



CRLT

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



2014 – 2015

Annual Report

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Executive Summary

Letter From Director Matthew Kaplan

The University of Michigan pursued a range of bold educational initiatives in the 2014-2015 academic year, and CRLT helped realize the visions of vice provosts in three distinct areas: engaged learning, diversity and inclusion, and digital education.

CRLT's role in the Transforming Learning for a Third Century (TLTC) initiative included partnering with James Holloway, Vice Provost for Global and Engaged Education, on developing an assessment "toolkit," convening gatherings for grantees and faculty colleagues around engaged learning, and consulting with grant applicants and awardees.



At the invitation of Rob Sellers, the Vice Provost for Equity, Inclusion, and Academic Affairs, CRLT consultants developed a strategy for promoting effective practices for inclusive teaching for new faculty across the university and created a new grant that enabled faculty to form learning communities with colleagues for the improvement of climate in their departments, schools, or colleges.

Finally, CRLT worked closely with the Vice Provost of Digital Education and Innovation, James Hilton, to reform the current digital environment and to envision the future of digital education. The former included a comprehensive evaluation of fall and winter pilots of the new Canvas learning management system. The latter included participation on U-M's Digital Innovation Advisory Group (DIAG) and on an inter-institutional committee examining the implications of Unizin for teaching and learning across partner campuses.

The year also brought recognition of the excellence of CRLT's work, both at U-M and nationally. The CRLT Players Theatre Program received a U-M Distinguished Diversity Leaders Award, and the national organization of faculty developers bestowed its highest honor for research on a CRLT project examining the impact of the LSA Teaching Academy.

CRLT experienced several personnel transitions this past year as we bid farewell to colleagues who moved on to new challenges and hired new colleagues who are bringing fresh perspectives and new backgrounds to our work. Among those hires are Gina Hedberg and Michelle Majeed, two new instructional consultants. Gina has a PhD from the University of Wisconsin and will focus on STEM disciplines and interprofessional education in the health sciences. Michelle Majeed came to us from the University Toronto, and will focus on GSI development programs, including our collaborations with the English Language Institute. Finally, I was gratified to be selected as CRLT's new Executive Director after a national search. That process involved a tremendous time commitment from the faculty and staff search committee, as well as all of my colleagues here at CRLT, and I am grateful to them for their efforts.

We at CRLT are excited about the many educational initiatives underway at the university, as well as the continually expanding conversation about ways to create a model for a 21st-century research university. We look forward to playing a central role in advancing U-M's culture of teaching by sparking and participating in these campus conversations, collaborating on and driving new initiatives, and providing the core services that support teaching excellence on campus.

A handwritten signature in black ink, appearing to read "Matthew Kaplan". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

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

CRLT's 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 campus-wide audiences, as well as workshops and retreats tailored to the needs of academic units. *2014-2015 highlights: Faculty gatherings for sharing and disseminating lessons learned from TLTC initiative, learning community for faculty piloting Canvas, Richard Felder workshops at CRLT-Engin 10th anniversary celebration*

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. *2014-2015 highlights: evaluation of pilots of Canvas LMS, participation in Digital Innovation Advisory Group (DIAG)*

Diversity 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. *2014-2015 highlights: professional development plans around inclusive teaching for new faculty and GSIs; new grant for Faculty Communities for Inclusive Teaching*

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. *2014-2015 highlights: U-M Distinguished Diversity Leaders Award, new mental health sketch, Distress Signals*

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. *2014-2015 highlights: consultations with TLTC grant writers and grantees, assessment projects for 19 schools and colleges*

CRLT Year at a Glance

► SUMMARY of CRLT SERVICES

Total Services Provided **14,843**

(Some individuals receive multiple services)

Total Services for U-M Clients **13,650**

Campus-wide programs 7,279

Disciplinary-based, customized programs for departments, schools, & colleges 4,014

