M

CENTER FOR RESEARCH ON LEARNING & TEACHING

UNIVERSITY OF MICHIGAN

2023-2024

Annual Report

IN THE
2023-2024

academic year, CRLT played a key role in supporting and advancing new university initiatives. In particular, CRLT became part of a new university infrastructure to support student success across U-M's 14 undergraduate-serving schools and colleges. We are delighted to be reporting to Professor Angela Dillard in her new role as the inaugural Vice Provost for Undergraduate Education. This position had been strongly recommended by several provost's task forces as a key element for coordinating efforts to improve the educational experience of U-M's 33,000+ undergraduate students. Vice Provost Dillard hit the ground running, introducing the campus to key initiatives she plans to focus on at a January Provost's Seminar on Teaching organized by CRLT. We look forward to working with her in the coming years to bring this exciting new vision into reality.

Speaking of enacting new visions, it has been fascinating to see the many ways faculty are demystifying GenAI by teaching students to use this technology thoughtfully and judiciously. While the ultimate impact of apps such as ChatGPT is still being hotly debated, U-M has been a leader in creating a campus infrastructure that builds on the potential of GenAI while paying careful attention to data privacy and accessibility. The introduction of UM-GPT and Maizey is allowing instructors and students to experiment with university- and even course-specific data sets, and faculty curiosity about the potential of the technology is growing. At the same time, significant unease persists around topics such as academic dishonesty. CRLT provided venues for surfacing and addressing these issues through a December 2023 Provost's Seminar on Teaching, in workshops, and in individual consultations.

The year also saw members of the teaching and learning community turning to CRLT for help addressing challenging conversations associated with conflict in the Middle East. CRLT's guidelines for addressing difficult or high stakes topics were distributed widely, and our staff offered workshops and consultations for instructors and leaders navigating issues arising in their classrooms and departments.

Internally, I would like to highlight two items. First, to meet a growing demand for curricular-level services, CRLT established new teams for curriculum, assessment, and learning analytics. These teams comprise a roster of consultants ready to respond to inquiries from academic units that want to examine the effectiveness of their curricula. In 2023-2024 this included a successful pilot partnership with the dean's office and three departments in engineering. Second, the work of CRLT's DEIJ All-Staff Professional Development Team won a *Distinguished Diversity Leaders Award*. Over the past five years, members of the team have taken the lead in carefully curating opportunities for CRLT staff to explore a DEIJ topic of collective interest. By engaging with materials identified by the team and discussing them with colleagues, we continue the important work of deepening our individual learning and organizational commitment to DEIJ.

The following pages provide richer detail about CRLT's activities in the past year. As always, I remain grateful to my talented colleagues whose hard work, dedication, and creativity make possible these valuable programs and services. ●

Matthew Kaplan,
Executive Director
CRLT

Table of Contents

This report was compiled by CRLT staff.

Mission

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.*

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.

■ FOUNDATIONAL COURSE INITIATIVE (FCI)

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 redesigning 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.

■ 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.

■ 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.

2023/24* YEAR AT A GLANCE

20,825
U-M Clients

6,273
External Clients

27,098
Total Services Provided

1,441	Campuswide programs
10,330	Customized programs for departments, schools, & colleges
8,817	Consultations
237	Midterm Student Feedback sessions (MSFs) conducted
4,139	Presentation and workshop participants
1,091	Audience members at external theatre performances
1,043	Consultations and other services

Services by School/College

■ Individuals
■ Services

Individuals	Services	School/College
327	1,320	Administration
129	136	Architecture & Urban Planning
66	97	Art & Design
101	172	Business
91	231	Dentistry
156	322	Education
3,540	5,552	Engineering
164	302	Environment and Sustainability
288	432	Information
72	166	Kinesiology
93	117	Law
46	143	Libraries
2,929	4,987	LSA
417	1,004	Medicine
154	170	Music, Theatre& Dance
252	511	Nursing
217	597	Other
69	154	Pharmacy
215	400	Public Health
66	94	Public Policy
121	234	Social Work
20	49	UM-Dearborn
34	218	UM-Flint
2,236	3,417	Unknown
11,848	**20,825**	**TOTAL**

External Reach Beyond U-M

76 U.S institutions

9 Other U.S organizations

32 International Institutions

➥ CONSULTATION SERVICES

Consultations	**8,817**
Instructors receiving Midterm Feedback Sessions	**221**
Students served by MSFs	**6,947**
U-M offices advised	**21**
U-M committees with CRLT representatives	**41**

➥ FACULTY AWARDS

Award competitions	**2**
Grant competitions	**4**
Distributed by CRLT	**$243,800**

➥ ONLINE

Unique visitors to the CRLT website	**375,626**
Countries	**223**
Twitter followers	**3,068**

➥ CRLT PLAYERS

Performances at U-M	**22**
U-M Workshops	**10**
External performances	**7**
Different sketches performed	**14**
Audience members	**2,387**

➥ PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

Preparing Future Faculty (PFF) programs	**3**
Participants in PFF programs	**170**
Graduate student instructional consultants	**32**

➥ RESEARCH AND PUBLICATIONS

Assessment projects across 9 U-M schools and colleges	**41**
CRLT action research projects	**7**
Publications and presentations	**52**

U-M Client Profiles
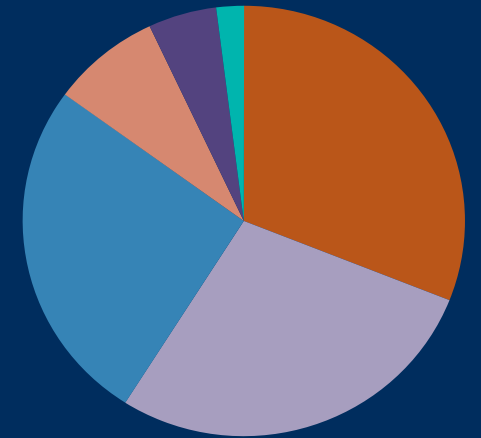
[11,848 UNIQUE INDIVIDUALS]

Faculty: **3,687**

Graduate Students & Postdoctoral Scholars: **3,275**

Unknown: **2,821**

Undergraduate Students: **1,014**

Admin/Staff: **826**

Other: **225**
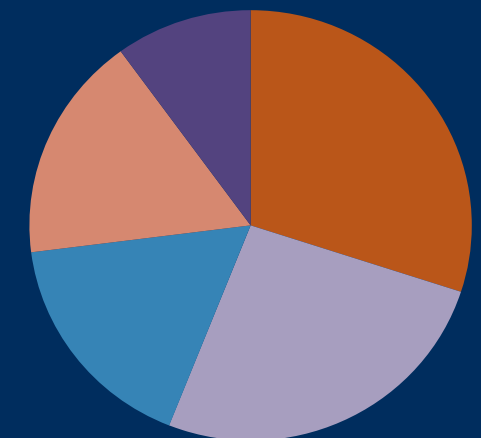
FACULTY BY RANK

Faculty by Rank: **3,687**

Lecturer: **1,128**

Assistant Professor: **895**

DDC (Deans, Directors, Department Chairs): **647**

Professor: **610**

Associate Professor: **407**

*An Annual Report year is June – May

Meet the CRLT
Community

CRLT's team includes long-term staff with deep institutional knowledge along with new colleagues who bring fresh ideas and perspectives to our work. Our consultants, CRLT Players, events team, and senior leadership partner with instructors and academic leaders across campus to advance equity, innovation, and excellence in teaching and learning at U-M.

Senior Leadership Team

Matthew Kaplan

Sara Armstrong

Denise Galarza Sepúlveda

Michelle Getchell

Brian Konz

Malinda Matney

Tershia Pinder-Grover

CRLT-Engineering

Grenmarie Agresar

Audra Baleisis

Kellie Grasman

Patricia Jaimes

Carol Lagemann

Linda LaNoue

Linjue (Jade) Wang

Rhonda Holton

"THANKS TO CRLT FOR PROVIDING THE SUPPORT, PEOPLE, AND EXPERTISE TO ENVISION THIS TYPE OF PROGRAM AND MAKE IT HAPPEN."

Theatre Program

Christine Simonian Bean

Jacqui Blue

Jonathan West

Educational Development and Assessment Services

Ronit Ajlen

Jeanne Andreoli

Anoff Nicholas Cobblah

Tazin Daniels

Martha Epperson

Victoria Genetin

Hayley Heaton

Sarah Zelner

Waleed Helweh

Deborah Meizlish

Bethany Morrison

Esther Grace Witte

Erping Zhu

Foundational Course Initiative

Blair Beuche

Andy Burkhardt

Mishelle Dimitrova

Anthony King

Muneer Khalid

Kathryn Hendrickson

Elizabeth Mann Levesque

Deborah Lichti

Ina Zaimi

Heather Rypkema

Megan Stowe

Operations & Events

Amanda Carmichael Hudeck

Liz Caverly

Laura Gonzalez-Garcia

Malini Dasgupta

Ryan Hudson

Kayla Lang

Kristin McSweeney

Liesl Topy

Michael Trevithick

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.

Mustapha Beleh
*Teaching Professor
Pharmacy*

Elizabeth Buvinger
*Lecturer, Psychology
LSA*

Kevin Carr
*Associate Professor
History of Art, LSA*

Matthew (Matt) Collette
*Associate Professor
Naval Architecture and
Marine Engineering*

Theodora Danciu
*Clinical Professor
Dentistry*

Vincent Denef
*Associate Professor
Ecology and Evolutionary
Biology, LSA*

Margaret Hannon
*Clinical Professor
Law*

Helen Kang Morgan
*Professor, Obstetrics and
Gynecology; Learning
Health Sciences*

Richard (Dick) Norton
*Professor, Urban and
Regional Planning; Program
in the Environment*

Rosemary Perez
*Associate Professor
Education*

Kazuhiro (Kazu) Saitou
*Professor
Mechanical
Engineering*

Katie Richards-Schuster
*Associate Dean and
Associate Professor
Social Work*

New & Noteworthy

CRLT Joins the New Infrastructure for Undergraduate Education

IN 2023, U-M created a new executive position, the vice provost for undergraduate education, and moved CRLT into its reporting line. A national search resulted in Angela Dillard's appointment in December. Working swiftly and intensively with CRLT and a faculty advisory committee, the inaugural vice provost hosted a half-day Provost's Seminar on Teaching in February, where more than 130 participants engaged in "Forging a Common Vision" for undergraduate education at U-M.

Drawing on recommendations made by campus stakeholders over the previous five years, the vice provost focused discussions on four promising approaches for improving students' academic success:

- **Early momentum: Promoting registration in 15 credits in each semester in the first year**
- **Advising and teaching with a "validation" approach**
- **Grade covering in the first year: Options, advantages, and challenges**
- **Addressing D/F/W rates, with emphasis on lowering withdrawal rates**

CRLT will continue to collaborate with Vice Provost Dillard as she implements a year of programming on these topics that will culminate in another Provost's Seminar on Teaching in May 2025.

> " **Excellent discussions on the future of undergraduate education at UM, all in the spirit of student success."**

Navigating the New GenAI Landscape

IN 2023-2024, CRLT built on its work supporting the campus adoption of GenAI. In collaboration with ITS, CRLT organized a December Provost's Seminar on Teaching that featured a plenary address by Ravi Pendse, U-M's Chief Technology Officer. Nine workshops addressed participants' varying degrees of expertise and responsibilities, from basic skill building through pedagogical implications for individual courses to strategic considerations for unit leadership.

Throughout the year, CRLT shared its growing expertise in settings that ranged from a presentation to LSA chairs and directors about the GenAI landscape at U-M to workshops helping faculty redesign assessments. In April, CRLT collected a range of faculty examples of GenAI in teaching for a 5-day synchronous institute attended by over 100 faculty at Chinese universities and organized in collaboration with Peking University. In June, a CRLT all-staff retreat included hands-on experience with prompt engineering, an overview of UM's tools for GenAI, and initial conversations about ways to leverage this technology for our own work.

> " **I have already followed up and created a small community of practice with colleagues, whom I wouldn't have known are interested in this topic without this seminar."** —PSOT Attendee
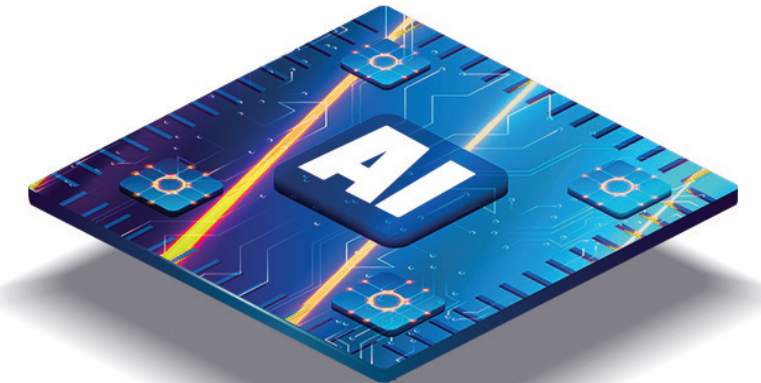
Free Speech and Academic Freedom in Tumultuous Times

FACULTY AND ADMINISTRATORS faced enormous challenges this year in responding to the conflict in the Middle East and the tensions it evoked on campus. They were expected to uphold, in real time and under intense Congressional scrutiny, the University's commitment to academic freedom, competing claims to first amendment rights, and Title VI obligations to foster safe and inclusive learning communities.

CRLT has long maintained Guidelines for Discussing Difficult or High Stakes Topics and delivered programming and consultations that promote their use. The center took every opportunity to publicize this advice, from creating a new banner on our homepage for easy access and accepting many units' requests for customized workshops, to the executive director reviewing the guidelines in a meeting of the Associate Deans Group, as well as with the Faculty Senate's Academic Affairs Advisory Committee, at the provost's request. In addition, CRLT collaborated with the Office of the General Counsel to quickly stand up three sessions on *Free Speech and Academic Freedom in Tumultuous Times* as part of the Provost's Campus Leadership Program (PCLP). **These sessions were attended by 75 leaders and faculty.**

> "Thank you for that informative and interesting session! It was very valuable, and remarkably efficient, too. I learned a lot, and am grateful for everyone's time and generosity, and especially for the general counsel's expertise and willingness to engage."
> – PCLP Attendee

A New Resource for Supporting Student Mental Health & Well-Being

THE CRLT PLAYERS began developing a Canvas course for instructors on promoting student mental health and well-being. The course is designed to respond to ongoing concerns about the depth and extent of student mental health concerns, as well as reports of faculty uncertainty about how to support students effectively. In winter 2023, the Players received a U-M Academic Innovation Fund Award to underwrite collaboration with the Center for Academic Innovation to design six learning modules. In summer 2023, **the provost's office provided up to $117,000 to fund filming** of embodied case studies for the course, with a goal of piloting it in summer 2024 for a fall launch.

Broadening the Reach of *How Do We Begin?*

IN FALL 2023, the CRLT Players received $125,000 from the Provost's DEI 2.0 Strategic Planning Fund to create a film version of *How Do We Begin? A Historical Reckoning With Anti-Black Racism at U-M*, in collaboration with the Digital Media Commons in the Duderstadt Center. The short series of plays illuminates U-M's complicated relationship to elitism and racial inequality, drawing on research from a number of sources, including Matthew Johnson's book *Undermining Racial Justice.* The powerful piece has already earned support from a wide range of stakeholders on campus. Having the play on film will allow for a much wider distribution for audiences of instructors, and through collaborations with the Trotter Multicultural Center, for students as well.

In winter 2024, the Players and the Trotter Center also secured nearly $25,000 from U-M's Inclusive History Project. The award will fund a fall 2025 leadership retreat aligned with the launch of the *How Do We Begin?* film project.

"
This play did a beautiful job at intertwining personal and systemic stories, making you explore what you can do regardless of the complex racist history or how big the task seems (there is always something you can do.)"

Piloting Curricular Enhancement in Engineering

IN COLLABORATION WITH the Dean's Office in the College of Engineering, CRLT piloted a process for working with departments to review and assess their curricula. In 2023-24, 3 departments participated: biomedical engineering, climate and space sciences, and computer science and engineering. As with all of CRLT's assessment and curricular work, specifics of the projects were tailored to the needs of each department. In BME, CRLT analyzed existing student success data for evidence of inequities in outcomes or experiences. In CLASP, CRLT collaborated with faculty to develop a sustainable process for mapping courses to program outcomes in order to reveal and address gaps in the curriculum. In CSE, CRLT worked with a faculty committee to outline a process to review and enhance its courses and curriculum. Feedback indicated that the collaboration with CRLT was successful, leading to important insights that will shape the curriculum in the future. The pilot will continue with 2 additional departments in 2024-2025: Robotics and Technical Communications.

