaching courses that fulfill the race and ethnicity requirement. Before joining CRLT, she was a

Visiting Assistant Professor at Texas Woman's University. Special thanks to **Dr. Deborah Meizlish** and **Dr. Theresa Braunschneider** for their service on CRLT's inaugural Senior Leadership Team. Deb has moved into a full-time consulting role as an associate director for CRLT, and Theresa accepted a position teaching in U-M's Women's and Gender Studies Department.

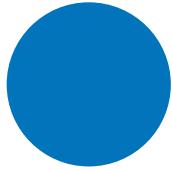
# ORGANIZATIONAL CHART



**Key:**

Yellow: Senior Leadership Team Members

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



**Center for Research on Learning and Teaching**

Web: [crlt.umich.edu](http://crlt.umich.edu)

Phone: (734) 764-0505

Email: [crlt@umich.edu](mailto:crlt@umich.edu)

1071 Palmer Commons

100 Washtenaw Ave.

Ann Arbor, MI 48109-2218