Consultations 1,920

Instructors receiving midterm student feedback (MSF) sessions 408

Total Services for External Clients **1,193**

Presentation and workshop participants 163

Audience members at external theatre performances 741

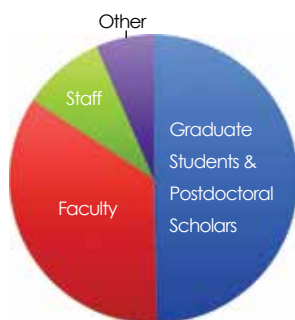
Consultations and other services 289

► DISCIPLINED BASED SERVICES BY SCHOOL/COLLEGE

School or College *Individuals* *Services*

Architecture and Urban Planning	90	182
Art & Design	33	83
Business	85	201
Dentistry	56	190
Education	114	300
Engineering	959	2,228
Information	80	281
Kinesiology	50	189
Law	34	110
LSA	1,371	5,388
Medicine	523	1,099
Music, Theatre & Dance	82	244
Natural Resources and Environment	85	210
Nursing	86	192
Pharmacy	78	224
Public Health	171	377
Public Policy	53	100
Rackham	3	22
Social Work	75	201
Administration	126	706
Libraries (U-M)	46	152
Other	61	79
U-M Dearborn	20	28
U-M Flint	9	11
Individuals, Unit Unknown	55	-
Services, Unit Unknown	-	853
TOTAL:	4,345	13,650

► U-M Client Profiles



4,345 Unique Individuals

- Graduate Students & Postdoctoral Scholars ... 2,157
- Faculty 1,502
- Staff 404
- Other 282



Faculty by Rank

- Assistant Professor. 413
- Lecturer. 280
- DDC (Deans, Directors, Department Chairs) 235
- Professor 230
- Associate Professor 212
- Other 132

► **CONSULTATION SERVICES**

- 1,920** Consultations
- 408** Midterm student feedback sessions (MSFs)
- 14,725** Students served by MSFs
- 17** U-M offices advised
- 29** Committees with CRLT representatives

► **FACULTY GRANTS & AWARDS**

- 4** Award competitions
- 7** Grants competitions
- 135** Faculty recipients
- \$366,000** Distributed by CRLT

► **ONLINE**

- 687,128** Visits to CRLT website from
- 226** Countries
- 43** Blog posts
- 1,775** Twitter followers

GLOBAL REACH

- 50 U.S. educational institutions
- 17 other U.S. organizations
- 51 foreign institutions



► **CRLT PLAYERS**

- 45** Performances at U-M
- 11** External performances
- 16** Different sketches performed
- 3,431** Audience members

► **PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS**

- 4** Preparing Future Faculty (PFF) programs
- 385** Participants in PFF programs
- 2** Teaching certificate programs
- 887** Enrollees in certificate programs
- 36** Graduate teaching consultants

► **RESEARCH & PUBLICATIONS**

- 19** Schools and colleges using CRLT assessment services
- 18** Investigating Student Learning grantees
- 8** CRLT action research projects
- 39** Publications and presentations



CRLT Community

CRLT Staff For biosketches of CRLT Regular Staff, visit www.crlt.umich.edu/about-crlt/staff-directory.



Management Team

Matthew Kaplan
Deborah Meizlish
Mary Wright

CRLT-Engin

Cynthia Finelli
Carol Lagemann
Bill Lloyd
Steve McKenzie
Tershia Pinder-Grover

CRLT Consultants

Meg Bakewell
Theresa Braunschneider
Rachel Niemer
Laura Schram
Amber Smith
Erping Zhu

Theatre Program

Sara Armstrong
Courtney Riddle
Jessica Von Hertsenberg

Administrative Staff

Lori Dickie
Ryan Hudson
Carolyn Parker

Postdoctoral Research Associates

Liv Anderson
Victoria Genetin
Ronit Greenberg

Project Staff

Pam Fisher
Laura Gonzalez-Garcia
Amy Hamermesh
Jeri Hollister
Kathryn Pamula
Melinda Thompson

Graduate Teaching Consultants See p. 20 for a description of the GTC program.