Faculty Learning in Communities

Faculty value structures that make space for them to think through specific pedagogical projects with peers. Below are three examples of learning communities that met last year.

Advancing Climate Education

Following a March 2023 provost's seminar on *Advancing Climate Education,* CRLT sponsored a two-day retreat in July 2023 entitled "Embed Climate Change in Courses" (EC3). The retreat provided resources, advice from colleagues with deep experience with this topic, as well as collaborative space for 20 faculty to develop specific approaches for integrating climate education into upcoming courses.

Given the success of the initial gathering, the LSA dean's office and Program in the Environment funded another iteration of the retreat on May 31, and June 4, 2024. Small grants to help faculty implement their ideas after the retreat were awarded to 13 faculty in 2024.

Teaching Circles

In collaboration with the Dean's Office, and the Center for Socially Engaged Engineering and Design, CRLT-Engin offered two teaching circles as part of the NSF-funded Teaching Engineering Equity Center. Two series were offered: one for faculty beginning their journey to better understand equity and a second for faculty deepening their knowledge on this topic. In both, faculty explored and practiced equity-focused teaching strategies, designed or revised course materials, and exchanged feedback in a supportive environment. All participants received a stipend for participating.

SELC Project

CRLT staff played national and local roles in launching STEM Education Learning Communities (SELC) at 10 universities as part of the SEISMIC initiative (Sloan Equity and Inclusion in STEM Introductory Courses). SELCs foster evidence-based discussions among faculty, department leaders, and undergraduate students who work together to design effective strategies for increasing equity in STEM courses. Participants leverage local, course-specific data along with comparative data across departments to inform their work.

FCI Tackles New Courses and Curricular Alignment

IN 2023-2024, the Foundational Course Initiative (FCI) undertook two new types of collaboration. In its first five years, the initiative focused on the *redesign* of existing individual courses. Using the knowledge gained from these experiences, the initiative has begun addressing two emerging curricular needs across campus: the first is the creation of entirely new foundational courses and the second is partnerships that ensure curricular alignment across multiple courses. This year, collaborative course design teams were formed to create two brand new courses – ENGR 590, a graduate course focused on equity and inclusion in the engineering disciplines, and ECON 210, Math for Economics. Together they attended an institute in the summer of 2023 specifically targeted to new course design. FCI's curricular alignment partnerships have focused on the School of Nursing's six-course sequence on the social drivers of health. In the Department of Mathematics, the partnership is aligning the entire introductory math sequence.

The ideas shared and the connections made with colleagues across the university. While our courses may look very different, there are many areas where we overlap and we were able to come up with ideas that we wouldn't have otherwise thought about.

The peer to peer workshopping was fantastic. The framework provided to engage in this activity was very helpful as was the individual time ahead of this.

The panels were extremely useful. It was great to hear about what is happening around campus. I'd love to learn more about future campus plans and how faculty can be involved.

Support for Teaching

Consultations

CRLT professional staff and graduate student instructional consultants (GSICs) provide consultation services to faculty, graduate students, and administrators. Short consultations often involve requests for materials, information, and advice about campus resources for teaching and learning. Topics for more intensive consultations include curricular and instructional matters such as course design, integrating innovative approaches to teaching and learning, interpretation of student ratings, employing equity-focused teaching strategies, and improvement of teaching and learning in a class or discipline. Consultations took place in both virtual and in-person modalities. CRLT staff conducted over 8,817 individual consultations, some brief and some extensive, with U-M clients during the 2023-2024 academic year

➡ MIDTERM STUDENT FEEDBACK

CRLT staff and graduate student consultants conducted 237 classroom observations for faculty and GSIs seeking feedback on their teaching. Consultations before and after the observation establish scope and synthesize results. Unlike end-of-term evaluations, gathering data mid-semester and discussing strategies for change with a consultant can immediately improve students' learning experiences. Last year, nearly 7,000 students weighed in on what was going well and what could help them learn better.*

*Note: For large, multi-section courses like those in the Foundational Course Initiative, section leaders receive confidential individual feedback, and overall course trends are reported to the supervising faculty member to inform curricular improvement.

WHAT PEOPLE ARE SAYING ABOUT CONSULTATIONS AND MIDTERM STUDENT FEEDBACK:

The CRLT consultant was extremely easy to work with. She was flexible in tailoring questions to my interests and needs.

I found the feedback to be hugely helpful. I implemented various suggestions and the class tone improved substantially.

It's a great process of aggregating feedback, and the students respond well!

Orientations

NEW FACULTY ORIENTATION

In conjunction with the Provost's Office, CRLT organizes and facilitates U-M's campus-wide NFO. In August 2023, 206 faculty members attended this event. The program featured welcoming remarks from Provost Laurie McCauley and Vice President for Research Rebecca Cunningham. The CRLT Players presented a performance of *Act for Equity* followed by small-group discussions during which new faculty could consider their approaches to issues raised by the sketch. These included ways that social identities and systemic inequities affect people's experience of their teaching and learning environments; along with strategies for increasing equity and inclusion in their specific teaching contexts.

In addition, new faculty attended one of five concurrent sessions focused on teaching:

- Research-Based Practices for College Teaching
- Introduction to Equity-Focused Teaching
- Leveraging Group Work and Teams to Enhance Student Learning
- Strategies for Clinical Teaching in the Health Sciences
- Tech With a Purpose: UM Instructors Using Digital Tools to Tackle Common Teaching Challenges
- New Frontiers: Advancing Learning through Emerging Technologies (Instructor Panel Session)

The New Faculty Orientation also included an information fair that featured exhibits and representatives from **48 U-M OFFICES AND PROGRAMS.**

LSA NEW LECTURER ORIENTATION

In conjunction with the dean's office, CRLT organized and facilitated the LSA New Lecturers' Orientation in person in August 2023. NLO helps lecturers navigate their new workplace by identifying resources and places to go for teaching support. Dean Anne Curzan welcomed 34 lecturers, who then heard from the associate and assistant deans and discussed how to handle common scenarios that arise with students. A second session covered Canvas and other technology tools for their courses. The last session of the day focused on small group conversations where participants had the opportunity to ask questions of experienced lecturers from a range of units.

ELI-CRLT Courses

In collaboration with the English Language Institute (ELI), CRLT co-sponsors two intensive, in-person courses for graduate students whose undergraduate education was in a language other than English and who plan to have GSI appointments in LSA. One course is offered for three weeks each summer (mid-July to early August) to incoming U-M graduate students who have recently arrived in the country; the other is a ten-week, winter-term course for those who are already graduate students. Both courses address classroom communication and pedagogical strategies, with a focus on applying these strategies during a set of **4-5 intensive practice teaching sessions.** In summer 2023, **twenty-four international graduate students participated in the course.** During winter 2024, **20 more students participated.**

GSI & IA Teaching Orientations

CRLT organized and facilitated teaching orientations for 2,336 graduate student instructors (GSIs) and undergraduate instructional aides (IAs) at the beginning of fall 2023 and winter 2024 terms. These numbers include both campus-wide orientations and customized orientations for the College of Engineering (CoE). All orientations were offered remotely, with an option for an in-person practice teaching session available for College of Engineering participants.

Participation in the campus-wide programs included 1,037 GSIs in fall 2023 and 301 GSIs in winter 2024, totaling 1,338 GSIs.

During these virtual orientations, GSIs completed a range of asynchronous Canvas course modules, including four required modules: an introductory module with important policy information, *Act for Equity: A Presentation by the CRLT Players*, *Equity-Focused Teaching During the First Week* and *Beyond, and Mental Health and Well-Being for GSIs and Students*. GSIs who chose to participate in an online synchronous practice teaching session also completed the *Preparing for Your Practice Teaching Session* module as a prerequisite.

In fall 2023, 257 GSIs and 421 IAs participated, while 150 GSIs and 170 IAs completed the winter program.

CRLT-Engin organized customized, virtual teaching orientations each term for new engineering GSIs and IAs. After the initial asynchronous Canvas course training, all participants attended practice teaching sessions either in person or via Zoom. For the final component of the orientation, participants chose either a Midterm Student Feedback (MSF) from an Engineering Teaching Consultant, or they attended one of the following CRLT-Engin workshops followed by a written reflection.

Canvas Workshop Modules:

- Planning a Class Session
- Engaging Students in Face-to-Face and Online Classes
- Teaching for Accessibility
- Technology for the First Days of Teaching
- Facilitating Group Work to Maximize Learning
- Grading Assignments and Exams

2023–24
Seminar Series

CRLT Central: Each semester, these programs for faculty, staff, graduate students, and postdocs bring instructors together to share ideas across disciplines, expand their repertoire of teaching methods, and gain new perspectives on teaching and learning at U-M. CRLT professional staff, U-M instructors and staff from other units, and guest presenters from other universities conduct these seminars. Seminars were offered in a variety of modalities including in-person, online synchronous, online asynchronous, and blended formats. During 2023-2024, a **total of 1,683** faculty, staff, graduate students, and postdocs registered for the following seminars:

SPRING/SUMMER 2023

- Evidence-Based Teaching Practices to Shape Your Response to AI Writing Tools (3x)
- Finding the Right Balance: Integrating Pre-Class and In-Class Learning in Your Flipped Classroom
- Journal-Keeping in the Classroom: Creative Experiments in Equity-Focused Teaching
- Introduction to Teaching For Accessibility
- Writing and Grading Multiple Choice Exams

FALL 2023

- Developing a Plan for Addressing GenAI Writing Tools in Your Classroom This Winter
- Developing a Teaching and Learning Grant Application (2x)
- Designing Classroom Activities for Accessibility
- Effective Group Work
- Evidence-Based Teaching Practices to Shape Your Response to GenAI Writing Tools
- Exploring Alternative Grading Strategies
- Getting Started on Your Teaching Statement
- Inclusive Teaching: Strategies for Promoting Equity in the College Classroom

- Introduction to Equity-Focused Teaching
- Leveraging Generative AI in Teaching
- Rubrics: Transparent, Consistent, and Efficient Assessment in Support of Students' Learning
- Strategies for Promoting Equity in the College Classroom: A Panel Discussion

WINTER 2024

- Assessing Participation: What? Why? and How?
- Crafting Futures: Connecting Course Content to Students' Career Development
- Designing Classroom Activities for Accessibility
- Equity-Focused Teaching in Practice: Critical Engagement of Difference
- Facilitating Classroom Discussions With an Equity Lens
- Getting Started with Your Teaching Philosophy Statement
- Introduction to Equity-Focused Teaching
- Just-in-Time Syllabus Tune-Up
- Responding Effectively to Generative Artificial Intelligence Now
- Writing and Grading Multiple Choice Exams

CRLT-ENGIN: During the fall 2023 and winter 2024 terms, 713 faculty, postdocs, grad students, and undergraduates participated in the following programs and seminars offered by CRLT in Engineering.

FALL 2023

- Equity Focused Teaching for IAs (4x)
- It's Time for Action: Incorporating Active Learning Techniques in Your STEM Class
- Strategies for Leading Office Hours in Engineering Courses
- Equity-Focused Teaching in Engineering
- Promoting Successful Teamwork in STEM Classes
- Understanding How Stereotype Threat, Impostor Syndrome, and Growth Mindset Affect Student Learning

WINTER 2024

- Equity Focused Teaching for IAs (2x)
- Strategies for Leading Office Hours in Engineering Courses
- "Are They Getting It?": Low-Stakes Ways to Gauge Student Learning
- Introduction to Neurodivergence: Strategies for Engineering Instructors
- Making Groupwork Work
- The Role of Empathy in the Equity-Focused Engineering Classroom
- The Importance of Embracing Failure in Learning

CRLT Central Seminar Series at a Glance /////////////////////

30	**1,175**	**Evaluation Results**	**95%**	**92%**	"I loved that the workshop included work time where participants tried out the different techniques discussed. Really valuable to see those things in action!"
Workshops offered	Unique registrants		Gained knowledge/skills	Will use what they learned	

Programs for Academic Leaders

• • • • • •

PROVOST'S CAMPUS LEADERSHIP PROGRAM (PCLP)

Together with the Office of the Provost, CRLT coordinates a two-pronged program for academic leaders that drew 212 attendees in 2023-2024. **New** department chairs and associate deans attended a two-day orientation. **All** chairs and associate deans were invited to 6 roundtables for two-way exchanges with presenters/panelists and reflection among peers. Topics ranged from a conversation with Provost McCauley to leading compassionately in a time of faculty burnout, considering consequences of the pandemic lockdown on the evaluation of faculty, and preparing for the 2024 presidential election. A new session, *Free Speech and Academic Freedom in Tumultuous Times*, was presented three times in December and January.

> " Great to connect with other leaders across campus and think about the opportunities for recognizing and mitigating faculty burnout."

Programs for Faculty

LSA AND HEALTH SCIENCES TEACHING ACADEMIES:

For the LSA Teaching Academy, CRLT worked closely with the dean's office on a set of sessions to prepare 28 new-to-Michigan tenured and tenure-track assistant professors and postdoctoral scholars for teaching at U-M. In August 2023, they participated in a 2-day in-person orientation that included opportunities to talk with current students and faculty, to learn about and reflect on inclusive and equitable teaching, and to explore pedagogical topics relevant to their teaching. They also had the opportunity to connect with academic partners in the U-M libraries, LSA Academic Technology Services, and the Ginsberg Center. Each participant also selected a book to read on teaching and learning. At a fall gathering, participants came together to discuss their selected books. At a winter gathering, participants gathered to discuss course planning with equity in mind. In May 2024, participants met with the dean and associate deans to reflect on and debrief their first year of teaching at Michigan. Finally, members of the academy worked with a CRLT consultant on a midterm student feedback process appropriate for their course.

> " The academy got me thinking seriously about my teaching approaches and gave me practical tools to use and resources I need to know about."

The Health Sciences Teaching Academy (HSTA) is a program designed in collaboration with the Health Sciences Deans Council to support faculty who are new to teaching at U-M. The academy is held each year from January-June as a synchronous online monthly learning community plus personalized coaching from CRLT consultants to develop individual teaching skills and practices.

The goals of the academy include:

- **Deepen participants' understanding of how students learn**
- **Demonstrate strategies participants can use in various teaching contexts**
- **Provide opportunities for participants to learn from colleagues and educational experts**
- **Foster an interdisciplinary cohort of faculty engaged in teaching**
- **Increase participants' access to university resources and support for effective teaching**

The program has been offered annually since 2011 and consistently receives high ratings from participants. Faculty report that the academy provides them with practical strategies and support for a broad range of relevant teaching contexts and offers them an opportunity to connect with new and experienced colleagues from across U-M's health science schools and colleges. In 2024, **twenty-four faculty from dentistry, kinesiology, medicine, nursing, pharmacy, public health, and social work participated in the academy.**

FACULTY GRANTS AND AWARDS

In 2023-2024, a total of **76 faculty** received **grants or awards of over $243,000.** *(See Appendix A for lists of grantees.)* CRLT administered the Provost's Teaching Innovation Prize (TIP), designed to recognize outstanding pedagogical practices, as well as four grants competitions for faculty to improve teaching and learning at the University of Michigan.

Funded by the Office of the Provost and Executive Vice President for Academic Affairs:

- **Gilbert Whitaker Fund for the Improvement of Teaching**
- **Lecturers' Professional Development Fund (LPDF)**

CRLT directly funded two competitions:

- **Faculty Development Fund (FDF)**
- **Instructional Development Fund (IDF)**

Members of the CRLT Faculty Advisory Board select grantees for FDF and recommend awardees to the provost for the Whitaker Fund. An experienced lecturers panel of previous LPDF recipients makes recommendations to the provost on proposals for LPDF. CRLT staff select grant recipients for IDF. For the Provost's Teaching Innovation Prize, a panel of award-winning faculty selects the recipients.

CRLT also coordinates two additional teaching competitions for the provost's office: the **Arthur F. Thurnau Professorship**, the university's highest award for contributions to undergraduate education, as well as one external award, the **Michigan Distinguished Professor of the Year**, for which U-M runs an internal competition to select its nominee.

COLLEGE OF ENGINEERING PROGRAMS

On August 22, CRLT-Engin hosted the Michigan Engineering New Faculty Orientation. Sponsored by the Office of the Associate Dean for Academic Affairs, the in-person *gathering featured remarks from the dean and a chance to interact with 14 units that support COE faculty. The event enabled 39 new faculty to meet colleagues and discuss goals and actionable steps for the fall semester.* Prior to the orientation, faculty were invited to a Canvas course housing a rich hub of resources. Modules highlighted college policies, introduced inclusive course design, and shared perspectives on faculty and student life, as well as strategies for starting a research group. The orientation of new faculty continued at monthly gatherings where speakers invited by CRLT-Engin covered topics like preparing for the third-year review, recruiting and mentoring graduate students, teaching with technology, and supporting students in distress.

