



**2022 - 2023**

**WELCOME BOOK**



**CRLT**

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



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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

In the 2022-2023 academic year, CRLT played a key role in responding to emergent issues affecting higher education, supporting and advancing university initiatives, and exploring new approaches to our core programs. We were pleased and grateful to be able to resume large-scale, in-person programming. Our fall 2023 Provost's Seminar on Teaching allowed us to mark CRLT's 60th anniversary and bring together 150 faculty to begin collectively figuring out *What's Next?* The seminar focused on using what we learned in the wake of the pandemic to inform teaching and learning moving forward, a topic that is under discussion across the higher ed landscape. In an opening panel, the deans of education, engineering, LSA, and the graduate school shared their reflections on the strengths and challenges that emerged for their units during the pandemic, as well as the implications of educating for the future of a diverse and equitable society. Lively conversations continued through two concurrent sessions as participants discussed topics of mutual interest and then re-convened within disciplinary divisions.



CRLT and U-M were delighted to welcome a new president with a strong commitment to the mental health and well-being of both students and the university community at large. As you will see described at greater length in the New & Noteworthy section, CRLT continued to be active in this arena, both as part of the Well-Being Collective's Steering Committee, and also by means of a special collaboration between the CRLT Players and the Center for Academic Innovation. Together, our units are creating an online course for instructors that encourages them to learn about specific strategies they can adopt to support students' mental health and well-being.

Our New & Noteworthy section also describes the progress made with respect to expanding the Foundational Course Initiative and to building institutional support for grading practices and policies to carry forward post pandemic. In addition, CRLT furthered campus sustainability goals by hosting a Provost's Seminar on *Advancing Climate Education* and planning a follow-up retreat for faculty ready to begin incorporating the topic into their courses. CRLT's ongoing focus on inclusive and equitable teaching proceeded along multiple avenues ranging from professional video production to several initiatives in engineering.

Turning to the very newest aspects of our work, CRLT began helping faculty navigate the promises and pitfalls posed by the release of ChatGPT and the ability of artificial intelligence programs to generate coherent text in response to essay and exam prompts. Over the course of the winter 2023 semester, I met with each of the four deans whose appointments began in 2022, in order to learn about their goals and to discuss ways that CRLT services might support their initiatives.

Internally, we hired a number of new staff across CRLT's areas, piloted funding projects proposed by consultants, and launched a major strategic planning process to articulate core values, a vision, and goals for the coming year. I want to end by thanking all of my colleagues for their commitment to creating equitable teaching spaces across U-M, as well as an equitable work environment for all of us at CRLT. The accomplishments documented in this annual report are the result of their hard work and dedication.

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

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

# 2022-2023\* YEAR AT A GLANCE

## SUMMARY of CRLT SERVICES

**Total Services Provided** 24,461

(Some individuals receive multiple services)

**Total Services for U-M Clients** 20,104

Campuswide programs 1,258

Customized programs for departments, schools, & colleges 9,785

Consultations 8,859

Instructors receiving midterm student feedback (MSF) sessions 202

**Total Services for External Clients** 4,357

Presentation and workshop participants 2,797

Audience members at external theatre performances 526

Consultations and other services 1,034

## EXTERNAL REACH BEYOND U-M

U.S. Educational Institutions 83

Other U.S. Organizations 22

International Institutions 16

## U-M CLIENT PROFILES

### 11,308 Unique Individuals

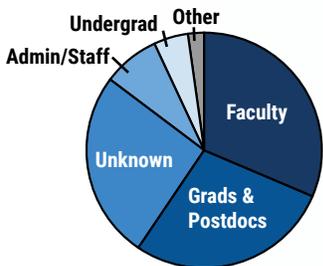
Faculty	3,556
Graduate Students & Postdoctoral Scholars	3,177
Unknown	2,914
Admin/Staff	878
Undergraduate Students	562
Other	221

### Faculty by Rank

Lecturer	1,079
Assistant Professor	909
DDC (Deans, Directors, Department Chairs)	622
Professor	604
Associate Professor	342