Christie Allen
Chloe Armstrong
Daphna Atias
Thomas Bridges
Sara Crider
Pierluigi Erbaggio

Tim Green
Julia Hansen
Annie Harmon
Dana Jackman
Danielle Lillge

Tamarie Macon
Francesca Minonne
Karen Nielsen
Ariana Orozco
Melody Pugh

Laura Sánchez-Parkinson
Rohan Sud
Sarah Suhadolnik
Sarah Sutter
Claire Whittlinger
Timeka Williams

Engineering Teaching Consultants See p. 20 for a description of the ETC program.



Fall 2014

Bill Arthur
Laura Chang
Julia Faeth
Anoushe Jamshidi
James Juett

Justin Li
Lavinia Li
Sahar Rahmani
Elizabeth Stewart
Bryce Wiedenbeck

Winter 2015

Bill Arthur
Khalid Ahmed
Julia Faeth
Anoushe Jamshidi
Mai Le

Lavinia Li
Zach Noskey
Sahithya Reddivari
James Saraidaridis
Bryce Wiedenbeck

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.



Patricia Abbott
Associate Professor of Nursing



Scott D. Campbell
Associate Professor of Urban Planning



Vicki Ellingrod
John Gideon Searle Professor of
Pharmacy



M. Melissa Gross
Arthur F. Thurnau Professor of
Movement Science



Victoria Johnson
Adjunct Associate Professor of
Organizational Studies



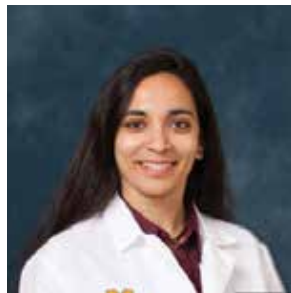
Martha Jones
Arthur F. Thurnau Professor of
History



Gavin LaRose
Lecturer IV in Mathematics



Mario Mateo
Professor of Astronomy



Seetha Monrad
Assistant Professor of Internal Medicine



Shobita Parthasarathy
Associate Professor of Public Policy



Damani Partridge
Associate Professor of Anthropology and
of Afroamerican and African Studies



Michael Thouless
Arthur F. Thurnau Professor of
Mechanical Engineering and of
Materials Science and Engineering



Steven Skerlos
Arthur F. Thurnau Professor of
Mechanical Engineering

New and Noteworthy

Awards and Milestones



For demonstrating extraordinary commitment and dedication to diversity, the CRLT Players Theatre Program team received a Distinguished Diversity Leaders Award in 2014. Jointly sponsored by the Office of the Provost and University Human Resources, the award celebrates progress toward creating a welcoming, supportive, and diverse environment that helps set U-M apart. The CRLT Players were honored for their outstanding work during the past 15 years helping over 50,000 faculty, GSIs, and administrators at U-M and nationwide create more inclusive classrooms, labs, clinics, and departments.

In November 2014, CRLT staff received the Robert J. Menges Award for Outstanding Research in Educational Development at the annual meeting of the Professional and Organizational Development Network (POD). The award recognized CRLT research documenting the impacts of LSA's Teaching Academy for

new faculty, providing a unique model for approaches to measuring the effect of educational development efforts (see p. 31). In addition, Timeka Tounsel, one of a CRLT's Graduate Teaching Consultants, received a Donald H. Wulff Diversity Travel Fellowship from POD.

CRLT in Engineering (CRLT-Engin) celebrated ten years of promoting excellence in engineering education since the office was established in 2004. In that time, CRLT-Engin has interacted with a remarkable 74% of COE faculty. Looking at the cumulative impact of just one of their services, CRLT-Engin staff conducted more than 800 midterm student feedback (MSF) sessions over the decade, allowing more than 25,000 students to provide feedback for their instructors. Founding director Cindy Finelli's work also received national recognition in the form of the Ronald J. Schmitz Award for Meritorious Service and a Campus Representative Award for Most New Professional Members in North Central Section, both from the American Society for Engineering Education (ASEE).



