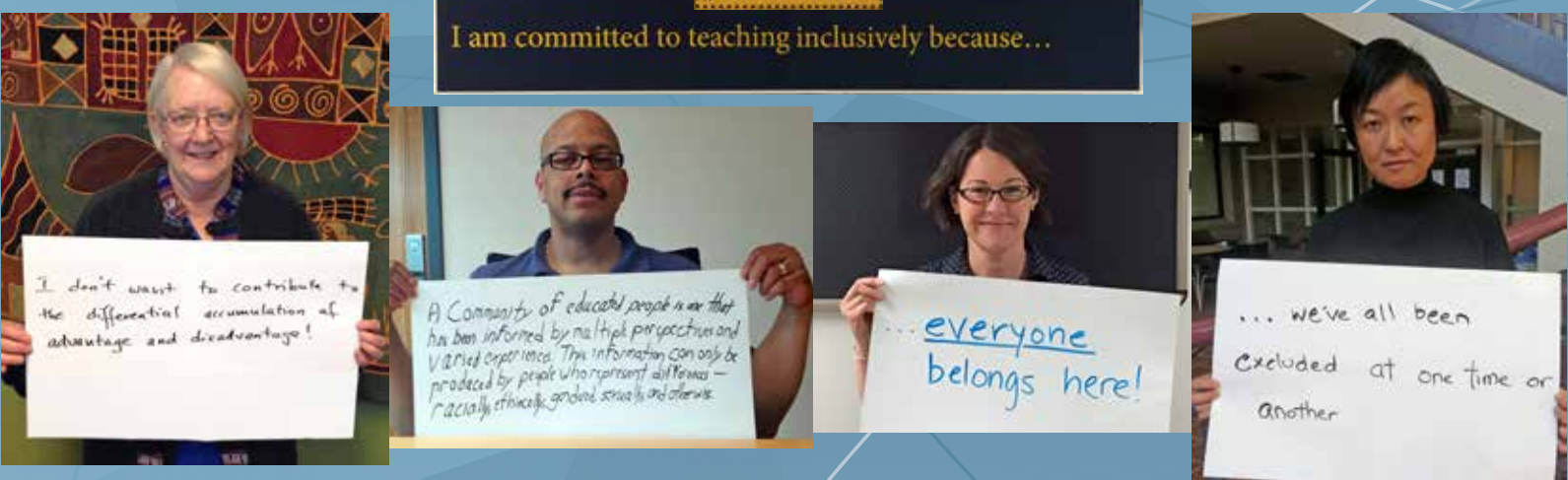




M | CRLT CENTER FOR RESEARCH ON LEARNING & TEACHING UNIVERSITY OF MICHIGAN

#CommitToTI
I am committed to teaching inclusively because...



2015 – 2016 Annual Report



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This report was compiled by Ryan Hudson, Matt Kaplan, Meg Bakewell, Amy Hamermesh, Jeri Hollister, Laura Gonzalez-Garcia, and Elaine Lande.

Executive Summary

Letter From Executive Director Matthew Kaplan

I was honored to be selected in July 2015 as the Executive Director of CRLT, the first, and one of the most highly respected teaching centers in the country. I have long held the view that a teaching center is most effective when it focuses on three key principles: First, centers are in the business of enabling change in teaching and learning practices at both institutional and individual levels. Second, a center's greatest institutional impact comes from partnering with academic leaders and faculty to advance their key initiatives. Finally, a center's value resides largely in its reputation for making a difference in the teaching practices of individual faculty and GSIs who turn to us for advice, inspiration, and support. As you will see in the pages that follow, CRLT's work in 2015-2016 put these principles into practice.



Institutionally, 2015-2016 saw ambitious plans for teaching and learning at the University of Michigan. Topping the list was a strategic planning process for the Diversity, Equity, and Inclusion (DE&I) initiative that engaged the entire campus in ongoing discussions about fostering inclusive learning environments. The expansion of this aspect of CRLT's portfolio is central to my vision for the center moving forward.