## SERVICES by SCHOOL/COLLEGE

School or College	Individuals	Services
Architecture & Urban Planning	140	163
Art & Design	65	88
Business	128	210
Dentistry	83	111
Education	162	305
Engineering	3,030	5,937
Environment and Sustainability	224	31
Information	221	337
Kinesiology	107	164
Law	70	102
LSA	3,114	5,593
Medicine	479	848
Music, Theatre & Dance	145	158
Nursing	158	357
Pharmacy	61	122
Public Health	237	351
Public Policy	72	113
Social Work	98	108
Administration	612	1,297
U-M Libraries	49	140
Other	138	367
U-M Dearborn	6	26
UM-Flint	9	41
Individuals, Unit Unknown	20	25
Services, Unit Unknown	1,880	2,828
<b>TOTALS:</b>	<b>11,308</b>	<b>20,104</b>



## CONSULTATION SERVICES

Consultations	8,859
Midterm student feedback sessions (MSFs) conducted*	202
Students served by MSFs	8,073
U-M offices advised	18
Committees with CRLT representatives	49

*\*Some courses have multiple instructors*

## PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

Preparing Future Faculty (PFF) programs	3
Participants in PFF programs	91
Graduate Student Instructional Consultants	32

## ONLINE

Unique website visitors	494,474
Countries	231
Blog posts	5
Twitter followers	3,331

## RESEARCH & PUBLICATIONS

25	Assessment projects across 8 U-M schools and colleges
5	CRLT action research projects
46	Publications and presentations

## FACULTY AWARDS

Award competitions	2
Grant competitions	4
Distributed by CRLT	\$225,946

## CRLT PLAYERS

Performances at U-M	49
U-M workshops	2
External performances	7
Different sketches performed	14
Total audience members	2,469

# 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

FCI aims to create an equitable, engaging, and rigorous 21st-century model of teaching at scale. The Initiative brings an equity and justice focus to 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 is committed to advancing a teaching culture in which students and instructors of all backgrounds and social identities can succeed. To accomplish this goal, CRLT's programs and resources highlight equity-focused teaching as a corrective tool to disrupt historical and contemporary patterns of educational disenfranchisement that often negatively impact marginalized and minoritized students.

## 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.

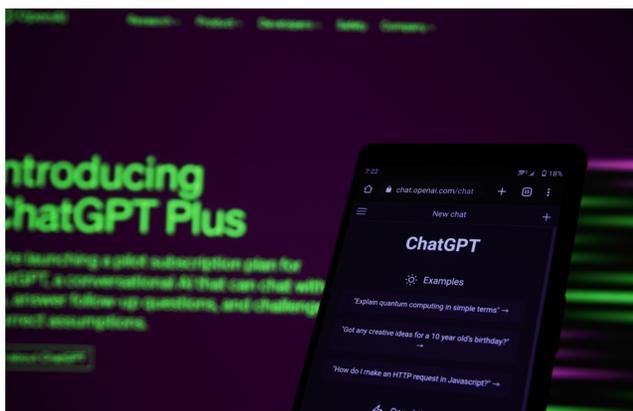


# NEW & NOTEWORTHY

## Navigating the Potential and the Challenges of Generative AI

In late 2022, ChatGPT burst onto the scene in higher education and beyond. Using generative artificial intelligence, these apps can respond to user queries across a range of topics with prose that sounds remarkably human. In response to the flood of stories in the media about the dangers, promises, implications, and concerns around this new technology, CRLT published a blog post in early January on *ChatGPT: Implications for Teaching and Learning*, which was viewed by close to 700 individuals.

A synchronous, online faculty workshop offered in collaboration with the Sweetland Center for Writing on ChatGPT and writing assignments drew over 50 participants and included breakout sessions on exploring the app, leveraging it to promote learning, and rethinking writing assignments in light of it. A university-wide committee on Generative AI established by the provost included a CRLT staff member who heads our Instructional Technology and Education in Digital Spaces (ITEDS) team. They will be issuing their report to the campus in advance of the fall term, and CRLT will be offering two sets of additional workshops in summer 2023 to help faculty prepare for fall courses with Generative AI in mind: an introduction and an advanced, course redesign session.