2024 Thurnau Award Recipients:

Deirdre Leong de la Cruz
Asian Languages and Cultures, & History, LSA

Anouck Girard
Robotics & Aerospace Engineering, COE

Nicholas C. Henriksen
Spanish & Linguistics, LSA

LaKisha M. Simmons
Women's and Gender Studies & History, LSA

Sara B. Soderstrom
Organizational Studies, LSA; SEAS; Management and Organizations, Ross

FACULTY LEARNING COMMUNITIES (FLCS)

Large Course Initiative (LCI):

On behalf of LSA, CRLT sponsored a learning community for faculty who teach large enrollment courses in LSA. Eleven faculty participated during the winter term. Over the course of four meetings, faculty read and discussed research on student learning and explored a range of instructional approaches useful in large courses, with a particular emphasis on inclusive and equitable teaching. In addition, they visited the classrooms of colleagues who use innovative approaches to engage students in their large courses. LCI participants were eligible for a small grant (up to $2,000) from the college to support course revision. Six of the faculty participated in a grant workshopping session to refine their ideas and all were later awarded LCI grants. *(Also see FLC on page 13)*

Programs for Graduate Students and Postdoctoral Scholars

DIVERSITY AND INCLUSIVE TEACHING (DIT) SEMINAR

Co-sponsored by Rackham and The Program on Intergroup Relations (IGR), this seminar exposes GSIs to a range of evidence-based inclusive teaching practices and IGR frameworks that productively acknowledge and engage instructor/student identities and experiences in the learning process. It also covers best practices for inclusive course design and explores techniques for managing student resistance and conflict. This seminar is designed to: (1) build relationships between GSIs and the facilitators and among the participants; (2) develop awareness and knowledge around social identities and power structures; and (3) increase skills and confidence in applying this knowledge in the classroom setting. There were 9 graduate students who participated in the Fall 2023 seminar. They came from a range of schools and colleges including public health, social work, education, engineering, and LSA.

"I learned about different types of academic jobs and some of the key components required for preparing application materials for a teaching position. It was also helpful to learn about the different trajectories that faculty have taken in getting into their current position, including other personal factors that have shaped their career decisions." (PFF Seminar)

"I found it helpful to think through the different ways we currently unintentionally support ableism and ways to deconstruct those actions. Also, understanding there is no perfect answer, and often the best thing is to try to evolve and be open to the conversations and needs of students and faculty." (ET@M)

Preparing Future Faculty (PFF) Programs

In 2023-2024, CRLT offered three PFF programs in collaboration with Rackham.

The U-M Graduate Teacher Certificate Program (GTC) is designed to promote the professional development of graduate students as college-level instructors. This program also offers graduate students an advantage in the academic job market by helping them document and reflect on their preparation for their junior faculty teaching roles. Graduate students who wish to participate submit required documents and track their progress toward completion of the program on a web-based interface designed by CRLT. Program requirements include participation in a teaching orientation and ongoing seminars on teaching, classroom teaching experience, a teaching mentorship, and the submission of a statement of teaching philosophy. Participation continued to increase during the 2023-2024 academic year. This year 76 students completed the certificate requirements. Since the program's inception, CRLT and Rackham have awarded a total of 933 certificates.

The Postdoctoral Short Course (PSC) on College Teaching in STEM was held in winter 2024. The PSC was offered in a blended format combining in-person and online synchronous and asynchronous interactions. A total of **39 postdoctoral scholars** completed the course. Its research-based framework addresses three major questions:

1) What do cognitive science and neurobiology tell us about how students learn best?

2) How can we deliberately cultivate a learning environment where all students are treated equitably, have equal access to learning, and feel valued and supported in their learning?

3) How do you incorporate principles for effective course and lesson design into your teaching?

Participants apply their learning in three capstone experiences:

1) designing a learner-centered syllabus

2) writing a statement of teaching philosophy

3) conducting a 15-minute practice teaching lesson

The twenty-fifth annual Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty took place May-June 2024. Overall, 46 doctoral candidates earned a certificate of completion. Participants came from STEM disciplines (61%), health sciences (6%), humanities (9%), and social sciences (24%). The seminar was delivered in a mixed modality, with six in-person and four virtual sessions. The program features invited faculty panelists, peer discussion and feedback groups, and virtual campus visits. The seminar's five learning objectives support participants' academic job search and their early career teaching.

Design a syllabus for a specific course utilizing principles of backward design and elements of equity-focused teaching.

Create a teaching statement where participants discuss their teaching practices, which are informed by their lived experiences, social identities, and beliefs about teaching.

Reflect on equitable and effective teaching practices.

Explore resources and strategies for finding effective mentors for their professional development.

Investigate a sampling of higher education institutions and roles to learn about the academic job search, faculty work life, and the unique roles they might have as a college educator.

Graduate Student Peer Consulting Programs

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CRLT's graduate student instructional consultants (GSICs) are selected via a competitive application process. All GSICs receive ongoing training in observing classes, giving constructive feedback on teaching, collecting student feedback about teaching, and evaluating statements of teaching philosophy. Some GSICs collaborate with CRLT instructional consultants in offering workshops as part of the CRLT seminar series or the Equity-Focused Teaching at Michigan (ET@M) series.

Recruited and trained by CRLT-Engin, *engineering teaching consultants (ETCs)* are experienced GSIs who collect mid-term student feedback (MSFs) and consult one-on-one with GSIs and IAs. ETCs also monitor discussion boards on the teaching orientation Canvas course, and they review teaching philosophy statements for engineering graduate students. Facilitating practice teaching sessions for new GSIs and IAs, and conducting workshops in the CRLT-Engin Seminar Series are also part of the ETC experience.

Graduate Student Instructional Consultants

Richard Bachmann	Keanu Heydari
Catherine Barnier	Salman Hussain
Kathryn Berringer	LaTara McLemore
Sean Costello	Irene Morse
Leah Crosby	Melissa Valerie
Matthew DeMaio	Moniek van Rheenen
Blake Ebright	Zoe Waldman
Amanda Gibson	Veronica Williamson
Gillian Gray	Ina Zaimi
Daisy Haas	Hilary Zedlitz
Brittany Hardy	

Engineering Teaching Consultants

Eva Albalghiti	Tamara Nelson-Fromm
Saaj Chattopadhyay	Denislav Nikolov
Kaylin Jones	Emily Sheetz
Timothy Keebler	Hafiz Sheriff
Miranda Makowski	Ellen Thompson
Margaret Eva Mungai	

External Initiatives

INTERNATIONAL FACULTY DEVELOPMENT

U-M and PKU Institute for Innovative and Excellent Teaching

CRLT, in collaboration with CETL (Center for Excellent Teaching and Learning) at Peking University, developed and delivered the institute. The topic of this week-long remote program was generative AI and its impact on teaching, learning, and research. Fifteen U-M faculty and staff gave presentations about their experiences with GenAI. Over 200 faculty members and teaching center staff from 24 different universities in China

participated in the online training program. In final evaluations of the program, participants indicated that the remote format was successful and guided them to explore applications of GenAI in their teaching and research. As a result, CRLT plans to collaborate with CETL on future iterations of the program.

DEPARTMENTAL GSI TRAINING AND DEVELOPMENT

Individual academic units at U-M are responsible for preparing new GSIs for their first teaching experiences and for their ongoing professional development as instructors. In addition to providing centralized GSI teaching orientations and seminars that units can take advantage of, CRLT staff offer customized sessions within unit GSI development programs, and they consult with units to help them develop, improve, and evaluate their programs. During the 2023-2024 academic year, CRLT also offered workshops, online drop-in consultations, and networking lunches for faculty, GSI staff coordinators, and graduate student mentors (experienced GSIs who assist with GSI training and mentoring at the department or individual course level) from across campus. These offerings help those directly supporting GSIs to prepare for their roles in GSI training and connect with peers across campus in similar roles to share resources and strategies. Workshop topics included consulting on teaching philosophies, consulting with GSIs, observing classes, collecting student feedback, and conducting midterm student feedback sessions. CRLT also provided multiple discipline-specific workshops as part of departmental GSI training programs, including new customized offerings focused on enhancing instructional team (faculty–GSI) collaborations. *(See Appendix B.)*

Social Media and Outreach

CRLT SOCIAL MEDIA

The CRLT website features a blog that is read by audiences around the world. While some posts announce events or news, the majority (following the advice of our faculty advisory board) contains timely discussions of teaching strategies for U-M instructors. Visitors can join our 1,462 blog subscribers by signing up on the CRLT website to receive new blog content as it is released. Blog entries are also tweeted out to our 3,068 Twitter followers. In the 2023-2024 year, CRLT produced 2 blog posts addressing the topics listed below.

- **Engaging Students by Integrating Career Development into Your Course**
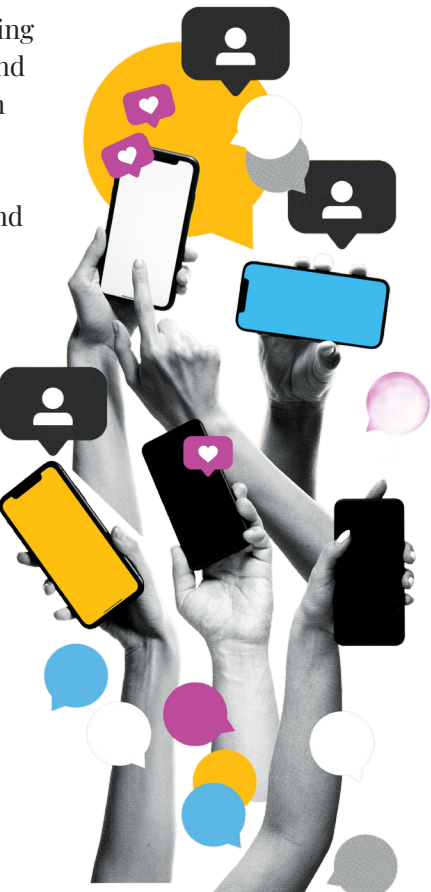- **Hot Topics in Equity-Focused Teaching @ Michigan, May Series**

WEBSITE ANALYTICS

CRLT's website is intended primarily for U-M instructors who are searching for timely teaching guidance. Faculty, instructional consultants, and administrators at U-M and in higher education institutions throughout the U.S. and the world visit the CRLT website to obtain resources on teaching and learning. Between June 1, 2023, and May 31, 2024, the **CRLT website received over 375,626 unique visitors from 223 countries.**

According to Google Analytics, **59.4% of CRLT visitors accessed the website using search engines such as Google**.

The following were the top five keyword searches in 2023-2024:

1. **Lesson Plan**
2. **Rhetorical Analysis**
3. **Formative and Summative Evaluation**
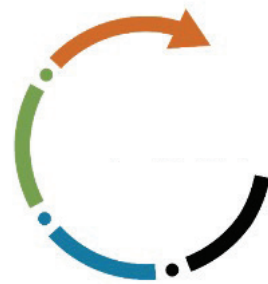4. **Active Learning**
5. **Teaching Strategies**

Foundational Course Initiative

The Foundational Course Initiative (FCI) continues to redesign 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. Grounded in the principles of equity-focused teaching and dedicated to student success, FCI's mission is to work with departmental teams to transform courses into engaging and inclusive learning experiences for all students.

FCI consultants help lead collaborative course design (CCD) teams comprised of instructors, staff, and graduate and undergraduate students. CCD teams begin by reviewing an FCI Course Equity Report, which offers an in-depth, multi-year overview of each course, before participating in FCI's 4-day Course Design Institute (CDI). During the institute, teams develop a robust vision for their courses, examine issues of systemic inequity, and begin mapping out priorities and approaches. Teams meet regularly, usually weekly or bi-monthly over the course of three years to engage in experimentation, test out theories and approaches, and develop new tools. In the final term, teams participate in an off-boarding process that includes exit interviews and surveys. Faculty are invited to take part in FCI's Community of Practice during and after their partnerships. By convening regularly, the Community of Practice gives faculty from a wide array of disciplines a chance to connect to share challenges and strategies related to the teaching of large foundational courses.

COHORT 4 (CONTINUING WORK)

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

COHORT 5 (CONTINUING WORK)

COMM 102: Media Processes and Effects
EARTH 222: Introduction to Oceanography
EECS 280: Programming and Intro to Data Structures
NURS 238: Culture of Health
WGS 240: Introduction to Women's and Gender Studies

COHORT 6 (CONTINUING WORK)

Standard courses:
ANTHRO 101: Introduction to Anthropology
ENGL 125: College Writing
MechE 240: Introduction to Dynamics and Vibrations

Development of new courses:
ECON 210: Math for Economics
CoE Diversity, Equity, Inclusion and Justice Graduate Course

Curriculum Alignment Projects:
Math 116: Mathematics Introductory Curriculum Alignment
Nursing Social Determinants of Health Curriculum Alignment

COHORT 7 (NEW PARTNERSHIPS)

Data Science 101: Introduction to Data Science
Earth 119: Introduction to Earth Science
Engineering 100: Introduction to Engineering
Molecular, Cellular, and Developmental Biology 310: Introduction to Biochemistry
Nursing 372: Therapeutic Nursing Care II

2023–2024 Accomplishments

This academic year, 70% of undergrads graduating from U-M had taken an FCI-redesigned course. FCI consultants worked closely with 16 courses across a wide range of disciplines, and their redesign efforts impacted the learning experiences of over 11,000 students. To date, FCI has partnered with courses in 7 schools and colleges: business, engineering, kinesiology, LSA, nursing, public health, and SEAS.

FCI more fully integrated principles of equity-focused assessment into the June 2024 Course Design Institutes attended by members of our newest cohort of courses. As part of that process, course teams reviewed equity data to help them understand student performance in current iterations of the course and shape their redesign priorities. Beyond our course partnerships, FCI provided large data support for units across the Ann Arbor campus, with the largest client being the College of Engineering. Services include customized analytics consultation and curricular analytics. FCI has also contributed to the success of SEISMIC's NSF-funded STEM Equity Learning Community (SELC) project. FCI consultants led summer workshops for SELC participants, and their efforts impacted thousands of students across the 10 large, public research universities in the partnership.

The FCI Community of Practice offered 4 sessions in 2023–2024. Almost 100 faculty members from every one of FCI's six cohorts attended across the year. Faculty expressed deep appreciation for the opportunity to talk with others teaching and redesigning large foundational courses. Each session focused on challenges that faculty previously identified, and post-session surveys indicated that faculty benefited greatly and would like to participate in future sessions.

FCI continues to draw on the advice and expertise of the faculty advisory board (FAB), which offers input on standards, policies, strategic direction, research, and evaluation. FAB members serve as ambassadors for FCI in the broader campus community, and the following members have renewed their two-year terms: Eric Bell, mechanical engineering; Gavin LaRose, mathematics; and Vilma Mesa, education. FCI Consultants continued to secure grants, present at national conferences, and publish research with their CCD teams, ensuring that our redesign work has a national impact.

For a list of FCI activities and projects in 2023–2024, please see services listed by unit in Appendix B, the formative and summative assessment work listed by unit in the Assessment portion of this report, and Appendix E for FCI-related publications and presentations.

48% of undergraduates enrolled in at least one FCI-partnered course in AY 23-24

70% of AY 23-24 graduates took at least one FCI-redesigned course while at U-M

Diversity, Equity, and Inclusion

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

During the 2023–2024 academic year, CRLT staff:

Consulted with a broad range of individual schools, colleges, departments, and other groups about instructor professional development in cultivating inclusive and equity-focused learning environments.

Developed an Equity-Focused Teaching research bibliography with a Rackham Doctoral Fellow in winter 2024. The bibliography is an ongoing project and will be a resource for the CRLT website, in workshops and orientations, in consultations, and other spaces.

Held a new summer book study group reading Robin Wall Kimmerer's *Braiding Sweetgrass.*

Launched a new "Equity-Focused Teaching in Practice" workshop series centered on each of the 5 elements of equity-focused teaching. The first workshop in the series, on Critical Engagement of Difference, was held during the Winter 2024 Seminar Series.

Offered 36 workshops and retreats for instructors across the university. Campus wide, CRLT presented 13 DEI-focused pedagogy workshops through its fall, winter, and spring/summer seminar series, 10 workshops in the May Equity-Focused Teaching @ Michigan (ET@M) series, along with 13 customized programs for departments, schools, and colleges.