Besides DE&I, CRLT partnered strategically on other large-scale initiatives: (1) ongoing collaborations with the Transforming Learning for a Third Century (TLTC) initiative to promote engaged learning, (2) deepening connections with the Michigan Center for Interprofessional Education's growing network of health sciences faculty who are creating opportunities for learners to practice health care in truly interprofessional teams, not disciplinary silos, and (3) a re-envisioning of foundational courses campuswide with U-M's REBUILD committee.

As always, CRLT continued to support individual instructors from all of U-M's schools and colleges. Our grants and awards programs provided \$291,000 to 128 faculty. Over 2,700 faculty, GSIs, and instructional aides attended orientations, teaching academies, and workshops. CRLT staff provided approximately 1,800 individual consultations on teaching, and we collected midterm student feedback sessions from over 11,000 students.

None of this work would be possible without outstanding staff, and we are lucky to have a talented group dedicated to CRLT's mission. Replacing colleagues who have moved on to new challenges are new colleagues who bring fresh perspectives to our work. Former Director of Assessment Mary Wright now leads Brown University's teaching center. Her successor Malinda Matney (U-M PhD in higher and postsecondary education) oversaw U-M's student affairs research office for 15 years. New instructional consultants include Ronit Ajlen (U-M PhD in psychology), Tazin Daniels (Michigan State University PhD in anthropology), and Nicole Tuttle (University of Chicago PhD in chemistry). And, following a national search, Terisha Pinder-Grover (U-M PhD in mechanical engineering) was named the new Director of CRLT in Engineering. With more than a decade of faculty development experience, Terisha will do an excellent job helming that ship!

A handwritten signature in black ink, appearing to read 'Matthew Kaplan'. The signature is fluid and cursive, with a large loop at the end.

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 campuswide audiences, as well as workshops and retreats tailored to the needs of academic units. *2015-2016 highlights: writing and dissemination of five Occasional Papers on promoting and assessing TLTC goals, development of an IPE fellows program*

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. *2015-2016 highlights: evaluation of Canvas implementation, Canvas Large Course Institute, online Postdoctoral Short Course*

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. *2015-2016 highlights: May Inclusive Teaching @ Michigan series of 17 workshops, collaboration with Faculty Liaisons 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. *2015-2016 highlights: new sketch on responding to incidents that negatively affect campus climate, One Thousand Cuts*

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. *2015-2016 highlights: evaluation of impact of smaller enrollment in Math 115/116, evaluation of the Stamps social engagement requirement*

CRLT Year at a Glance

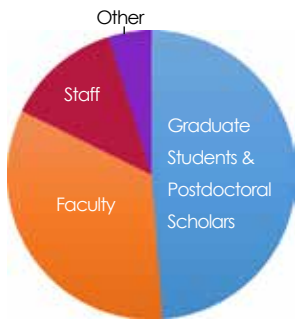
► SUMMARY of CRLT SERVICES

Total Services Provided	13,657
(Some individuals receive multiple services)	
Total Services for U-M Clients	12,617
Campuswide programs	6,182
Customized programs for departments, schools, & colleges	4,312
Consultations	1,797
Instructors receiving midterm student feedback (MSF) sessions	326
Total Services for External Clients	1,040
Presentation and workshop participants	169
Audience members at external theatre performances	482
Consultations and other services	389

► SERVICES by SCHOOL/COLLEGE

<i>School or College</i>	<i>Individuals Services</i>	
Architecture and Urban Planning	78	218
Art & Design	53	139
Business	78	154
Dentistry	50	320
Education	108	281
Engineering	970	2,131
Information	81	157
Kinesiology	31	130
Law	48	98
LSA	1,413	4,482
Medicine	241	557
Music, Theatre & Dance	91	182
Natural Resources and Environment	84	235
Nursing	82	200
Pharmacy	78	239
Public Health	160	312
Public Policy	49	80
Rackham	1	1
Social Work	95	256
Administration	90	446
Libraries (U-M)	63	171
Other	77	138
U-M Dearborn	17	27
U-M Flint	7	25
Individuals, Unit Unknown	63	-
Services, Unit Unknown	-	1,638
TOTAL:	4,108	12,617