## Deepening Institutional Support for the Well-Being of the U-M Community

CRLT played a key role once again in campus efforts to promote student mental health and well-being. In

### What people are saying about "ChatGPT and Writing Assignments"

*"I will use the ideas from the workshop to revisit my assignments, be more explicit and purposeful on learning goals and expectations, and also work on prompts and focus on processes."*

*"I plan to integrate AI at each stage of writing, brainstorming, outlining, first draft, and final revisions—in the hope that it allows students spend more time in the latter stages of that list."*

*"I'm excited to have an honest conversation with my students about how they are using and would like to use AI for our class."*

2021-2022, CRLT staff took part in two of the provost's working groups on this topic: building faculty capacity and revising academic policies. This year, those groups made formal recommendations that grew out of their discussions. The faculty capacity group recommended creation of a Canvas course for instructors to support student well-being, and the CRLT Players are now developing one in collaboration with the Center for Academic Innovation. The academic policies group made several recommendations, including changes to the academic calendar to extend winter break, which was adopted by the university for the 2023-2024 academic year.

Additionally, CRLT's Executive Director is serving on the new Well-Being Collective Steering Committee that President Ono charged with implementing the Okanagan Charter, the goal of which is to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally. Using a collective action approach, the Well-Being Collective is engaging with all campus constituents to examine changes to university structures and policies that can better promote well-being across students, faculty, and staff.

## Enacting Post-Pandemic Grading Recommendations

An ongoing question that has resonated across higher education over the past three years concerns the lessons learned about approaches to grading over the past several years. For example, during the height of the pandemic, individual instructors and institutions more broadly revised policies and practices to prioritize flexibility and decrease the role of high stakes assessments as ways to help students cope with the fallout of the pandemic.

To investigate and consolidate the lessons learned from these approaches, the provost commissioned a Post-Covid Grading Committee to make recommendations about the best path forward. CRLT's executive director and a CRLT assessment specialist served on that committee along with associate deans and staff who work with university data connected to grades. The committee's report was issued in July 2022, and included 4 recommendations: eliminating or modifying competitive grading, encouraging use of authentic assessment, making policies around course withdrawal and P/F consistent across the university, and establishing differentiated transcripts for internal vs external use.

CRLT co-led discussions of the report at the Associate Deans Group in fall 2022 and prepared a report to the provost about suggestions for implementing the recommendations in spring 2023, including development of an extensive set of resources on grading housed on the CRLT website.

## Embedding Climate Education in Courses

In support of the university's commitment to sustainability, CRLT organized a March Provost's Seminar on Teaching on *Advancing Climate Education*. The result of a cross-campus, interdisciplinary

collaboration between a dozen associate deans, the seminar was designed to foster discussions on what the university has learned from previous reports on climate and sustainability education; explore connections across these reports that demonstrate common themes; and propose ways to leverage climate education as part of the broader university effort to bolster student success. The seminar agenda included an evening gathering focused on students, with hands-on learning about the work that is happening in centers, classes, and student organizations related to this topic. The following morning was focused on helping faculty from across campus envision how they could integrate climate education into their teaching. 130 people attended the seminar.

Given the rich set of discussions and the desire for more time for hands-on course planning, CRLT and the Program in the Environment will co-sponsor a two-day faculty retreat entitled "Embed Climate Change in Courses" (EC3) in July 2023. The retreat is designed to provide resources and collaborative space for faculty to develop specific approaches to embedding climate education into upcoming courses they will offer.

## FCI Expands Its Reach

The Foundational Course Initiative (FCI) expanded its reach in 2022-2023 by undertaking two new types of collaborations. For the past 5 years, the initiative has focused on the redesign of individual, already existing courses. Starting in spring 2023, FCI created partnerships with the Department of Economics and the College of Engineering (CoE) to apply its equity-focused approach to the design of two new courses from the ground up: **Math for Economics** and a **Diversity Equity Inclusion and Justice in Engineering**, respectively.



## Embed Climate Change in Courses (EC3) Retreat

July 11 & 12, 2023

The economics course will address a pressing need to better prepare students for upper-level courses and will likely become a prerequisite for the major. The CoE course, the first graduate course to join FCI, aims to provide an important foundational experience open to all first-year engineering graduate students, exposing them to principles of equity-centered engineering and preparing them to apply that knowledge to their teaching, research, coursework, and future careers. In May, departmental teams from these units participated in a customized Course Design Institute created with the specific needs of new courses in mind.



In a second area of expansion, FCI established two partnerships focused on designing cross-course curricular alignment. One will center on the Math Department’s introductory calculus sequence and the other on the School of Nursing’s 4-year social determinants of health sequence. Both partnerships will be two years long and will help create unit-level change by providing students with equity-focused, scaffolded, and increasingly complex learning experiences from one course to the next.