Integrated DEI resources throughout CRLT's teaching academy programs, which served new faculty in 8 schools and colleges.

"I will be much more mindful about approaches to take if and when difficult discussions come up. The session, Teaching in Tumultuous Times, generated lots of excellent ideas for engagement, and was well anchored in getting us to think about purpose, intention, and transparency."

Hosted 172 attendees at the 8th annual Equity-Focused Teaching at Michigan May Series. This year's program offered a series of in-person and virtual, interactive workshops for instructors across the university, revisiting "Hot Topics" from throughout the school year, including artificial intelligence, accessibility, teaching in teams, equity-focused assessment, and facilitating discussions.

Developed and facilitated programs and workshops on inclusive and equity-focused teaching offered specifically for lecturers, including a year-long professional development program funded by LSA and the Lecturer's Professional Development Fund, and a half-day (virtual) orientation program for new LSA lecturers created in partnership with LSA.

Onboarded five new courses into Cohort 7 of CRLT's Foundational Course Initiative (FCI): DATASCI 101, EARTH 119, ENGR 100, MCDB 310, and NURS 372. Collaborative Course Design teams comprised of FCI consultants, faculty, graduate students, and undergraduates, explored diversity, equity, inclusion, and justice principles during a 4-day Course Design Institute. FCI continued providing consultations to help department teams integrate DEIJ into their curricular design efforts. FCI concluded its 3-year partnerships with the five courses in Cohort 4, ensuring each course had a DEI-focused sustainability plan. It continued its equity-focused work with 12 other courses in Cohorts 5 and 6.

Conferred with unit leaders in multiple schools and colleges on professional development programs for faculty and assessment strategies for inclusive teaching as part of annual review and promotion processes.

During fall and winter terms, 2,336 GSIs and undergraduate instructional aides (IAs) completed modules on equity-focused teaching and watched the "Act for Equity" video as part of our campus-wide and engineering-specific GSI/IA teaching orientations.

2023-2024 EQUITY-FOCUSED TEACHING @ MICHIGAN SERIES

- **Responding to Artificial Intelligence to Support Equity**
- **Facilitating Discussions with an Equity Lens**
- **Journal-Keeping in the Classroom: Creative Experiments in Equity-Focused Teaching**
- **Introduction to Neurodivergence: Strategies for Engineering Instructors**
- **Accessibility and Critical Reflective Practice**
- **Teaching in Tumultuous Times**
- **Critical Dialogue in Community: Navigating Moments of Friction, Tension, and Conflict as GSIs**
- **An Introduction to Equity-Focused Assessment**
- **Launching CRLT's summer book study:** *Braiding Sweetgrass*
- **Equity-Focused Strategies for Leading a Teaching Team**

Players Theatre Program

2023-2024 SEASON

Synchronous in-person & virtual sessions

2,387
Total Audience Members

39 Sessions

30 Performance-Centered Sessions

9 "Traditional" Workshops

7 External Events:

Virginia Tech (4X)

American College of Neuropsychopharmacology

University of Michigan - Flint

University of Michigan - Dearborn

13 Video Case Studies Created

On *How Do We Begin*: "I could not look away. It was amazing, engaging, heart-wrenching, chilling, eye-opening."

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

Players sessions use theatrical case studies performed by local professionals and student actors to reveal systemic inequities and highlight experiences of individuals who are often marginalized in the academy. To create accurate and specific sketches, program staff consult academic research, conduct qualitative interviews, and draw on ethnographic observation of relevant settings. These research-based performances prompt session participants to critically reflect on barriers to equity and to consider specific actions they can take to create more equitable spaces.

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

In the 2023-2024 season, the Players made progress on two long-term development projects–a mental health course launching in fall 2024 and a video project launching in fall 2025.

Throughout the 2023-2024 academic year, Players staff worked in collaboration with the Center for Academic Innovation to design and execute the curriculum and performance pieces for a new, asynchronous, Canvas course called "An Instructor's Guide to Promoting Student Mental Health and Well-Being." On track for a launch in fall 2024, the course helps those who hold instructional roles at U-M recognize role-appropriate ways to support and promote student mental health and contribute to a campus climate that fosters the well-being of its community members. The 6 content modules focus on the landscape of mental health in U.S. higher education; the role of identity in student mental health; ways that instructors can proactively support student mental health through their teaching choices; considerations for responding to requests for accommodations and course adjustments; and practices to support students experiencing mild, moderate, or severe distress. Most modules contain CRLT Players performances that illustrate or extend key concepts in creative and affective ways. The modules contain additional learning material like instructional videos, content pages, and learning assessments, as well as a workbook for instructors to record their reflections.

The Players also secured over $140,000 in funding for an exciting project coming in 2024-2025. *How Do We Begin? A Historical Reckoning with Anti-Black Racism* is a popular virtual session that has been hosted in 13 units, including LSA, the Black Student Union Steering Committee, and the U-M DEI Implementation Leads group. In fall 2023, the CRLT Players received grants from the Office of Diversity, Equity, and Inclusion and the National Center for Institutional Diversity's Anti-Racism Collaborative to turn the work into a video that can be used more widely on campus to engage the community. The video performance will illuminate U-M's complicated relationship to elitism and racial inequity, highlighting the ways that U.S. higher education has perpetuated anti-Blackness while simultaneously benefiting from associating themselves with inclusive values. The Players plan to film in winter 2025. In spring 2024, the Players secured additional funding from the Inclusive History Project to facilitate the material's use at a retreat for academic leaders on campus. In line with the action item "Enhancing Black Student Representation and Experiences" from U-M's central DEI 2.0 strategic plan, the Players will start education efforts by hosting a daylong leadership development retreat at the Trotter Center to spur unit-level action for racial justice at U-M. The Players will pilot the leadership retreat in fall 2025 as a model for other, similar programs at U-M.

In addition to these large-scale projects, The Players maintained a full slate of virtual and in-person offerings, including *Equity and Excellence in Tenure and Promotion Practices*, *How Do We Begin, Shoulda Woulda Coulda,* and *You Don't Belong Here*. For the first time, the Players offered two facilitation workshops called *Building Your Facilitation Toolkit* and *Practical Applications of Facilitation Techniques in Challenging Academic Contexts* to U-M's wider instructional community. Initially created as part of an internal professional development opportunity just for the Players and clients who specifically requested it, the Players now offer these workshops for any group wanting to think critically and creatively about the way they manage group conversations toward a common purpose. These workshops will be on offer again in the 2024-2025 season. The Players have also used their facilitation knowledge base in a consulting capacity. After a year-long mentoring process, the Players successfully transitioned their Moving the Needle curriculum on sexual harassment in academia to ECRT'S PEAR department, which will steward this work going forward.

Digital Education

Through consultation services, faculty development and preparing future faculty programs, and service on university and unit-level committees, CRLT staff help individuals and academic units explore, integrate, and evaluate the use of instructional technology (IT).

For example, in 2023-2024, CRLT took on the challenge of helping shape the university's response to Generative Artificial Intelligence (GenAI). CRLT staff participated in the Generative Artificial Intelligence Committee and contributed to the writing of the Generative Artificial Intelligence Committee Report. Through the Teaching & Technology Collaborative Generative Artificial Intelligence Working Group, CRLT staff also helped to develop campus-wide resources on this topic, hosted on the U-M Academic Technology website.

GenAI was also the topic of the fall 2023 Provost's Seminar on Teaching, which brought together approximately 150 participants in conversation with experts about how they could help U-M continue to be a leader in higher education's response to this technology. CRLT has offered regular campus-wide and customized workshops on teaching with GenAI:

- **"Leveraging Generative AI in Teaching"**
- **"Evidence-Based Teaching Practices to Shape Your Response to GenAI Writing Tools"**
- **"Developing a Plan for Addressing GenAI Writing Tools in Your Classroom This Fall/Winter"**
- **"Responding Effectively to Generative Artificial Intelligence Now"**
- **"Redesigning Assessments with GenAI in Mind"**

CRLT staff have also presented to academic leaders at forums such as the LSA Department Chairs meeting about how GenAI is affecting the campus, including resources to help faculty navigate this new technology.

As a charter member of U-M's Teaching and Technology Collaborative (TTC), CRLT co-sponsored the 26th Annual Enriching Scholarship (ES) Conference for the U-M community. The 4-day online event focuses on improving teaching and learning through the effective integration of technology and pedagogy. This year's conference focused on "Surveying the Now" by highlighting the ways technology has changed instructors' classrooms. Topics included the use of artificial intelligence (AI) in the classroom, disruptive technologies, how-to workshops on the use of technology, data privacy, proctoring, flipped teaching, and/or teaching and learning in the online space. Each day of the conference included presentations, demonstrations, and panel discussions led by U-M faculty, staff, and students. The conference kicked-off with a keynote address by Dr.

Jamiella Brooks and Dr. Julie McGurk, on the topic of maintaining rigor and inclusion in the face of generative AI. CRLT also hosted the session "Lessons Learned from Winners of the 2024 Provost's Teaching Innovation Prize."

Additionally, CRLT-Engin collaborated with CAEN to facilitate sessions on best practices using Canvas and teaching with technology as a part of the CRLT-Engin seminar series and new faculty foundations sessions. CRLT-Engin facilitated a community of practice focused on Generative AI in fall 2023 and delivered a departmental workshop with CAEN on the same topic in winter 2024.

Assessment and Research

During the 2023-2024 academic year, CRLT staff worked with faculty and academic units to review their current courses and curricula, develop new curricular offerings, and assess the results of course and curricular innovations. Services included assistance with data collection and analysis, consultations on evaluation plans for grants, facilitation of faculty discussions, and provision of funds through CRLT's grant programs.

All of CRLT's assessment projects have three defining characteristics:

1. Projects are initiated by faculty responsible for the curriculum or the courses being assessed, with CRLT providing support and expertise as necessary.

2. They focus on improving U-M student learning experiences or outcomes.

3. They are action-oriented, generating data that can be used by faculty and faculty committees to improve their courses or curricula.

Assessment Cycle

- Identify Objectives
- Identify Methods
- Implement Assessment
- Analyze Results
- Use and Disseminate Results

CRLT worked on assessment initiatives for 9 schools and colleges, as well as the Equity, Civil Rights, and Title IX Office.

Campuswide or Multi-Unit Services

The Foundational Course Initiative
See also pp.24–25.

FCI COHORT 4

ELECTRICAL ENGINEERING AND COMPUTER SCIENCE 203

FCI staff designed, implemented, and analyzed multiple assessment projects to evaluate the ongoing shifts made to the course itself as well as to its support structure. FCI conducted pre- and post-surveys in both fall and winter terms and focused on student experiences around different structural components of the course as well as continuing the focus on course community. Additionally, FCI administered surveys to the student instructional team (IAs and GSIs) and, in both fall and winter semesters, conducted an instructional team feedback session to gather input on staff workloads, support needs, and general course feedback. The course piloted extended discussion sections starting in fall 2023, so elements of both the student surveys and the feedback from the instructional team focused on student needs for discussion sections and how well the different types of sections served students in the course. FCI staff analyzed grade and enrollment data to identify disparities in grade outcomes across different student identity groups to inform potential interventions and adjustments to course assessments. Additionally, FCI staff mapped student journeys through the computer science major to inform curricular decisions around the content of this foundational course.

NURSING 240

In the winter semester, a survey was given to students after Exams 1 and 2 to learn about course components that were helpful, how students took notes (e.g. handwriting versus typing), and the frequency of note taking during class time. These surveys also included metacognitive reflection questions designed to help students reflect on the efficacy of their study habits. In addition, pre- and post-surveys were fielded to learn about students' self-efficacy, sense of belonging, and course climate. Questions about course components that were helpful, how students took notes (e.g. handwriting versus typing), the frequency of note taking during class time, and study habits were also included in the post-survey. In addition, FCI conducted an assessment of the exam questions using data from Canvas to understand the level of difficulty of each question and to determine if any revisions to exam questions were needed. The exam questions were also coded according to alignment with Bloom's taxonomy, and the different Bloom's taxonomy levels were analyzed to determine if there were patterns in student performance on different question types.

POLITICAL SCIENCE 140

FCI staff designed, conducted, and analyzed student surveys in fall 2023 and winter 2024 to provide instructors with insights into student experiences in the course, particularly related to gameful learning pedagogies, new assessments, and course climate. FCI consultants used this data to understand the effectiveness of a new poster presentation assignment that was integrated to foster critical thinking and develop research skills. The assignment was refined based on this data for the winter semester. The data was also used to evaluate the level

of choice in student assignments and to examine various testing formats, asking students about their preferences and reasons for them. FCI consultants also conducted classroom observations during some of the poster presentation sessions to see student work and have better context to inform design changes.

STATISTICS 250

FCI staff performed multiple assessment projects to evaluate the shifts made this year as well as to support ongoing course redesign planning. FCI staff designed, conducted, and analyzed end-of-term student surveys in fall 2023 and winter 2024 to get a baseline to compare with fall 2024 changes, with special focus areas designed to gain a better understanding of the student experience with their lecture choices, writing assignments and other assessments, and support for group work. Additionally, FCI gathered and analyzed data to help make decisions about the in-class active learning instructional assistant support structure, including performing multiple observations of instructional assistants during active learning portions of the lecture sessions using the GORP system, as well as designing, fielding, and analyzing both student and instructional assistant midterm surveys and an end of term GSI survey. The reports from these assessments inform both spring/summer 2024 design work and fall 2024 implementation.

FCI COHORT 5

COMM 102

The assessments undertaken investigated students' experience, focusing specifically on perceptions of the course community and the course's larger projects and assignments in the pre- and post-surveys. In the fall, FCI conducted an MSF via an asynchronous survey to learn more about student experiences regarding active learning in the classroom and followed that with a winter classroom observation to identify consistencies in experience between the semesters. In addition, FCI staff conducted a GSI feedback session in both fall and winter to better understand their experience as members of the instructional team and to gather their input on several aspects of the course.

EARTH 222

FCI staff designed, implemented, and analyzed multiple assessment projects to evaluate the ongoing shifts made to the course itself as well as to its support structure. These included pre- and post-surveys during the fall 2023 and winter 2024 terms. Specifically, these surveys helped develop an understanding of student experiences in the course, including students' feedback on specific course components (i.e., GradeCraft and in-class active learning activities) and students' understanding of core concepts covered in the course. In addition, these surveys collected data about students' experiences with the Wolverine Wellness survey. FCI also conducted classroom observations, in order to provide feedback on group work, students' in-class experience, and the use of space and technology in the Classroom in the Round in the Central Campus Classroom Building.

EECS 280

FCI conducted pre- and post-surveys during the fall and winter semesters. These assessments explored questions about students' prior experiences with computer science and measured change over time with respect to interest in computer science, perception of collaboration, and self-efficacy/confidence. Additional questions focused on course components and resources, and time spent on various course components. These assessments provided the team with insights to make informed decisions about fostering community in EECS 280, and whether to revise aspects of the course including projects, the format and timing of lab sections, office hours, and the formation of lab groups.

NURS 238

Students completed multiple surveys to gather information on their experiences in the course, applying the skills to future semesters and in their nursing practices, and in their daily lives, as well as a sense of belonging, and working with their peers on projects. To learn about the students' values and beliefs on patient care, health care in general, and incorporating diversity in nursing, the students completed a Q-method survey. All the results would be used during the redesign process to improve the content, and allow instructors to be mindful of challenging conversations with diverse perspectives in the course. FCI consultants also designed peer review assessment activities, assessed GSI learning and performance through GSI focus groups and workshops, and reviewed student assignments to norm class grades. Additionally, FCI consultants visited the class for observations and feedback. The result of that alignment will also lend itself to NURS 238 as the FCI team leads the redesign of the course's goals and student learning outcomes, which will be submitted for review to the Undergraduate Curriculum Committee for recertification of the course.

FCI COHORT 6

ANTHRO 101

The design team worked together to develop pre- and post-survey assessments aimed at evaluating students' experiences of community within the course. These assessments focused on aspects such as belonging, disparities between sections, and collaboration with peers. The surveys sought to measure the level of student support, not only in course material and resources but also in students' ability to relate the material to their personal experiences or identities. Furthermore, the surveys assessed instructor goal alignment, students' perceptions and understanding of the field of anthropology as well as any transferable knowledge and skills gained within the course. FCI consultants conducted a GSI feedback session to gather information about the perceived strengths of the course and potential areas for growth and improvement. This session also aimed to determine the extent GSIs felt supported by faculty, instructors, and GSMs and to identify additional resources that could further support their experience.