Strategic Planning for Diversity and Inclusive Teaching

As part of a committee created by the Vice Provost for Equity, Inclusion, and Academic Affairs, CRLT collaborated with IGR staff, faculty from the School of Education, and representatives of the Provost's Office to create a professional development model for faculty around inclusive teaching. The model includes three parts: orientation to U-M, applying key concepts and advancing skills, and reflection on practice. After being piloted at the LSA Teaching Academy in August 2015, the model will be shared with faculty leaders from each school and college, and CRLT will be available for consultations on ways to implement it. In addi-



tion, CRLT will conduct focus groups with faculty across campus to learn more about what professional development around inclusive teaching they are aware of, what additional opportunities they'd like to see, and their responses to this model, including challenges and obstacles.

Supporting the TLTC Initiative



In collaboration with office of the Vice Provost for Global and Engaged Education, CRLT provided substantial infrastructure for work being carried out under the aegis of Transforming

Learning for a Third Century (TLTC). In 2014-2015, CRLT assisted directly with several projects funded by transformation grants, began the process of developing assessment toolkits for use by faculty seeking to determine the impact of their projects on student learning, and planned and facilitated networking events for grantees and faculty colleagues.

TLTC programming kicked off in fall 2014 with the “Thinking Big” symposium, the first gathering of grant winners. Nearly 100 attendees shared information and insights about their projects and discussed common challenges they face in promoting engaged learning at U-M. The winter Provost’s Seminar on Teaching, *Unscripted: Engaged Learning Experiences for U-M Students*, brought together both grantees and faculty more broadly to share strategies for promoting engaged learning. The program included lightning talks by students who described how participating in engaged learning has enriched their experience at U-M. A smaller Creativity Lunch in May 2015 allowed grantees to compare their efforts to develop students’ creative processes and to inform a CRLT

“The wonderfully planned and executed event really helped me to think about the issues in a more constructive, critical, and COLLECTIVE way.

TLTC Committee Member



Occasional Paper that will focus on assessing creativity as part of the larger assessment toolkit for the TLTC.

Additional faculty development has accompanied CRLT staff involvement with Transformation grants, including the following two projects: the Interprofessional Health Education and Collaborative Project (IPE), and the Digital Innovation Greenhouse (DIG). For the IPE project, CRLT has taken the lead on organizing faculty discussions designed to change the culture of health education to one in which interprofessional course and clinical work are the norm. CRLT conducted two faculty retreats and organized a panel on successful IPE projects for all alumni of the Health Sciences Teaching Academy. Housed within the Digital Education and Innovation (DEI) office, DIG identifies promising educational innovations using digital tools, such as ECoach and GradeCraft, and provides support to bring them to a larger scale. Faculty learning communities associated with the projects will be created by former CRLT assistant director Rachel Niemer, now working directly for DEI as the Director of Digital Pedagogy and Learning Communities.



Finally, CRLT managed multiple job searches and hired two postdoctoral research associates dedicated to TLTC work. In addition to assisting with the overall evaluation of the TLTC initiative, the postdocs have consulted with grantees on assessment, and they will begin developing assessment “toolkits” for each of the TLTC program’s five core learning goals: creativity; intercultural intelligence; social/civic responsibility and ethical reasoning; communication, collaboration and teamwork; and self-agency and the ability to take risks.



Evaluation and Support of CANVAS: U-M's New Learning Management System (LMS)

To inform recommendations by the Digital Innovation Advisory Group (DIAG) to the Provost about whether and how to migrate from CTools to Canvas, CRLT staff designed and implemented evaluations of ITS's pilot of Canvas in both fall and winter terms. CRLT also convened a faculty learning community of those piloting Canvas in order to provide support and information to faculty as they began working in Canvas and to identify best pedagogical practices to share with the wider campus community (see p. 17 and p. 29).