► U-M Client Profiles



4,108 Unique Individuals

- Graduate Students & Postdoctoral Scholars ... 2,005
- Faculty 1,376
- Staff 529
- Other 198



Faculty by Rank

- Assistant Professor 359
- Lecturer 283
- Professor 221
- Associate Professor 199
- DDC (Deans, Directors, Department Chairs) 171
- Other 143

► **CONSULTATION SERVICES**

- 1,797** Consultations
- 326** Instructors receiving midterm student feedback sessions (MSFs)
- 11,422** Students served by MSFs
- 13** U-M offices advised
- 29** Committees with CRLT representatives


► **FACULTY GRANTS & AWARDS**

- 3** Award competitions
- 7** Grants competitions
- 128** Faculty recipients
- \$291,000** Distributed by CRLT

► **ONLINE**

- 700,386** Visits to CRLT website from
- 226** Countries
- 22** Blog posts
- 1,912** Twitter followers

GLOBAL REACH

-  58 U.S. educational institutions
-  10 other U.S. organizations
-  26 foreign institutions



► **CRLT PLAYERS**

- 36** Performances at U-M
- 10** External performances
- 14** Different sketches performed
- 3,036** Audience members

► **PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS**

- 4** Preparing Future Faculty (PFF) programs
- 585** Participants in PFF programs
- 2** Teaching certificate programs
- 209** New enrollees in certificate programs
- 34** Graduate teaching consultants

► **RESEARCH & PUBLICATIONS**

- 18** Schools and colleges using CRLT assessment services
- 34** Investigating Student Learning grantees
- 5** CRLT action research projects
- 29** Publications and presentations



CRLT Community

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



Leadership Team

Matthew Kaplan
Sara Armstrong
Deborah Meizlish
Mary Wright

CRLT-Engin

Tershia Pinder-Grover
Carol Lagemann
Bill Lloyd
Steve McKenzie

CRLT Consultants

Ronit Ajlen
Meg Bakewell
Theresa Braunschneider
Tazin Daniels
Victoria Genetin
Michelle Majeed
Rachel Niemer
Gina Shereda
Erping Zhu

Theatre Program

Sara Armstrong
Courtney Riddle
Kathryn Pamula

Postdoctoral & Other Research Associates

Tracy Bartholomew
Sam Hallman
Stephanie Kusano
Elaine Lande

Administrative Staff

Lori Dickie
Ryan Hudson
Lorraine Robert

Project Staff

Pam Fisher
Laura Gonzalez-Garcia
Jeri Hollister
Melinda Thompson
Matthew Yettaw

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



Christie Allen
Jess Beck
Thomas Bridges
Katherine Crocker
Anna Edmonds
Merideth Garcia

Julie Ghekas
Sophie Hunt
Grant Jackson
Lisa Jong
Caitlin Lawson

Hannah McMurray
Francesca Minonne
Stephanie Moore
Karen Nielsen
Ariana Orozco

Katy Peplin
Rebecca Pickus
Rohan Sud
Sarah Suhadolnik
Sarah Sutter

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



Bill Arthur
Jonathan Beaumont
Emily Deschenes
Dev Goyal

Phillip Hargrove
Molly Kozminsky
Ramya Kumar

Mai Le
Lavinia Li
Sahithya Reddivari

Kathleen Ropella
Francisco Sotomayor
Steve Wilson

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.