ECON 210

FCI staff, in collaboration with the course instructors, developed pre- and post-semester student surveys for the fall and winter semesters to establish a baseline for this newly offered course. Key areas of exploration were group work, classroom climate, course resources, and student experience with assessments. In addition, the team designed and deployed a stakeholder survey for other faculty in the department to understand what economic math concepts were used in subsequent courses and prioritize essential content for ECON 210. Finally, FCI consultants also conducted classroom observations and Midterm Student Feedback sessions (MSFs) to better understand the classroom experiences of students, especially active learning and group work.

ENGINEERING, MECHE 240

The team distributed three surveys throughout the fall semester. The instructors wanted to learn about the students' sense of belonging, confidence in math, physics, and computer programming, and solving problems in different ways. Another part of the surveys was to learn about how useful course components (e.g. assessments, and checkout process) have been that are part of the redesign process. The design team will use the feedback to continue to move the course forward. FCI consultants did a classroom observation on the checkout process to open up a discussion on developing a partially flipped classroom structure for future semesters.

ENGINEERING, COE DEIJ COURSE: ENGR 599

The team wanted to gather information from the graduate students to learn about their knowledge of equity-centered engineering, and interest in learning about principles in equity-centered engineering. The design team developed and deployed a college wide survey for graduate students to gather feedback. The findings will be used to help develop the graduate level course for fall 2024 and winter 2025.

ENGL 125

FCI staff worked closely with a large team of faculty, instructors, graduate students, and undergraduates to assess student feelings of belonging in the course, instructor comfort level with the materials and structural supports, and whether students were meeting course learning goals. Portions of this assessment data were compiled and shared by FCI staff at an English Department Writing Program colloquium on equity-focused teaching. Together, they designed pre- and post-surveys for students and for GSIs, observed the GSI 993 training course, and designed and conducted a GSI survey and feedback sessions. Future assessment work includes reviewing student papers over time for evidence of rhetorical moves in their writing based on course outcomes.

MATH 115/116

The assessment for the introductory math program was focused on better understanding the experience of the students and GSIs in the mentorship pilot sections program. FCI staff designed, fielded, and analyzed Mentorship Pilot End of Term **GSI** Surveys (fall 2023 for Math 115, and winter 2024 for Math 116) to learn about the experiences of GSIs in both mentored and non-mentored classrooms, and how the support and training they received impacted their experience as instructors. Additionally, FCI staff designed, fielded, and analyzed Mentorship Pilot End of Term **Student** Surveys (fall 2023 for Math 115, and winter 2024 for Math 116) to learn about the experiences of undergraduate students in both mentored and non-mentored classrooms with special sections for learning activities and preparing for assessments (Math 115) and sense of belonging, self-efficacy, attitudes towards math/their majors, and instructors and instructional practices (Math 116). These reports were shared with the math intro program instructors to help support and inform decisions about the mentorship process and new instructor assignments in future terms.

FCI COHORT 7

This year, FCI consultants completed pre-partnership classroom observations in order to better support the newest FCI cohort,which includes DATASCI 101, EARTH 119, ENGR 100, MCDB 310, and NURS 372. This effort provided a deeper understanding of current course structures and practices. Some courses were given early assessment support. For example, FCI developed and analyzed a mid-semester student survey for EARTH 119 to gather information about course components (e.g. iClicker), interactions with instructor, sense of belonging, and connections to lab course to help start the discussion on redesign processes.

As part of the onboarding process, which began in fall 2023, the FCI Director met regularly with department and college leadership, faculty, and relevant staff. She held several intake conversations to develop each partnership's memorandum of understanding, to help lead instructors develop their cross-role course design teams, and to ensure clarity about the FCI process. FCI staff prepared course equity reports including analysis of institutional data related to student enrollment, demographics, course context, outcomes, and equity-related outcomes in each course. These reports were distributed and discussed with each course team. Meetings for the development of new courses and for curricular alignment partnerships focused on department-level goals and the development of an early vision for the courses.

MSF Assessment Service

CRLT provides confidential, course-level assessment through its midterm student feedback (MSF) service, which allows faculty and GSIs to receive data from students on the effectiveness of their teaching during the term, while they still have time to implement changes to improve their courses. In 2023–2024, CRLT conducted 237 MSFs for 212 instructors, allowing 6,907 students to provide feedback on the effectiveness of their courses. For more details, *see p. 14.*

IRACDA Program

The Michigan Institutional Research and Academic Career Development Awards (IRACDA) is one of several NIH-supported programs that train post-doctoral fellows for research and teaching careers in academia. CRLT facilitates pedagogy workshops for fellows and mentors and conducts annual consultations with the fellows about their teaching pedagogy. CRLT also conducts an assessment of the teaching components of the IRACDA program. This assessment is designed to collect formative feedback on key questions regarding the teaching development aspect of the program, including what fellows and mentors find most valuable, their experiences with teaching and mentorship, and their insights and suggestions to enhance the professional development of the fellows.

Assessment Toolkit Initiative

Over the past four years, representatives from the Center for Research on Learning and Teaching; the Center for Academic Innovation; the College of Literature, Science & the Arts; the Marsal Family School of Education; and Michigan Engineering formed the Assessment Toolkit Initiative. The purpose of the initiative is to leverage campus data in order to critically evaluate outcome disparities across student identity groups in course, major, and co-curricular contexts and to easily share those data with relevant faculty stakeholders and campus leaders. The Assessment Toolkit Initiative has focused on the refinement and assessment of two customizable data-rich reports that leverage five years of enrollment and outcomes data to reveal patterns in student performance. Developed by the Foundational Course Initiative at CRLT, the Course Equity Report shows these data at the level of a single course, while the Major/Department Equity Report, developed at CAI, reveals outcomes and patterns across a collection of courses within a specified major. Explorable through a series of rich visualizations, these data support the identification of potential course or curricular changes that might address observed inequities. As part of the DEI 2.0 Strategic Plan, the Assessment Toolkit Initiative has shared this work more broadly with the U-M community, highlighted opportunities for stakeholders to explore curricular experiences through an equity lens, and continued iterating the reports to be more effective tools that can help foster a more equitable campus.

Department, School, and College Assessment Projects

In addition to the projects listed on previous pages, individual schools, colleges, and departments worked with CRLT on the projects that follow.

ART & DESIGN

CRLT began scoping a set of projects in collaboration with Stamps School of Art & Design. Projects would assess aspects of their curriculum with an eye for program goals.

ENGINEERING

Dean's Office:

As part of a collaboration with the dean's office, CRLT worked with the following three departments to help them develop processes for reviewing and assessing their curricula.

- Biomechanical Engineering (BME): CRLT staff analyzed existing student success data for evidence of inequities in outcomes or experiences.

- Climate and Space Sciences & Engineering (CLASP): CRLT staff collaborated with faculty to develop a sustainable process for mapping courses to program outcomes in order to reveal and address gaps in the curriculum. The project included designing a survey for students and alumni and analyzing the results.

- Computer Science & Engineering (CSE): CRLT worked with a faculty committee to outline a process for reviewing and enhancing the department's courses and curriculum.

EECS Quantum Technologies Courses:

CRLT-Engin designed a survey for use with students who previously took EECS 298, 398, 428 or 498 as electives. Data will be gathered and analyzed in the coming academic year and will inform discussions about designating a formal quantum technologies track in EECS.

Inclusive Teaching in Biomedical Engineering (IT-BME):

CRLT-Engin published a manuscript in the *Journal of Biomedical Engineering Education* in January 2024 describing IT-BME efforts in 2022-2023. Faculty and graduate students participated in the Inclusive STEM Teaching Project's asynchronous online course, growing their ability to cultivate inclusive learning environments for all their students. In addition, they formed a local learning community and later worked together to implement new innovations to support inclusive teaching in their courses.

Equity-Centered Engineering Teaching Circle:

In 2023-2024, CRLT-Engin facilitated introductory and advanced teaching circles focused on equity-centered engineering. A total of 6 engineering graduate students and 23 faculty participated. The circles' overarching learning objectives asked participants to

- Purposefully reflect on how their own identities, beliefs, and experiences affect their approach to teaching engineering,

- Contextualize current inequities in the history of science and engineering by examining scholarly literature and other resources related to equity and inclusion in STEM education, and

- Utilize knowledge, tools, and strategies to design and implement equity-centered engineering courses.

CRLT-Engin collaborated with CEDER to assess the effectiveness of this program as part of an NSF grant, and would like to share the findings in two manuscripts in 2024-25.

LITERATURE, SCIENCE, AND THE ARTS

Biology 171
The team worked to develop a survey to learn about the student and discussion leader experiences in the course that allows for discussions of possible projects during the pre-partnership conversations. The survey results allowed a FCI consultant to share three project areas (e.g. sense of belonging, course components and exams) for possible future redesign efforts, and share possible improvements for discussion leaders.

Biology 173
In partnership with Wolverine Wellness, FCI staff surveyed students about their experience with the Wolverine Wellness check in. This targeted approach has been used over five semesters to improve the Wolverine Wellness check in process.

LSA DEAN'S OFFICE

CRLT collaborated with the LSA Dean's office to assess the needs of lecturers who hold supervisory positions in the college. CRLT facilitated a focus group with lecturers in these positions. The goal of the project was to determine professional development opportunities that would best support the important and complex work of these lecturers.

MEDICINE

CRLT conducted a focus group with students in the Biomedical Informatics and Data Science Training Program (BIDS-TP). The focus group evaluated student learning experiences and program perception so that the program can make informed decisions regarding potential improvements. Findings were also used in the program's regular reporting to NIH.

Urology

CRLT staff collaborated and provided support for implementing the Kidney, Urology and Hematology (KUH) Research Training Program (U2C/TL1). Support included survey development and administration, focus groups, and interviews for the program trainees and faculty mentors, and working with leadership to interpret the gathered information to allow ongoing assessment and improvement of the program.

PHARMACY

CRLT consulted and collaborated with faculty leads to design, implement, and analyze a mixed methods assessment of course learning outcomes in Pharmacy 517, Health and Disabilities, an interprofessional education elective for health professional students from the Ann Arbor and Flint campuses. This included survey design and data analysis, as well as qualitative analysis of student reflections. The results were presented at several conferences, including the NEXUS summit: National Center for Interprofessional Practice & Education (September 2023), Michigan Occupational Therapy Association Annual Meeting (October 2023), American Public Health Association Annual Meeting (November 2023), as well as at the U-M Health Professions Education Day (May 2024). In addition, two manuscripts have been generated; one recently published in *Currents in Pharmacy Teaching and Learning* (2024), and a second submitted to *The Medical Teacher* (March 2024).

PUBLIC HEALTH

Biostatistics

CRLT assessed student experience with the department's recruiting process. Current students in the master's program participated in a focus group to share their perspectives on the recruitment process, talk about why they chose U-M's program, and discuss their experiences as students in the program. The goal of the focus group was to more fully represent student experiences and meet prospective student needs in the recruitment process.

Epidemiology

CRLT began a two-year evaluation of the implementation of the revised curriculum. The evaluation includes course reviews and feedback from students and instructors to assess integration of courses within the program, potential redundancies in the curriculum, and student experience.

Health Behavior Health Education (HBHE)

CRLT worked with the department to review their curriculum and support decision-making around future curricular changes. Data was gathered from alumni and several groups of students. Analyses of employer needs and of comparable programs' curricula were also performed.

CRLT also collaborated with HBHE to assess the preliminary exam process for doctoral students. Data was collected in the form of interviews with graduate students who recently completed preliminary exams and a focus group with faculty who grade preliminary exams. The goal of the project was to provide information to make informed decisions about program and course improvements.

Nutritional Sciences - Dietetics

CRLT staff consulted and collaborated with faculty to measure students' impressions of a new scaffolded learning curricular approach and their confidence in counseling. Midterm student feedback sessions conducted for NUTR 690's 4-course experiential learning sequence were analyzed longitudinally. CRLT will conduct student and preceptor focus groups at the end of each year of the program and prepare general reports.

Other Units

ITS TEACHING & LEARNING

NameCoach is a web-based tool that allows users to record, listen to, and learn names. ITS Teaching & Learning has recently launched the use of NameCoach in Canvas. In 2023-2024, CRLT worked with ITS on a plan for evaluating its impact on campus with regard to DEI related issues. The two main goals for this assessment are: (1) to understand adoption of the NameCoach tool and (2) to identify whether the use of NameCoach is associated with increased inclusive or equitable classroom practices (i.e., whether the use of NameCoach is having a positive impact on promotion of DEI). An initial analysis in 2022-2023 focused on identifying instructors who are regular users of NameCoach. In 2023-2024, the second stage of the project involved using this data to inform surveys and focus groups with those instructors to learn about the impact the app has had on their teaching and their classroom climate.

Wolverine Wellness

FCI consultants collaborated with Wolverine Wellness staff to develop assessment summaries of the students' feedback on the wellness check in that has been implemented in multiple courses in FCI partnerships. The findings were shared widely throughout the university community during presentations with leadership. The findings show the importance of the check in for all students, and help improve the program in future semesters.

CRLT Research

CRLT staff members are pursuing several research projects on teaching and learning topics of particular relevance to faculty and graduate students at U-M. For a full list of authors and publications, *see Appendix E.*

Role of Systemic Disadvantage in Grade Disparities in Introductory STEM Courses

CRLT staff participated in a multi-institution research project that examined the relationship between differential grade outcomes in introductory STEM courses and the race, gender, and socioeconomic background of students in those courses. Data for the study included 200,000 students at six large, public universities over 10 years, and the study found that course grade benefits increase significantly with the number of systemic advantages students possess at all six institutions. The findings support claims that such disparities are a function of systemic issues rather than factors related to specific courses. Results can play a role in advocating for structural changes in STEM education to address these inequities. A summary of the research was published in the *International Journal of STEM Education*.

The Impact of Flexible Deadlines and Policies on Students in an Introductory Computer Science Course

CRLT staff are collaborating with engineering faculty in the Foundational Course Initiative to analyze how implementation of a generous, flexible deadline policy impacted student performance. The goal of the flexible approach was to help students stay on track for the course, while reducing stress by allowing them to submit past the deadline for all assignments. In general, flexible deadlines were more successful for higher stakes assignments (projects, assessments) than lower stakes assignments (weekly asynchronous learning, labs, lecture reflections). For future practice, the authors recommend limiting late submission windows to one week for higher stakes assignments and 1-2 days for weekly assignments, assuming the course instructors have autograding tools that make timely grading feasible. A summary of the research was presented at the 2023 ASEE Annual Conference & Exposition.

Integrating Inclusive Teaching into Biomedical Engineering

CRLT staff were contributors to a project examining the effectiveness of a three-phase effort on this topic. In phase I, faculty and graduate students participated in a 6-week learning community; in phase II, they co-developed teaching materials; and in Phase III, used their new materials in a specific course. Evaluation results indicated that the project led to positive outcomes for both instructors and students. A summary of the research was published in *Biomedical Engineering Education.*

Experience of Community College Transfer Students in Introductory Biology

CRLT staff contributed to a research project that identified the challenges for and supports desired by transfer students, with a particular focus on introductory biology. Through surveys and interviews, the research team found that community-college students were uncertain about what to expect from the 4-year environment, and that they would benefit from interventions that made the expectations for university clearer. A summary of the research was published in the *Journal of Microbiology Education.*

Codifying Workshops: Surfacing the Purpose(s) of Workshops in Educational Development

Workshops continue to feature prominently in teaching center offerings, even amidst discussions about their effectiveness relative to more intensive programming, such as learning communities and institutes. Despite their continued prevalence, there is very limited scholarship on 1. the role of workshops in supporting a CTL's strategic vision and connection to other offerings and 2. how to craft a useful workshop to support learning and teaching, with attention to the strengths and limitations of the modality. In order to develop a richer understanding of the role(s) of workshops, the investigators conducted interviews with center leadership to examine the alignment and efficacy of workshops with respect to a center's strategic visions and goals. This research project was conducted jointly by colleagues at CRLT and the Northwestern University's Searle Center for Advancing Teaching and Learning and was supported by a research grant from the POD network.

Engaging Graduate Students in the Work of Centers for Teaching

Many Centers for Teaching and Learning (CTLs) employ graduate students to contribute to consultations and programs within the center or support teaching in their home departments. To date, there has not been a broad survey of graduate student employment in educational development in U.S. higher education. This research project will address that gap and provide a better sense of how and why centers employ graduate students. Identifying successful practices will help centers improve or create new opportunities for graduate student employment. The project uses interview data that include teaching center context, goals and benefits of graduate student employment, titles and job descriptions of graduate student staff, recruitment and hiring practices, and training, mentoring, and supervision. The research was conducted jointly by colleagues at CRLT and Boston College's Center for Teaching Excellence.