### Equitable Teaching Resources Grow at Individual, School, and National Levels

A key organizational priority for CRLT, support for equity-focused teaching, was once again manifested across the center at the **individual instructor, academic unit, and cross-institutional level. For individuals new to teaching at U-M**, the CRLT Players worked with a professional film crew to record an updated version of their sketch “Act for Equity.”

### What people are saying about “Act for Equity”

*“The theatrical performances and video were amazing.”*

*“Such a great way to disseminate information that can otherwise feel very heavy.”*

*“Amazing, I loved it. The performance was great, and it brought out situations in the classroom that sometimes end up discouraging/demotivating our students.”*

This series of short plays reveals the interpersonal and systemic barriers encountered by people with different social identities in higher education. “Act for Equity” is the basis of a module on equity-focused teaching in CRLT’s asynchronous GSI Teaching Orientations taken by 1,051 new GSIs. In addition, two of the plays were performed live and one shown on video to over 200 participants at the fall New Faculty Orientation. Reducing the number of sketches from 7 to 3 enabled participants to engage in more extensive post-performance conversations about strategies for making change to support equity in their disciplinary teaching contexts. Evaluations indicated that this approach was highly successful.



**At the academic unit level**, CRLT in Engineering offered a set of teaching circles in support of the college’s new Teaching Engineering Equity (TEE) Center.

## EQUITY-CENTERED ENGINEERING



**M MICHIGAN ENGINEERING**  
UNIVERSITY OF MICHIGAN

This \$1.2 million NSF-funded initiative is designed to highlight the social considerations that influence engineering outcomes, develop a framework for teaching the social aspects of engineering, and train cohorts of professors, lecturers, and GSIs to incorporate these topics into their courses. CRLT-Engin staff developed and facilitated 3 teaching circles, all of which focused on supporting efforts by faculty to adopt, iterate, and assess DEI content in their courses. Over 30 faculty participated in these programs, including a 10-session pilot in fall and early winter and two circles in May that continued to invite faculty into the conversation by offering an introduction to equity-centered engineering for those new to this work and a deeper dive for faculty who have experience with principles of equity.



*Sloan Equity and Inclusion in STEM Introductory Courses*

In May, staff from CRLT-Engin and the Foundational Course Initiative (FCI) participated in a **multi-institution launch of STEM Education Learning Communities (SELC)** organized by the SEISMIC initiative (Sloan Equity and Inclusion in STEM Introductory Courses). The communities are designed to engage faculty, department leaders, and undergraduate students in thoughtful, equity-minded discussions of their STEM courses. CRLT staff roles will be to facilitate U-M's SELC, and to contribute to overall planning and the preparation of facilitators from across the 10 SEISMIC campuses (Arizona State, Indiana, Michigan State and Purdue University; UC Davis, Irvine, and Santa Barbara; Universities of Michigan, Minnesota, and Pittsburgh).

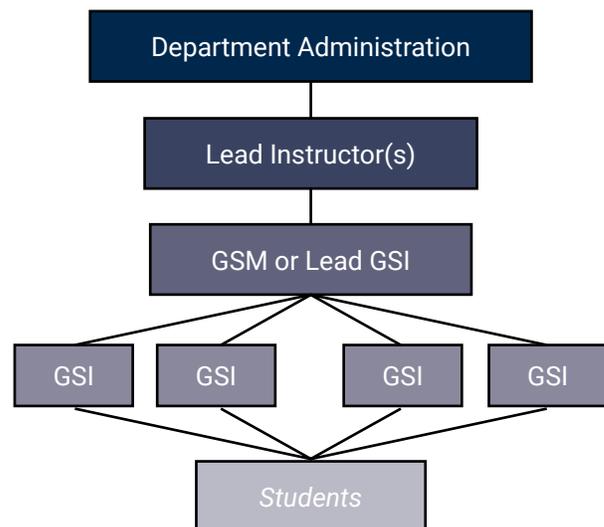
## CRLT Staff Create New Opportunities for Faculty to Learn in Community

CRLT has witnessed the power of bringing faculty together for extended contact in programs that allow participants to delve deeply into a topic in conversation with colleagues and CRLT staff. In 2022-2023, more opportunities for this kind of substantive exchange among mid-career faculty were created when CRLT staff were invited to propose new pilot programs that included small stipends for participating faculty or funding for outside speakers.