Sandro Cinti
Professor of Internal Medicine



Pamela Davis-Kean
Professor of Psychology



John Foster
Professor of Nuclear Engineering and
Radiological Sciences



Martha Jones
Arthur F. Thurnau Professor of
History, Afroamerican and African Studies,
and Law



Gavin LaRose
Lecturer IV in Mathematics



Anne Mondro
Associate Professor of Art and Design



Betty Overton
Clinical Professor of Education



Ivette Perfecto
George Willis Pack Professor of Ecology
and Natural Resources and Environment



Philip Richards
Clinical Professor of Dentistry



Luke Shaefer
Associate Professor of Social Work



Steven Skerlos
Arthur F. Thurnau Professor of
Mechanical Engineering



Gretchen Spreitzer
Keith E. and Valerie J. Alessi Professor
of Business Administration



John Wolfe
Arthur F. Thurnau Professor and
Associate Chair of Chemistry

New and Noteworthy

Inclusive Teaching @ Michigan Series



In May 2016, CRLT, in collaboration with IGR and the LSA Inclusive Pedagogies Committee, hosted a series of 17 workshops for building skills in inclusive teaching. The series drew high ratings from nearly 360 participants from all 19 schools and colleges. The sessions highlighted concrete pedagogical practices that instructors can adopt to deliberately cultivate a teaching-learning environment where all students are treated fairly, have equal access to learning, and feel welcome, valued, challenged, and supported in succeeding in their field of study. The series opened with a premiere performance of the new CRLT Players sketch, *A Thousand Cuts: Responding to Student Climate Concerns* (see p. 10). Subsequent workshops

“ I registered for six workshops and am very glad I did so!

Inclusive Teaching Participant ”

“ The timeframe was great; I can integrate these thoughts into my fall classes.

Inclusive Teaching Participant ”

addressed topics such as designing courses with diverse learners in mind, cultivating inclusive learning environments, and responding to challenges in the classroom.

A Framework for Professional Development Around Inclusive Teaching

In July 2014, in preparation for the university-wide diversity strategic planning initiative, the Vice Provost for Equity, Inclusion, and Academic Affairs set up a task force to design a faculty development program for inclusive teaching. The task force included representatives from CRLT, the School of Education, and The

Program on Intergroup Relations (IGR). Throughout the 2014-2015 academic school year, the task force mapped U-M's existing opportunities for faculty development and designed a flexible model for new faculty, with the intent of eventually scaling up efforts to support all faculty in achieving excellence through inclusive teaching. In August 2015, the model was piloted by adapting the LSA Teaching Academy to focus more intensely on issues of inclusion and equity in the classroom. CRLT staff also conducted focus groups with a wide range of faculty across the university in order to raise awareness of the proposed professional development framework and gather early feedback on its perceived strengths and challenges. At the same time, CRLT and the Office of the Vice Provost began disseminating the model to a group of Faculty Liaisons for Inclusive Teaching (representatives from each school and college), who would in turn be responsible for working with their own unit's leadership and faculty allies to adapt the model and implement their version of it locally. After an orientation in December 2015, CRLT consulted with the liaisons in March and April 2016 to help them develop plans for building capacity and to facilitate their learning from each other's efforts. The professional development framework was shared by task force members at national conferences, including the November 2015 annual meeting of the Professional and Organizational Network (POD) and the January 2016 annual meeting of the Association of American Colleges and Universities (AAC&U).

Supporting the TLTC Initiative

In collaboration with the office of the Vice Provost for Global Engagement and Interdisciplinary Academic Affairs, CRLT provided substantial infrastructure for work being carried out under the aegis of the Transforming Learning for a Third Century (TLTC) Initiative. In 2015-2016, CRLT published five Occasional Papers focused on how faculty can foster and assess each of the core TLTC learning outcomes in their classes and programs: 1) creativity, 2) intercultural engagement, 3) social/civic responsibility and ethical reasoning, 4) communication, collaboration and team-

work, and 5) self-agency, and the ability to innovate and take risks.

In conjunction with the Occasional Papers, CRLT staff developed an Engaged Learning at Michigan website that launched in May 2016. In addition to documenting the history of the TLTC initiative, the website includes a database of funded projects, a showcase of assessment in selected TLTC projects, as well as introductory assessment tutorials (crlt.umich.edu/engaged-learning).