Mental Health Course Impact

In collaboration with the Well-Being Collective, the CRLT Players spent much of the last two years creating a Canvas course on promoting student mental health and well-being. As part of that effort, CRLT staff have also developed a research plan to measure the changes in instructors' attitudes and sense of preparation, as well as any specific actions they plan to take after participating in the course. The study will use a pre-/post-survey design. Data collection will begin in winter 2025 as the course launches.

Provost's Teaching Innovation Prize (TIP)

The provost's office, the university library, and CRLT jointly fund $5,000 TIP awards annually for faculty projects that demonstrate innovative and effective pedagogies. This year a total of **40 nominations** were received, and the following **5 were selected as winners**:

Provost's Teaching Innovation Prize Recipients, Winter 2024

Melissa Creary, **Paul Fleming,** and **Whitney Peoples**, Public Health
Supporting anti-racist teaching through the Health Equity via Anti-Racist Teaching (HEART) free online training course

Irene Hwang, Architecture
Stacked Mentorship Model, A New Model of Mentorship for Equity in Architectural Education

Vineet Kamat and **Carol Menassa**, Civil & Environmental Engineering
Digital Sandbox for Experiential Model-Based Engineering Education

Becca Pickus, Residential College, Social Theory & Practice Program, LSA
Closing the Loop: Positioning Formerly-Incarcerated Students as Co-Instructors in Equity-Focused, Community-Engaged Decarceration Courses on Campus

Christopher Rider, Business
Equity Analytics: A new course for addressing societal inequality

Faculty Development Fund

This fund provides grants for innovative projects that enhance teaching and learning. CRLT awards up to **$10,000** to individual faculty members or small groups of faculty who propose innovative new courses or revisions to existing courses or who initiate other projects that improve teaching and learning. Grant awards up to **$17,500** are available to departments, programs, and other large faculty groups who want to collaborate on more extensive projects, such as curriculum development and evaluation; integration of experiential learning, equity-focused teaching, or research experiences for undergraduates; consideration of departmental teaching evaluation practices; development of support and resources for graduate student instructors.

Faculty Development Fund Recipients, Fall 2023

Elizabeth Keren-Kolb, Education; **Kristin Fontichiaro,** Information; and **Beth Sherman**, Social Work
Understanding Digital Wellness: Creating Peer-to-Peer Interventions with Middle School Students

Caitlin Lynch and **Jayce Ogren,** Music, Theatre & Dance
SMTD OperaLab

Majdi Radaideh, Nuclear Engineering and Radiological Sciences
Integration of AI and Computational Sciences in Nuclear Engineering Education

Jeremy Sortore, Music, Theatre & Dance
Vocal Combat Technique for BFA Actors in Theatre & Drama

Aditi Verma, **Stephen Raiman**, **Kevin Field**, and **Todd Randall Allen,** Nuclear Engineering and Radiological Sciences
Integrating socially-engaged, participatory design pedagogy in complex sociotechnical contexts

Gilbert Whitaker Fund for the Improvement of Teaching

The Office of the Provost finances the improvement of teaching through the Gilbert Whitaker Fund, which is administered by CRLT. This fund provides grants for innovative projects that enhance teaching and learning. CRLT awards up to **$10,000** to individual faculty members or small groups of faculty who propose innovative new courses or revisions to existing courses or who initiate other projects that improve teaching and learning. Grant awards up to **$17,500** are available to departments, programs, and other large faculty groups who want to collaborate on more extensive projects, such as curriculum development and evaluation; integration of experiential learning, equity-focused teaching, or research experiences for undergraduates; consideration of departmental teaching evaluation practices; development of support and resources for graduate student instructors.

Gilbert Whitaker Fund Recipients, Winter 2024

Katherine Davis, Middle East Studies, LSA
A Culture of Hieroglyphs: Developing a Visual Approach to Complex Ancient Writing

Glenn Fox and **B. Kathleen Alsup**, Medical School
Extending Anatomical Reality

Alton Johnson, Medical School
Mi-VISION: Michigan Virtual Immersion Surgical Interactive Operation Navigation

Emmanuelle Marquis, Materials Science and Engineering
Design of two MSE technical courses within a social justice framework

Rogerio Pinto, Social Work
Skin Deep Art Installation: Developing Critical Consciousness to Abate Colorism

Andrew Noverr and **Carla Iglesias Garrido**, Romance Languages and Literatures, LSA
Uniform Spanish 232: Creating materials to enhance student learning and alleviate their financial burden

Kimberly Smith, **John Benedict**, **Jeremy Moghtader**, **Michaela Zint**, and **Kim Diver**, SEAS; **Selena Smith**, Earth and Environmental Sciences, LSA; **Noah Webster**, Institute for Social Research; **Joseph Trumpey**, Art & Design
Increasing Access to Experiential Learning

Jeanne Stuckey, **Janet Smith**, **Raymond Trievel**, **Uhn-Soo Cho**, **Nicole Koropatkin**, **Tomasz Cierpicki**, and **Zhaohui Xu**, Medical School; **Emily Scott**, Pharmacy; **Jayakrishnan Nandakumar** and **Randy Stockbridge**, Molecular, Cellular and Developmental Biology, LSA; **Jennifer Bridwell-Rabb** and **Markos Koutmos**, Chemistry, LSA
Development of a graduate level on-demand course in X-ray crystallography

Stephen Ward, Afroamerican and African Studies, LSA; **Craig Regester** and **Rose Gorman,** Residential College, LSA
Building SiD [Semester in Detroit] 2.0: A Detroit Community Process

Appendix A:
Grants & Awards

Lecturer's Development Fund

Lecturers with continuing teaching appointments on the Ann Arbor campus are eligible for grants of up to $2,000 to support professional development activities that involve teaching, research, and/or creative endeavors. Examples of grant funding include participation at national or international professional meetings, pedagogical programs and projects, graduate student or work-study student assistance, computer hardware or software, travel required to access resources at other institutions, subscriptions to professional journals, and editorial assistance.

Lecturer's Professional Development Fund Recipients, Fall 2023

Meredith Bricker, English Language Institute, LSA
Integrating the Use of Generative AI into Language Research Teaching

Jeremiah Chamberlin, English Language and Literature, LSA
Participation in the 2024 Koprivshtitsa Literary Conference and the Capital Literature Festival

Kim Diver, SEAS and Program in the Environment (PitE), LSA
Attendance at the Association of American Geographers Annual Meeting

Deborah Forger, Middle East Studies and Judaic Studies, LSA
The Knowing Body: God's Forms in Jewish Antiquity

Elizabeth Goodenough, Residential College, LSA
What the Presidents Read

Scott Larson, American Culture, LSA
Manuscript Workshop for TransFormed: How Religion Changed Sex in Early America

Vincent Longo, Film, Television, and Media, LSA
A Hard Act to Follow: The Hollywood Studio System in the Wake of Vaudeville

Robert Rayher, Film, Television, and Media, LSA
Cinematography Pedagogy Support

Diana Seales, Social Work
Activating Change through Empowering Communities and Classrooms

Katie Snyder, Technical Communication, Engineering; Comprehensive Studies, LSA
Conference Presentation: Integrating XR Technologies to Teach First-Year Engineers Socially-Engaged Design

David Stone, Classical Studies, LSA
Research and Course Upgrades at Pompeii

Greta Uehling, International and Comparative Studies, LSA
Attending the Decolonization across Time, Place, and Field Conference

Instructional Development Fund

Through its Instructional Development Fund (IDF), CRLT awards small grants of up to $1,000 to faculty on the Ann Arbor campus. These grants support innovative activities to improve teaching and learning. The funds may be used for expenses such as supplies and equipment, programming or research assistance, and fees for conferences directly related to teaching. Applications are accepted on a rolling basis throughout the year.

Instructional Development Fund Recipients, 2023-2024

Angele Anderfuren, English Language and Literature, LSA
Multimodal Storytelling for Social Change

M'Lis Bartlett, SEAS and Program in the Environment (PitE), LSA
Learning with Sustainable Molokai's Land back and Food Sovereignty Project

Nachiket Chanchani, History of Art and Asian Languages and Cultures, LSA
The Art of Bearing Witness: In Post-Genocide Cambodia and Beyond

Shavonne Coleman, Music, Theatre & Dance
Theatre for Young Audiences Tour: Developing New Work and New Aptitude to Contribute to Communities Through the Arts

Paul Dooley, Music, Theatre & Dance
Orchestral Reading & Recording Project for PAT 202/502 Students

Xiaoxiao Du, Computer Science and Engineering
A Physical Robot Arm Prototype and Website Design for EECS 467 Autonomous Robotic Design Experience course

Steven Erickson, Pharmacy
Health and Disabilities P517 Course: Interprofessional Client Experiences

Maria Galvan-Santibanez, Romance Languages and Literatures, LSA
Workshop: The Pedagogy of Degrowth: Teaching Language and Culture as If People and The Planet Mattered

Grace Kanzawa-Lee, Nursing
Implementing Innovative Teaching Strategies in the N372 Undergraduate Nurse Therapies II Course

Stefano Mengozzi, Music, Theatre & Dance
Class visit to the Detroit Institute of Arts

Sarah Oliver, Music, Theatre & Dance
Patterning Technology Integration with CLO3D

Shelly Schreier, Psychology, LSA
Banned Books Through a Developmental Lens

Nina White and **Gavin LaRose**, Mathematics, LSA
A New Math GSI Training Module, "Creating a Climate of Inclusion from Day 1"

Appendix B:
Disciplinary-Based, Customized Services

CRLT responds to units based on their particular teaching and learning needs. Services include support for assessment of student learning, customized seminars and retreats, support for unit-wide graduate student instructor (GSI) training, and consultations with deans and chairs focusing on unit-wide activities. In 2023-2024, CRLT served 19 U-M schools and colleges, 35 departments and programs in LSA, as well as 21 other units, including the Office of the Provost.

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

Architecture and Urban Planning
- Customized workshop for graduate students on teaching statements and portfolios
- Teaching award received by Irene Hwang

Art & Design
- Consultation regarding Players sessions about classroom and departmental climate
- Grant received by Joseph Trumpey
- Planning next steps for curriculum-wide assessment

Business
- Consultation with ADUE on how a unit can structure options for a faculty member to focus on teaching improvement, including how CRLT can support faculty
- Consultation with ADUE about perceptions of increased cheating on campus
- Design and facilitation of workshop on equity-focused assessment
- Discussion with dean's office about customized equitable assessment workshop
- Planning for BA 400
- Teaching award received by Christopher Rider

Dentistry
- Check-in by CRLT's executive director with dean about school's priorities and CRLT's services
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2024 as a synchronous online monthly learning community plus personalized coaching
- Planning and scoping of curriculum mapping project

Education
- Collaboration with CEDER to plan and facilitate a workshop about evaluation and assessment services for LSA
- Discussions of areas of partnership and mutual support with CEDER, including comparing notes on consultation and other service requests
- Discussion with CSHPE chair on expanding use of CRLT midterm student feedback services
- Design and facilitation of virtual workshop for faculty and graduate students on accessibility: critical reflexive engagement
- Grant received by Elizabeth Keren-Kolb
- Presentation by CRLT staff member as guest speaker in Education 785: Academic Affairs in Higher Education

Engineering
- Assessment of ENGR 110 course and experiences of departmental ambassadors and discussion about the feedback
- C-SED (Center for Socially Engaged Engineering & Design)
  - Discussion about changes at C-SED
  - Discussion about opportunities for CRLT-Engin & C-SED's ongoing collaboration

- CAEN/NEXUS
  - Collaboration on AI in Instruction
  - Collaboration on Duderstadt Center Checkout Project
  - Collaboration with Digital Accessibility Working Group
  - Collaboration on College's online/hybrid strategy
  - Discussion about ABET data structuring and availability
  - Monthly discussions across the 3 offices
  - Discussion with CAEN about Engineering Education Innovation Days project charge
  - Discussion about NEXUS participation in EEI Days
- COE Dean's Office
  - Biweekly consultation between ADUE and CRLT-Engin director, including CRLT's Executive Director each month
  - Collaboration with ADUE to launch a new initiative to support departments interested in reviewing or revising their curricula
  - Collaboration with the Office of the Associate Dean for Research on streamlining support for faculty grants
  - Consultation on possible adoption of the Learning Clues app in COE
  - Consultation with director of leadership development about how CRLT-Engin can work with resource planning and management to support new faculty
  - Debrief of the ABET visit
  - Discussion about GEO needs at Engineering GSI Teaching Orientation
  - Discussion with ADUE about options for an online class platform, including Google's Student Success Platform
  - Participation in planning discussions for a September 2024 Big Ten Academic Alliance Conference on Inclusive Excellence in Engineering Education (IE3)
  - Participation in planning for NSF site visit related to the TEE Center grant
  - Participation on TEE Center Advisory Board
  - Players interactive theatre performance for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees
  - Presentation to the undergraduate chairs to gather feedback about Equity-Center Engineering departmental applications and EEI Days preferences
- College-wide customized workshops
  - Facilitation of community of practice for faculty on AI in Engineering Instruction
  - Facilitation of community of practice for faculty on equity focused teaching
  - Presentation of two CRLT Players facilitation workshops: "Building Your Facilitation Toolkit" and "Practical Applications of Facilitation Techniques in Challenging Academic Contexts"
  - Presentation during EEI Days, Intro to Neurodivergence: Strategies for Engineering Instructors
- Coordination of fall and winter seminar series on teaching topics for faculty, EGSIs, and Instructional aides
- DEIJ
  - Consultation about course equity report for ENGR 100
  - Discussion about DEI initiatives related to the liaisons for inclusive teaching & CoE faculty DEI leads
  - Discussions about the Inclusive Teaching (IT)-BME initiative, including paper writing, continued planning, and scoping for expansion to other engineering departments
  - Ongoing conversations and consultations with Office of Culture Community & Equity (OCCE), including discussions about
    - Collaboration with CRLT-Engin
    - Defining intercultural competency

Appendix B:
Disciplinary-Based, Customized Services

- - DEI professional development for Michigan Engineering
  - Evaluation and assessment approaches
  - OCCE's DEI mapping system
- Participation in the DEI 2.0 Team 4 meetings
- Participation in the first year of a 3-year partnership with the Foundational Course Initiative to create a new course for all engineering graduate students that is centered on diversity, equity, inclusion and justice. ENGR 599 will take a multi-tier approach to examining equity and inclusion in the engineering discipline. (cohort 6)
  - Design, creation, and consultation for course curriculum and materials
    - Developed a seminar course in fall 2024, and working toward a fully developed course in winter 2025
    - Worked with instructional team and faculty in engineering to determine topics that need to be covered in the course including guest speakers that will present and have a discussion with graduate students throughout the semester
    - Developed the semester-long schedule for both courses and methods to scaffold the material throughout the semester including student-facing assessments
  - Planning and coordination of long-term change effort
    - Convened regular collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
    - Centered the sustainability of the course in every aspect of the course, from curricular design to instructor rotation to ensure its long-term success
  - Teaching Engineering Equity (TEE) Center
    - Collaboration with CEDER on an assessment of teaching circles
    - Facilitation of the Teaching Equity-Centered Engineering Teaching Circle sessions, including an introductory and an advanced track in May
    - Participation on center's advisory board
    - Planning for site visit and Phase II proposal
- **Departments and Programs**
  - **Aerospace Engineering**
    - Discussion about the department's teaching and learning needs, CRLT-Engin programs and services, and how CRT-Engin can best support them
    - Workshop for faculty on GenAI
  - **Biomedical Engineering**
    - Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
    - Workshop on interactive lecturing for IRACDA postdocs
    - Collection of feedback from students in the Inclusive Teaching in Biomedical Engineering courses regarding specific interventions used by faculty
    - Facilitation of IT-BME community of practice for faculty
    - Planning and facilitation of curricular enhancement work, including analysis of existing student success data for evidence of inequities in outcomes or experiences
  - **Civil and Environmental Engineering**
    - Discussion with chair about the department's teaching and learning needs, CRLT-Engin programs and services, and how CRT-Engin can best support them
    - Discussion with faculty on challenges of teaching civil and environmental engineering
    - Teaching award received by Vineet Kamat and Carol Menassa
  - **Center for Entrepreneurship**
    - Discussion about IA training needs

Climate and Space Sciences & Engineering
- Planning and facilitation of curricular enhancement work focused on course mapping to reveal and address gaps in the curriculum