“ Thank you again for the great presentation on Unizin and Canvas for faculty in our school. I thought that you did a WONDERFUL job of hitting just the right notes for faculty. You built the context for Canvas as part of the digital ecosystem for the future of teaching and learning. You also did a fabulous job answering (difficult) faculty questions.

Faculty Participant

Online Course for Postdocs

In collaboration with Rackham and DEI, CRLT staff developed an online version of the Postdoctoral Short-Course on College Teaching in Science and Engineering (PSC). This 8-week course focuses on

“ I was at another university recently doing some teaching consultations with junior faculty. One of them had done a postdoc at Michigan and was doing a terrific job of teaching, really focusing on student learning. I asked him where he had learned so much about teaching and learning, and he said he had taken a course at CRLT for postdocs. He raved about the course and the people who had taught it.

Faculty Member

evidence-based practices and prepares participants for their first faculty positions. The face-to-face program has been offered since 2009, and the development of an asynchronous version will expand the reach of the course, both at U-M and nationally. Modules include topics ranging from course design and the science of learning, to diversity in the STEM classroom and trends in STEM education. The online version will be piloted in fall 2015.

Sketch on Student Mental Health



In response to rising concerns at U-M and nationally, the CRLT Players designed a session to assist instructors in improving skills for identifying and responding to student mental health challenges as they emerge in academic interactions. Created to meet a need identified by leadership in the university's two largest colleges, the theatrical scenarios and facilitation plan were developed after a year-long consultation process with other campus groups doing work in the area of student mental health. After a successful round of pilot performances, the CRLT Players received requests to perform *Distress Signals* four times during the 2015-16 academic year.

“ ...the actors involved are providing an accurate and multi-layered depiction of the many different ways that mental health concerns can present behaviorally in a classroom setting.”

Faculty Participant

Faculty Communities for Inclusive Teaching (FCIT)

With funding from the Vice Provost for Equity, Inclusion, and Academic Affairs, CRLT awarded small grants to seed faculty-led learning communities on inclusive teaching. This effort leverages existing faculty expertise and interest to build faculty leadership and capacity for creating a positive campus climate. FCIT projects took a variety of forms, including multidisciplinary reading groups, departmental workshops, and campus-wide events. CRLT convened an initial meeting of all grantees and subsequently provided support workshops as requested. CRLT is facilitating dissemination by conducting follow-up interviews and organizing a fall 2015 poster fair that will also kick off a second round of funding. Grantees are listed on p. 44.

International Faculty Development



Since 2006, CRLT has supported U-M's China initiative with programming for academic administrators from top Chinese research universities. In late August 2014, CRLT hosted a three-week China Fellows Program for five visiting scholars who run teaching centers on their own campuses, in this case Central China Normal University, Nanjing University, Renmin University of China, and Shanghai Jiao Tong University. The backbone of the program consisted of 16 seminars offered by CRLT staff and U-M faculty and administrators. In addition, fellows attended CRLT faculty and GSI orientations, observed classes taught by outstand-

ing U-M faculty, and made presentations about their plans for implementing what they learned at their own teaching centers.

In November 2015, CRLT Assistant Director Erping Zhu made three presentations in China. She addressed an audience of about 100 faculty developers from institutions of higher education who had convened at Shanghai Jiao Tong University (SJTU), and she also spoke about teaching and technology to 20 SJTU faculty and staff. A workshop on designing courses for engagement and understanding was delivered to about 50 faculty at Renmin University of China.

In January 2015, Director of Assessment Mary Wright and Assistant Director Rachel Niemer traveled to the Universidad de los Andes in Santiago, Chile. Over the course of their three-day stay, they made presentations, conducted workshops for faculty clustered by discipline, and met less formally with different groups of faculty and administrators.