To create communities of practice across the disciplines, CRLT hosted five lunch gatherings on topics related to engaged learning. Participants included TLTC grant winners, as well as faculty and staff who work on engaged learning. Three of the lunches concentrated specifically on how to foster and assess the TLTC learning goals, while the other two focused on pedagogical challenges and opportunities associated with TLTC high-impact practices, such as the programmatic challenges associated with partnering with organizations outside the university. In addition to the lunch series, the May 2016 Provost's Seminar on Teaching disseminated engaged learning practices. The project leads for each of the 12 Transformation grants and CRLT staff co-facilitated sessions that introduced the broader U-M faculty community to the innovative teaching practices funded by the TLTC initiative.



Supporting the Michigan Center for Interprofessional Education

Nine schools and colleges from all three University of Michigan campuses embarked in 2015 on an ambitious five-year initiative to transform the way faculty teach more than 4,000 health professions students. Based on national trends in the health professions, Interprofessional Education (IPE) offers learners opportunities to collaborate in the kinds of interdisciplinary teams that already characterize the best health research and practice. The Michigan Center for Inter-

professional Education is the coordinating body for three workgroups that will foreground collaborative education in the health professions by cultivating 1) a core interprofessional curriculum, 2) faculty capacity for teaching in innovative learning environments, and 3) interprofessional education scholarship. The project was funded by a Transforming Learning for a Third Century (TLTC) Transformation Grant.



CRLT has collaborated with the IPE Center since its inception and continued to support multiple facets of IPE in the 2015-2016 academic year. At the curricular level, CRLT staff organized and facilitated two retreats during which faculty began planning four IPE courses to run in 2016-2017: a MOOC-like introduction to interprofessional education experiences and face-to-face courses on ethics, motivational interviewing, and the initial clinical experience. To build faculty capacity for IPE efforts, CRLT organized an Interprofessional Leadership Fellows Program, an 18-month faculty learning community that brought together 16 faculty from across the health professional schools and colleges. Participants discussed key IPE readings and frameworks for change and began developing interdisciplinary team projects. (See also p. 17)

Additional related events that CRLT helped plan and/or facilitate included the first expansion of Medical Education Day into Health Professions Education Day in September 2015, a November 2015 workshop that helped faculty teaching the "Team-Based Clinical Decision Making" course sharpen their skills for leading large group discussions and for managing conflict in the classroom, and a May 2016 retreat for the IPE Executive Committee.

REBUILD Wrap Up and Re-Visioning: The Foundational Course Initiative

As the NSF-funded REBUILD program entered its third and final year, CRLT staff worked with the REBUILD committee to create a shared vision for the next generation of STEM education at U-M. In winter 2016, REBUILD and CRLT launched the planning process by conducting campuswide focus groups with key faculty and administrators in the STEM community to articulate shared goals and identify common needs and resources. These efforts led to a vision for a broader initiative beyond STEM, focused instead on the redesign of foundational courses across the disciplines. These courses often have large enrollments and are essential to a discipline – serving as prerequisites in a major or fulfilling key requirements for non-majors. Transformation is an opportunity to infuse this special category of courses with evidence-based, high-impact teaching methods that foster a positive learning environment for all students. This ongoing discussion will continue with the organization of a fall 2016 Provost's Seminar, *Transformed: Foundational Courses for a Third Century*, which will convene STEM and non-STEM faculty to contribute to a proposal seeking institutional support for course redesign efforts in foundational courses across the university.

Sketch on Student Climate Concerns: A Thousand Cuts

In response to a nationwide increase in student activism and the launch of U-M's Diversity, Equity, and Inclusion strategic planning process, the CRLT Players developed *A Thousand Cuts: Responding to Student Climate Concerns*. In this performance, participants think together about the many forces that shape campus climate and work toward developing or refining a skill set that will allow them to respond productively and

“It's compelling to see these behaviors acted out, rather than just discussing hypotheticals.”

Faculty Participant

compassionately to individuals who have negative experiences of climate inside and outside of the classroom.