Computer Science & Engineering
- Collaboration with faculty committee to outline a process to review and enhance courses and curriculum
- Discussion with chair about integrating DEI into faculty activities reports
- Grant received by Xiaoxiao Du

Electrical & Computer Engineering
- Design and analysis of a survey on the student use of generative AI for EECS 485
- Discussion about the department's teaching & learning needs, CRLT-Engin programs/services and how CRLT-Engin can best support them
- Participation of EECS 203 instructional course team in third year of the partnership with the Foundational Course Initiative; requested extension for an additional year, which was approved (cohort 4)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed multiple assessment projects to evaluate the ongoing enhancements made to the course and to related support structures
    - Conducted pre- and post-surveys in fall and winter terms and focused on student experiences around sense of belonging and different structural components of the course
    - Administered surveys to the student instructional team (IAs and GSIs) in both fall and winter semesters
    - Conducted an instructional team feedback session to gather input on staff workloads, support needs, and general course feedback
    - Analyzed grade and enrollment data to identify disparities in grade outcomes across different student identity groups to inform potential interventions and adjustments to course assessments
  - Design, creation, and consultation for course curriculum and materials
    - Piloted extended discussion sections starting in the fall term and gathered feedback from the instructional team about student needs for discussion sections
    - Determined how well the different types of sections served students in the course
    - Conducted curriculum mapping of student journeys through the CS major to inform redesign decisions
    - Supported revision of course materials through facilitating summer working group with graduate students
  - Planning and coordination of long-term change effort
    - Facilitated bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
    - Designed and facilitated a retreat workshop to coordinate and develop a data-informed strategy for ongoing course revisions
    - Prepared and shared presentation materials on course revisions for department faculty and administration
- Participation of EECS 280 course design team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter
  - Design, creation, and consultation for course curriculum and materials
    - Revised lab section structure to better support group work and student learning
    - Provided ongoing support to implement Comprehensive Studies Program lab sections and dedicated office hours

- Explored revisions to Project 2 to provide more scaffolding for students
- Explored Problem Roulette as a potential avenue to provide additional exam practice for students
- Planning and coordination of long-term change effort
  - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
  - Planned and coordinating with Computer Science DEI team to develop new Computer Science Carnival to support belonging and community among students in introductory CS sequence, including EECS 183, 280, and 203
  - Redesigned process to publicize staff team leadership opportunities to increase transparency and sustainability
  - Provided support for the planning and coordination of two lecture panels each semester featuring alumni and current EECS 280 student staff to share about different academic career pathways, including panels focused on women in computing
  - Designed and facilitating a retreat to coordinate and develop a data-informed strategy for ongoing course revisions

Industrial & Operations Engineering
- Design and facilitation of a workshop, "Equity-FocusedTeaching in Engineering"
- Discussion with chair about the department's teaching and learning needs, CRLT-Engin programs and services, and how CRT-Engin can best support them

Materials Science and Engineering
- Discussion with chair about ways CRLT-Engin can collaborate with the department
- Grant received by Emmanuelle Marquis

Mechanical Engineering
- Consultation on an Enhancing Engineering Education (E3) grant
- Discussion about assessment services for a US Department of Education Modeling & Simulation Program (MSP) grant
- Discussions to support Liaisons for Equitable Teaching & DEI 2.0
- Participation in first year of ME 240 course design team in the 3-year Foundational Course Initiative partnership (cohort 6)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys, including early-semester, mid-semester and end-of-semester student surveys in fall
- Design, creation, and consultation for course curriculum and materials
  - Supported instructors recording pre-work content videos for students to watch before attending the class
  - Developed learning outcomes for the course to incorporate teamwork, communication, and collaboration
  - Supported shift away from high stakes exams to lower stakes quizzes and team-based formative assessments throughout the semester
- Planning and coordination of long-term change effort
  - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
  - Developed a sustainability plan for the course during the time of semi-flipping the class

- Moved the course to an active learning classroom to allow more group work throughout the semester
- Improved the digital accessibility of the course site and resources
- Presentation on Inclusive Teaching (IT)-BME project for departmental DEI committee
- Players interactive theatre performance for graduate students on shifting the conversation around sexual harassment

Nuclear Engineering and Radiological Sciences
- Grants received by Majdi Radaideh; Aditi Verma, Stephen Raiman, Kevin Field, and Todd Randall Allen

Robotics
- Discussion with chair of virtual interactive theatre offerings
- Facilitation of a workshop for faculty on equity-focused teaching

Technical Communications
- Consultation regarding course equity report
- Collaboration (with CAEN) to support the Peerceptive Pilot
- Grant received by Katie Snyder

Orientations
- Design and facilitation of a full-day teaching orientation program for new faculty
- Facilitation of New Faculty Foundation monthly gatherings (*means new sessions), topics included:
  - three community dialogues among faculty in different roles (tenure-track, research faculty, and lecturers)*,
  - generative AI at U-M*,
  - teaching with technology,
  - recruiting graduate students,
  - supporting neurodivergent students*,
  - active learning in engineering*,
  - introduction to Associate Dean for Research,
  - writing lecturer annual reports,
  - preparing for third year review
- Design and implementation of customized GSI orientation programs, including theatre performances and practice teaching, fall and winter
- Design and implementation of customized instructional aide (IA) orientations, including theater performances, fall and winter

Environment and Sustainability (SEAS)
- Consultation with associate dean on designing a faculty retreat focused on student advising
- Discussion of possible curriculum project for accessibility for field placements
- Grants received by M'Lis Bartlett; Kim Diver; Kimberly Smith, John Benedict, Jeremy Moghtader, Michaela Zint, and Kim Diver
- Planning for a climate science competency development retreat
- Presentation on GenAI for the Specialization Council

Information
- Consultation on GSI training
- Discussion of unit faculty development approaches
- Grant received by Kristin Fontichiaro
- Presentation of a workshop for GSIs, "Engaging Students Through Active Learning" (3x)

Appendix B:
Disciplinary-Based, Customized Services

Kinesiology
- Design and facilitation of a workshop for faculty and graduate students on equity-focused teaching in practice
- Discussion of ideas for FDF/Whitaker proposals
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2024 as a synchronous online monthly learning community plus personalized coaching

Law
- Facilitation of two customized workshops for faculty on grading participation in law school courses, one focusing on the seminar, clinic and legal practice courses, and one on doctrinal courses

LSA

American Culture
- Grant received by Scott Larson

Anthropology
- Consultation with faculty in archaeology about approaches to incorporating active learning into teaching
- Participation of the ANTHRO 101 course design team in first year of a 3-year partnership with the Foundational Course Initiative (cohort 6)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter
    - Conducted GSI focus groups and implemented their feedback into planning for long-term change
  - Design, creation, and consultation for course curriculum and materials
    Adopted a new textbook and revised supplementary course materials
  - Planning and coordination of long-term change effort
    - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
    - Designed and facilitated a retreat to coordinate and develop a data-informed strategy for ongoing course revisions
    - Planned and led working groups to adopt a new textbook, engage in the creation of a GSI resource hub in Canvas, and identify active learning techniques, exam revision tactics, and syllabus language to promote equity

Afroamerican and African Studies
- Grant received by Stephen Ward

Asian Languages and Cultures
- Consultation with GSM about GSI-faculty communication
- Grant received by Nachiket Chanchani
- Presentation for faculty on GenAI
- Workshop for GSIs on making the most of hot moments in the ALC classroom

Chemistry
- Grant received by Jennifer Bridwell-Rabb and Markos Koutmos

Classical Studies
- Consultation on planning a GSI training course
- Design and facilitation of workshop for graduate students on responding effectively to generative artificial intelligence now
- Grant received by David Stone

Communication and Media
- Participation of COMM 102 course design team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter
    - Conducted small group feedback session with GSIs
  - Design, creation, and consultation for course curriculum and materials
    - Designed, implemented, and refined team-based capstone project for final weeks of course
    - Revised lecture active learning activities to help create more classroom engagement
  - Planning and coordination of long-term change effort
    - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
    - Creating GSI handbook and course manual

Comparative Literature
- Design and facilitation of a workshop for faculty and graduate students on evidence-based teaching practices to shape your response to GenAI writing tools
- Design and facilitation of a workshop for undergraduate students on how to get the most out of lectures

Comprehensive Studies Program
- Grant received by Katie Snyder
- Monthly meeting with director throughout fall 2023

Dean's Office
- Collaboration with CEDER to plan and facilitate a workshop about evaluation and assessment services for LSA
- Consultations on CRLT contributions to the Democracy and Debate Initiative
- Discussion of policy issues/policy revisions in connection to ELI 994
- Meetings with faculty who coordinate multi-section courses that are independently taught with a common syllabus, including exchanging ideas about approaches to evaluating GSIs
- Participation in COUNTS meetings
- Presentations on GenAI for the Chairs and directors meeting
- Faculty Learning Communities
  - Design and facilitation of the LSA Large Course Initiative in winter 2024, focused on equity-focused teaching and equitable practices for assessing student learning, including a 4-session faculty learning community and coordination of follow-up grants
  - Design and facilitation of the 5th Equity-Focused Teaching Program for Lecturers, including a Canvas mini course, an individual consultation, and three teaching circles via Zoom on transparency, AI, and assessment
- For the Associate Dean for Undergraduate Education
  - Attendance at SELC FLC's meeting with provost about equity metrics and STEM courses
  - Discussion of SELC 2.0 January 2024 proposal
  - Discussion with director of faculty affairs about next steps for adding assessment to LSA departmental reviews
  - Introduction of LSA Assessment Community of Practice to department chairs
  - Meeting to review, reevaluate and re-envision collaborative efforts by CRLT & LSA around support for instructors of R&E courses
  - Meetings to select and finalize Large Course Initiative grant recipients
  - Monthly coordinating meetings with CRLT's Executive Director and Managing Director for Educational Development and Assessment Services

- Monthly touch base between CRLT staff and the Manager of Learning and Teaching Technology Consultation Services
- Planning for the relaunch of the Undergraduate Learning Assessment communities for LSA departments
- Planning of Department Action Teams for Equitable Teaching (DATET) program, including collaboration with WISE regarding facilitators for pilot program
- GSI-related services
  - Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2023 and a winter 2024 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA
  - Design and facilitation of training for undergraduate assistants and peer facilitators that served student in FCI and Science Learning Center instructional support roles
  - Design and facilitation of a workshop series for graduate student mentors and GSI Coordinators, including running online practice teaching sessions, observing classes and conducting MSFs, consulting with GSIs, consulting on teaching philosophies, an in-person lunch for networking and sharing strategies
  - Design and facilitation of six-session seminar on diversity and inclusive teaching for graduate students
  - Meetings to plan CRLT's Diversity and Inclusive Teaching Seminar
  - Organization and facilitation of GSI orientation training programs prior to fall 2023 and winter 2024 terms, including theatre performances
- LSA Seminar Series for faculty
  - Players interactive theatre performance on historical reckoning with anti-Black racism at U-M
  - Presentation of two CRLT Players facilitation workshops on building your facilitation toolkit and practical applications of facilitation techniques in challenging academic contexts
- Orientations
  - Planning and facilitation of a teaching academy for all new assistant professors in the college: an initial two-day meeting, facilitation of midterm student feedback sessions, and three follow-up sessions
  - Planning and facilitation of an in-person New Lecturer Orientation, including interactive sessions addressing the needs of LSA lecturers
- Participation in biweekly Analytics for Student Success and Equity Transformation (ASSET) meetings
- Players interactive theatre performances for faculty on
  - how identity and faculty rank influence dynamics and the decision-making process of tenure committees
  - invisible service

Earth and Environmental Sciences
- Discussion with chair about support for faculty teaching
- Participation of EARTH 222 course design team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Conducted classroom observations to understand student experience with active learning course elements
    - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter
  - Design, creation, and consultation for course curriculum and materials

- Revised Gradecraft structure to improve transparency and choice
- Developed questions for Problem Roulette to provide math practice opportunities for students
- Developed course manual to document course learning goals and unit goals
- Supported revision of course materials through facilitating summer working group with graduate students
- Planning and coordination of long-term change effort
  - Convened and facilitated bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
  - Designed and facilitated a retreat workshop to coordinate and develop a data-informed strategy for ongoing course revisions

Ecology and Evolutionary Biology
- Collaboration on workshop for instructors on mentorship strategies to support trans and nonbinary graduate students
- Facilitation of workshop for faculty and graduate students on increasing student engagement
- Grant received by Selena Smith
- Players interactive theatre performance for faculty, staff and graduate students on recognizing and disrupting inequitable institutional systems

Economics
- Participation of course design team in first year of the 3-year Foundational Course Initiative partnership to create a new Math for Economics course (ECON 210) that attends to departmental curricular goals, offers relevant content for economics majors, and provides opportunities for active and applied learning (cohort 6)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter
    - Conducted classroom observations and MSFs and delivered a report to the faculty and course team suggesting next steps
    - Conducted a survey of department faculty to determine which math topics are most used and highest priority
    - Conducted an exam analysis to improve the effectiveness of the types of questions being asked
  - Design, creation, and consultation for course curriculum and materials
    - Developed a lower stakes student assessment strategy including regular quizzes and opportunities to correct exams and reclaim points
    - Developed in-class active learning on problem sets in table groups
    - Collaboratively created a course map that included course learning goals for the brand new course
    - Provided feedback on syllabus, practice problems, and other course materials
  - Planning and coordination of long-term change effort
    - Convened and facilitated bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
    - Designed and facilitated a retreat to coordinate and develop a data-informed strategy for ongoing course revisions

English Language and Literature
- Design and facilitation of a workshop for faculty and graduate students on journal-keeping in the English classroom: creative experiments in equity-focused teaching
- Grant received by Angela Anderfuren

Appendix B:
Disciplinary-Based, Customized Services

- Participation of ENGL 125 course design team in first year of 3-year partnership with the Foundational Course Initiative (cohort 6)
    - Assessment of course structure and components, as well as student outcomes and experiences
        - Created a general course report and grade equity report using analysis of institutional data
        - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter
        - Began the coordination of a year-long study to track student writing gains over the course of Project 1 from draft to final revisions.
    - Design, creation, and consultation for course curriculum and materials
        - Created an instructor resource hub through Zotero
        - Revised the GSI handbook
        - Began developing a disability justice framework for the course, including but not limited to document and site redesign
    - Planning and coordination of long-term change effort
        - Held pre-CDI meeting to begin relationship building and to gain greater understanding of course context and early goals
        - Provided a 4-day Course Design Institute in June 2023 to engage ENGL 125 Collaborative Course Design team in team-building, visioning, and goal-setting related to course transformation
        - Attended and presented at the midterm EDWP Colloquium on equity-driven teaching and learning, which supported ENGL 125 instructors, GSIs, and oher graduate students and faculty in the department
        - Attended and presented at this year's EDWP GSI orientation on building community in the classroom
        - Designed and facilitated a retreat workshop to coordinate and develop a data-informed strategy for ongoing course revisions

English Language Institute
- Collaboration to develop and facilitate a three-week intensive course in August 2023 and a winter 2024 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA
- Discussion of federal Office of Civil Rights concerns about equitable treatment of students for TA/GSI positions
- Grants received by Meredith Bricker; John Chamberlin

Film, Television, and Media
- Grants received by Vincent Longo; Robert Rayher

History
- Support for History 195 GSIs, including facilitation of 2 meetings to discuss midterm student feedback
- Facilitation of a customized syllabus workshop for GSIs

History of Art
- Facilitation of customized workshop for graduate students on equitable course design
- Grant received by Nachiket Chanchani

International and Comparative Studies
- Grant received by Greta Uehling

Judaic Studies
- Consultation on structure of departmental retreat
- Consultation with chair about discussing conflict in the Middle East

Linguistics
- Consultation with chair on kickoff of undergraduate learning assessment work