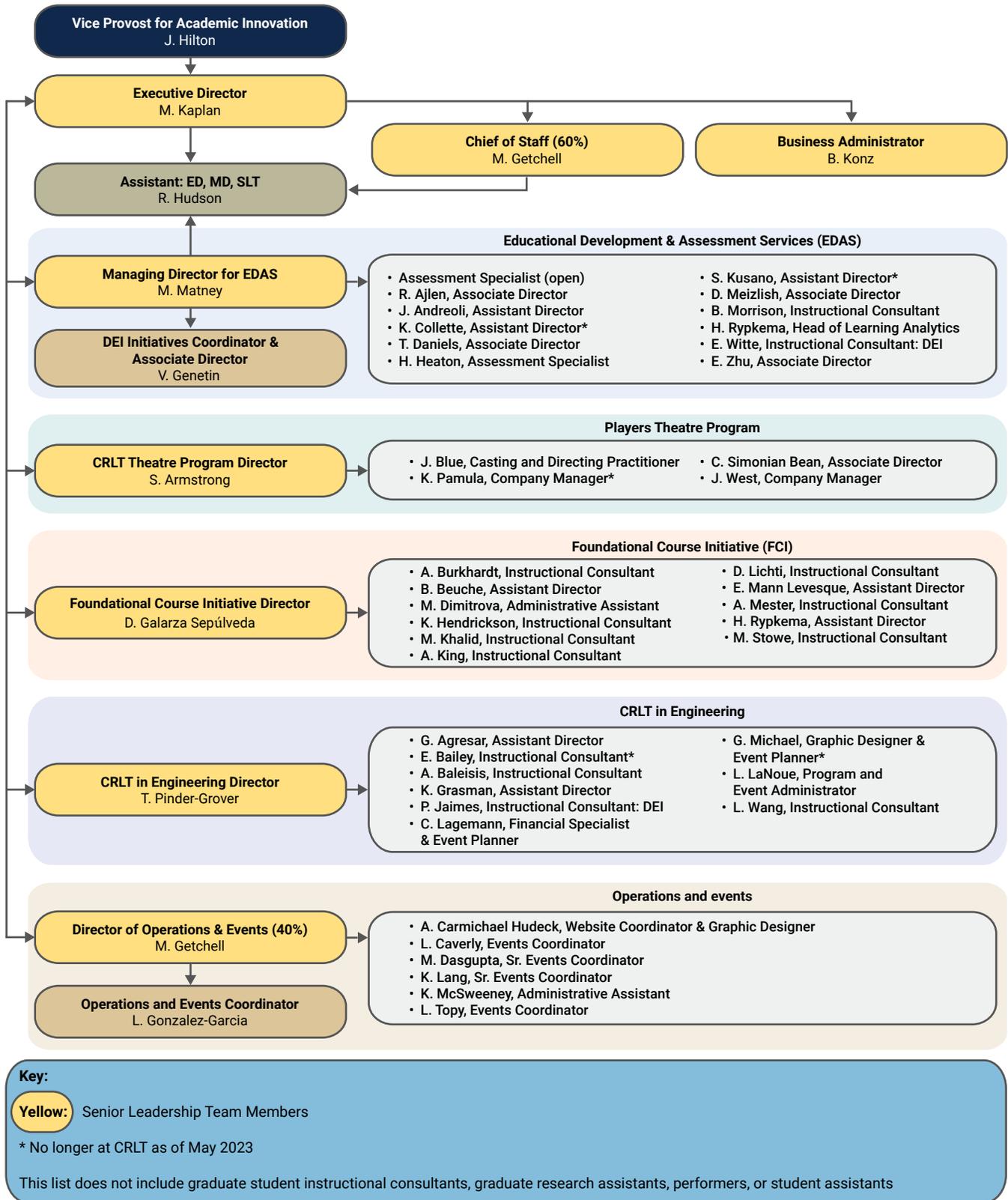
The first such internally funded program, Working with GSIs, convened a group of 11 faculty in fall 2022. The participants, who came from 3 different colleges and ranged from lecturers through associate professors, found the sequence of 5 meeting topics so useful that Rackham Graduate School committed to funding future iterations of the program.

Additional CRLT funding was provided for the development of a community of practice among faculty focused on Equitable Assessment in Engineering, a teaching circle for Equity-Center Engineering Education, and the Embedding Climate Change in Courses (EC3) retreat described above.

### The Instructional Team Context



# ORGANIZATIONAL CHART



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