” In addition to depicting ways that campus

climate issues can undermine students' ability to succeed academically, the sketch also invites instructors to be critically reflective about their own listening practices. Advisors from LSA's Newnan Academic Advising Center served as a pilot audience for the piece before it premiered as the kick-off event for the inaugural Inclusive Teaching @ Michigan series in May 2016. At least ten performances for faculty and GSI audiences during the 2016-17 academic year have been requested.

“It's useful to hear and practice using the language of inclusive teaching. The session leader was really a role model in that way.”

Faculty Participant

Faculty Communities for Inclusive Teaching (FCIT)



With funding from the Vice Provost for Equity, Inclusion, and Academic Affairs, CRLT awarded small grants in winter 2015 to seed faculty-led communities that proposed to learn together about inclusive teaching. The program leverages existing expertise and interest to build faculty leadership and capacity for creating a positive campus climate. Ten groups of faculty from the inaugural cohort disseminated their efforts at a November 2015 poster fair and strolling lunch, and a second cohort will do the same in November 2016. Participants report that the institutional endorsement, support, and accountability structure have helped them implement valuable projects they might otherwise have put off. The program has secured funding for three more years. Grantees from winter 2016 are listed on p. 40.

“Though this is the smallest grant I have ever received, it has had the greatest impact.”

Faculty Participant

Canvas Large Course Institute

As the deadline approached for the final transition from from CTools to Canvas as U-M's Learning Management System, staff from CRLT and partner organizations on campus heard from numerous faculty who teach large courses that they were concerned about their ability to make the transition. As a result, a Canvas Large Course Institute was convened in May 2016 by CRLT, in collaboration with Information and Technology Services (ITS), LSA Instructional Support Services (ISS), the Language Resource Center (LRC), the Computer-Aided Engineering Network (CAEN), and the U-M Library.

“ I have a better understanding of Canvas in general now, as well as some ways to scale it for a large class.

Canvas LCI Participant ”

Three half-day sessions were timed to leverage events already planned for the week-long Enriching Scholarship Conference. Additionally, participants received personalized support through individual consultations and drop-in hours. The institute reached 54 faculty, GSIs, and teaching team staff members representing 43 individual courses that collectively enroll over 10,000 students each year. It provided information and resources for making decisions about setting up and organizing courses in Canvas, as well as selecting and activating tools that serve each instructor's pedagogical goals. A pre- and post-evaluation indicated that the Institute had a significant impact on participants' confidence in their ability to use Canvas: On a 5-point scale (1 = not confident at all and 5 = extremely confident), mean scores moved from 2.47 at the beginning of the institute to 4.12 at its end (M = 1.65, p < .001).

Online Course for Postdocs

In collaboration with Rackham and the Office of Academic Innovations (AI), CRLT developed and piloted *High Impact Practices for STEM Education* in fall 2015, an online version of the eight-week *Postdoctoral Short-Course on College Teaching in Science and Engineering* (PSC) that has been offered face-to-face since 2009. The new, asynchronous version expands the



reach of the course to include postdocs from institutions beyond U-M. As a first step, postdoctoral scholars from local peer institutions were recruited through the Professorial Advancement Initiative, a mentoring network designed to prepare and train underrepresented minority scholars for the transition to tenure track faculty positions. In summer 2016, the course will be promoted to institutions that make up the Big 10 Academic Alliance. (For a full description of the course, see pp. 18-19).

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 2016, CRLT hosted a three-week China Fellows Program for six visiting scholars from teaching centers at Chongqing University, Harbin Institute of Technology, Nanjing University, Renmin University of China, and Shanghai Jiao Tong University. The backbone of the program consisted of 18 seminars offered by CRLT staff and U-M faculty and administrators. In addition, fellows attended CRLT faculty and GSI orientations, observed classes taught by outstanding U-M faculty, visited the teaching center at Wayne State University, and made presentations about their plans for implementing what they learned at their own teaching centers.