Mathematics
- Consultation with chair and course coordinators about departmental GSI training and development
- Consultation with course coordinators about accommodation requests for assessment in a private room
- Design and facilitation of a workshop for graduate students on responding to microaggressions and other difficult moments in the classroom
- Grant received by Nina White and Gavin LaRose
- Participation in department-wide discussion with the dean's office about instructors transitioning from personal course websites to Canvas
- Participation of MATH 116 as a cohort 6 course in the Foundational Course Initiative, representing a new type of FCI partnership focused on aligning the entire introductory math sequence
    - Assessment of course structure and components, as well as student outcomes and experiences
        - Designed baseline survey to help understand student experiences before implementing any revisions related to mastery assessments
        - Developed survey design, implementation, and analysis to understand impact of new GSI mentorship program in Math 115 and to help plan for a similar GSI mentorship program in 116
        - Designed, implemented, and analyzed end-of-term survey for GSIs new to the course to understand their experience with support and mentorship (fall and winter)
        - Researched the upstream courses in engineering and economics that have Math 116 as a prerequisite and what aspects of the course they require
        - Analyzed the intro math program curriculum student trajectories through the program
        - Analyzed changes in DFW rates and other measures over time in the intro math program courses (105, 115, 116), focusing on the impact of the transition to mastery assessment on student outcomes in 105 and 115, to help inform ongoing course design efforts in those courses and in 116
    - Design, creation, and consultation for course curriculum and materials
        - Facilitated course curriculum mapping with a special focus on implementation of mastery learning and assessments
        - Provided consultations on implementation of the multi-instructor mentorship course sections in the department
        - Provided consultations for the development of alternative, lower stakes assessment structures to potentially replace or reduce exams
    - Planning and coordination of long-term change effort
        - Convened and facilitated course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
        - Facilitated introductory program faculty spring planning retreat focused on structure and sustainability
        - Coordinated summer working group meetings to make progress towards goals identified in spring retreat, such as continuing to plan for the transition to mastery assessment in Math 116
- Presentation to GSIs on the Generalized Observation and Reflection Platform (GORP) for classroom observations

Middle East Studies
- Design and facilitation of workshop for faculty on introduction to generative artificial intelligence (GenAI)
- Discussion with chair and director of undergraduate studies about departmental curriculum retreat and finding ways for faculty to revive low enrollment courses
- Grants received by Katherine Davis; Deborah Forger
- Players interactive theatre performance for faculty and graduate students on shifting the conversation around sexual harassment

Molecular, Cellular, and Developmental Biology
- Facilitation of workshop for postdocs on strategies for effective presentations
- Grant received by Jayakrishnan Nandakumar and Randy Stockbridge

Opportunity Hub
- Collaboration on workshop for faculty on crafting futures, connecting course content to students' career development

Philosophy
- Participation of PHIL 183 instructional course team in third and final year of 3-year partnership with the Foundational Course Initiative (cohort 4)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Completed a classroom observation for the main instructor
  - Design, creation, and consultation for course curriculum and materials
    - Supported the instructor to have all of her discussion sections be recorded to be used during GSI training
  - Planning and coordination of long-term change effort
    - Convened and facilitated course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
    - Supported the instructor with ideas and resources with respect to hiring GSIs for the course that have content knowledge
  - Offboarding to conclude three-year Foundational Course Initiative partnership
    - FCI director meeting with CCD Team to plan for final year of partnership
    - In collaboration with course team, creation and sharing of course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes developed and implemented during three-year course design partnership

Physics
- Workshop for Graduate Council on effective peer mentoring

Political Science
- GSI-related services
  - Facilitation of a workshop for graduate students on writing teaching statements
  - Planning and facilitation of 993 retreat, as well as debrief and discussion about future programming
  - Planning and facilitation of a professional development workshop for graduate students for POLSCI 992
- Participation of POLSCI 140 instructional course team in third year of 3-year partnership with the Foundational Course Initiative (cohort 4)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter
  - Design, creation, and consultation for course curriculum and materials
    - Developed a new assessment scheme to right-size the amount of choice for students in a gameful course
    - Developed a summative poster presentation assignment
    - Developed course manual and organized course materials to document processes across faculty and GSI turnover
  - Planning and coordination of long-term change effort

- Convened and facilitated course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- Designed and facilitated a retreat workshop to coordinate and develop a data-informed strategy for ongoing course revisions
- Offboarding to conclude three-year Foundational Course Initiative partnership
  - Met with FCI director to plan for final year of partnership
  - Co-created and shared course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes and redesign developed and implemented during three-year course design partnership

Program in the Environment
- Collaboration on planning and facilitating a two-day faculty retreat entitled "Embed Climate Change in Courses" (EC3) in summer both 2023 and 2024
- Grants received by M'Lis Bartlett; Kim Diver

Psychology
- Design and facilitation of workshop for faculty on redesigning assessments with generative artificial intelligence (GenAI) in mind
- Consultation about department participating in FCI
- Grant received by Shelly Schreier
- Presentation on CRLT services to grad students in the Psychology Teaching Academy

Residential College
- Grants received by Elizabeth Goodenough; Craig Regester and Rose Gorman
- Teaching Innovation Prize received by Becca Pickus

Romance Languages and Literatures
- Facilitation of a workshop for faculty and graduate students on disrespect and disruption in the classroom
- Grants received by Maria Galvan-Santibanez; Andrew Noverr and Carla Iglesias Garrido
- Introduction to CRLT services for the Introduction to Graduate Studies course

Science Learning Center
- Design and facilitation of a training for undergraduate assistants and peer facilitators

Statistics
- Participation of STATS 250 instructional course team in third year of 3-year partnership with the Foundational Course Initiative; requested extension for an additional year, which was approved (cohort 4)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys on course experience, including paired early-term and end-of-term student surveys in fall and winter, and mid-term survey in fall focused on choice around active learning versus traditional lecture
    - Designed, implemented, and analyzed GSI experience focus group and end-of-term survey in fall
    - Designed, implemented, and analyzed IA experience midterm survey in fall
    - Conducted classroom observations and analysis focused on active learning support structure and implementation in fall and winter using the GORP tool
    - Assessed digital accessibility of course pack
  - Design, creation, and consultation for course curriculum and materials
    - Explored various models of lab structures, and provided support for redesign of labs to have a weekly cadence in line with the lectures in all sections across the course
    - Planned and aided in the design and implementation of the student course pack and helped with course pack updates
    - Facilitated faculty continued development of the course curriculum map
    - Researched and designed support for the development of a revamped writing assignment for labs
    - Provided guidance on late student submissions and grading

- Planning and coordination of long-term change effort
  - Convened and facilitated bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
  - Provided ongoing planning, support, and coordination for implementation of Wolverine Wellness check in
  - Supported ECoach implementation in consultation with CAI

Sweetland Center for Writing (SCW)
- Discussion of assessment of graduate student facing offerings, including the writing minor, dissertation writing group, peer instruction, and a possible new graduate center

Medicine
- Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
- Consultation on assessment of NIH KUH training grant
- Consultation with associate chair for education around planning for curriculum revisions in pharmacology
- Consultation with chair of microbiology and immunology about approaches to peer review of teaching
- Consultation with senior associate dean of medical education about recruitment for the Health Sciences Teaching Academy
- Discussion of scope for NIH R25 grant workshop
- Discussion of training strategies for neurodivergent students
- Grants received by Glenn Fox and B. Kathleen Alsup; Alton Johnson; Jeanne Stuckey, Janet Smith, Raymond Trievel, Uhn-Soo Cho, Nicole Koropatkin, Tomasz Cierpicki, and Zhaohui Xu
- Participation in UMMS GenAI Working Group meetings
- Participation on RISE Advisory Council
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2024 as a synchronous online monthly learning community plus personalized coaching
- Multi-day Players session training first-year medical students on delivering serious news

Music, Theatre & Dance
- Collaboration on An Equitable Dinner@UMICH, including applying for funding from the Arts Initiative, connecting the Out of Hand Theatre with a local playwright, casting and rehearsing the performance, and training facilitators for the conversation
- Discussion with associate dean for faculty development about GSM funding
- Discussion with dean about CRLT offerings for talking with faculty candidates about support of teaching
- Facilitation of online event, "Mental Health Support Training Series: Teaching in Tumultuous Times"
- Grants received by Shavonee Coleman; Paul Dooley; Caitlin Lynch and Jayce Ogren; Stefano Mengozzi; Sarah Oliver; Jeremy Sortore

Nursing
- Design and facilitation of workshop for faculty on leading a discussion on GenAI
- Discussion with ADUE of consultation needs resulting from dramatic enrollment increase
- Grant received by Grace Kanzawa-Lee
- Participation as a cohort 6 course in FCI, representing a new type of FCI partnership that focuses on aligning the curriculum across the 6-course social determinants of health sequence
  - Assessment of course structure and components, as well as student outcomes and experiences

  - Designed and analyzed a survey of undergraduate student instructional staff
  - Design, creation, and consultation for course curriculum and materials
    - Delivered consultations on the refinement of student staff roles
    - Designed and consulted on the peer mentor role, including designing resources and supports for enacting the role
  - Planning and coordination of long-term change effort
    - Convened and facilitated bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
    - Held departmental meetings between FCI director and nursing faculty
    - Designed and facilitated workshops and retreats (in-person and hybrid) to develop materials, create course roadmaps, create course learning outcomes, identify common themes, and create a gap analysis of teaching concepts
- Participation of NURS 238 instructional course team in second year of 3-year partnership with the Foundational Course Initiative (cohort 5)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in winter
    - Designed, implemented and analyzed a Q sort to learn about the students values and beliefs on nursing using Q methods
    - Assessed course site and materials for digital accessibility
  - Design, creation, and consultation for course curriculum and materials
    - Supported graduate and undergraduate students in gathering and developing activities and modules for the course
    - Developed supporting materials for peer review sessions during class time
    - Developed assessment documents using the TILT method for transparency
    - Supported instructors in designing, organizing and implementing a simulation on Re-entry
    - Supported instructors in implementing FUMBLE Forward Framework to allow all students a chance to learn and make mistakes on difficult topics
    - Developed materials and made suggestions and templates for course site and resources
  - Planning and coordination of long-term change effort
    - Convened and facilitated bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
    - Designed and implemented a course logistics document allowing all the materials and weekly preparation to be in one location
    - End of year retreat to review course redesign and plan for future changes
- Participation of NURS 240 instructional course team in last year of 3-year partnership with the Foundational Course Initiative (cohort 4)
  - Assessment of course structure and components, as well as student outcomes and experiences
    - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter, as well as midterm surveys to gather feedback on student study habits
    - Conducted analysis of Exam 2 questions to support the instructors in calibrating level of difficulty and to identify alignment of each question with Bloom's taxonomy, in support of continued refinement of exams
  - Design, creation, and consultation for course curriculum and materials
    - Supported pilot of Poll Everywhere as a tool to check student understanding and foster active learning during lecture
    - Provided ongoing input on revised course materials, including lecture slides and exam study guides

- Provided input on policies related to use of exam notecards
- Created opportunities for students to engage in metacognitive reflection through survey questions about exam study strategies
- Planning and coordination of long-term change effort
  - Convened and facilitated bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- Offboarding to conclude three-year Foundational Course Initiative partnership
  - Met with FCI director to plan for final year of partnership
  - Co-created and shared course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes and redesign developed and implemented during three-year course design partnership
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2024 as a synchronous online monthly learning community plus personalized coaching

Pharmacy
- Grants received by Steven Erickson; Emily Scott
- Workshop for faculty and graduate students on teaching statements
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2024 as a synchronous online monthly learning community plus personalized coaching

Public Health
- Assessment of student experience with Department of Biostatistics recruitment process to inform consideration of adding student perspectives to recruitment materials
- Assessment of NUTR 636/690 and 646/690 related to Whitaker grants
- Consultation about team teaching with faculty teaching Integrated Problem Solving in Epidemiology
- Consultations on assessment of epidemiology curriculum
- Consultations on curriculum evaluation for the Department of Health Behaviors and Health Education
- Creation and facilitation of a day-long retreat for graduate student fellows of the Genome Science Training Program, including a workshop on science of learning, growth mindset, and active learning; a practice teaching component; and a panel with career professionals (GSTP alumni)
- Design and facilitation of workshops for faculty on
  - An introduction to equity-focused assessment
  - Classroom facilitation strategies: critical reflection for practice
- Discussion of assessment protocol for nutrition scaffolded experiential learning program
- Discussion of next 5 year evaluation plan for COHSE
- Discussion of scope of a potential assessment project with epidemiology
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2024 as a synchronous online monthly learning community plus personalized coaching
- Planning, assessment, report and debrief regarding doctoral preliminary exam for HBHE
- Planning and execution of curricular assessment for HBHE
- Provost's Teaching Innovation Prize received by Melissa Creary, Paul Fleming, and Whitney Peoples

Public Policy
- Check-in by CRLT's executive director with dean and associate dean about school's priorities and CRLT's services
- Consultations on CRLT contributions to the Democracy and Debate Initiative

Rackham Graduate School
- Coordination of CRLT's participation in the school's information fair for new graduate students
- Design, implementation, and evaluation of a 5-session program on diversity and inclusive teaching for GSIs, with the Program on InterGroup Relations
- Discussion about testing and training requirements for graduate students educated abroad
- Discussion of implications of GenAI in graduate education
- Meetings with associate dean for academic programs and initiatives to discuss CRLT-Rackham partnership and Rackham Graduate Student and Program Consultations Services (GSPCS)
- Meeting with GSPCS director to discuss resources for GSITO
- Meeting with inaugural director of Office of Postdoctoral Affairs to introduce the Postdoc Short Course
- Participation in selection and presentation of Rackham Outstanding GSI Awards
- Players interactive, virtual theatre performance for graduate students and postdocs on a historical reckoning with anti-Black racism at U-M
- Preparing Future Faculty Programs
  - Management of the Rackham-CRLT Graduate Teacher Certificate program
  - Organization and implementation of 11-week Postdoctoral Short-Course on College Teaching in Science and Engineering, winter 2024
  - Organization and implementation of the month-long, 10-session Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty for doctoral candidates

Social Work
- Grants received by Rogerio Pinto; Diana Seales; Beth Sherman
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2024 as a synchronous online monthly learning community plus personalized coaching
- Players interactive theatre performance for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees

Customized Services for Other Units at U-M

ADVANCE
- Conversation about LSA Seminar Series offering
- Debrief with director after CRLT Players tenure sessions
- Design of two-part facilitation workshop used in engineering and for the LSA seminar series
- Discussion with director about 2024-2025 programming and budget
- Meeting about RISE pronouns case study
- Participation in RISE Committee meetings
- Players interactive theatre performances for faculty on
  - How identity and faculty rank influence dynamics and the decision-making process of tenure committees
  - Invisible service, for LSA Leads

Center for Academic Innovation
- Biweekly meetings about Assessment Toolkit between Director of Research and Analytics and CRLT's Head of Learning Analytics
- Collaboration on development of a Canvas course for instructors in support of student mental health
- Collaboration on tools used to support FCI courses
- Discussion about GenAI with Senior Director, Creative Studios
- Discussion of independent research projects in LSA and the School of Education related to student evaluations, including a convening of faculty to learn about related work and any overlaps
- Monthly meetings of Senior Director of Education Technology and FCI Director

Appendix B:
Disciplinary-Based, Customized Services

Equity, Civil Rights and Title IX Office (ECRT)
- Planning and facilitation of several professional development sessions to transfer CRLT's sexual harassment programming to PEAR

Faculty Senate
- Presentation on GenAI for the Information Technology Committee
- Presentation to AAAC on teaching sensitive material and handling challenging topics in the classroom

Ginsberg Center for Community Service and Learning
- Collaboration on the development of resources and programming in preparation for the 2024 presidential election, including collaboration with Democracy and Debate Initiative
- Facilitation of a UMICH Votes coalition meeting
- Monthly meetings of CRLT & Ginsberg directors to assess campus needs

Information and Technology Services
- Consultation on research on a metacognitive study tool
- Discussion about GenAI/Maizey/UM-GPT
- Feedback on Academic Technology@Michigan website
- Mentorship of summer research assistant
- Monthly meetings of CRLT & ITS Teaching and Learning directors to assess campus needs

Institute for Social Research
- Consultation on planning for ICPSR summer program Instructor Teaching Orientation
- Grant received by Noah Webster
- Players interactive theatre performance for faculty and staff on shifting the conversation around sexual harassment

Libraries
- Design and facilitation of a customized workshop on anti-racist pedagogy in practice at the library
- Presentation on GenAI for faculty and graduate students

Life Sciences Institute
- Design and facilitation of a workshop for faculty and graduate students on developing future biologists: anticipating challenges in the lab

Michigan Center for Interprofessional Education (IPE Center)
- Collaboration on an assessment of the IPE core curriculum in preparation for fall 2024 retreat, including discussion of goals
- Consultation on assessing learning and the impact of a Health and Disabilities IPE course
- Participation in IPE workgroups
- Participation in quarterly planning meetings between the IPE Center and CRLT

Michigan Institute for Data & AI in Society (MIDAS)
- Consultation on a customized workshop for an NIH-funded project

National Center for Institutional Diversity
- Discussion of assessment plan for online module
- Meetings to discuss possible collaboration with Inclusive History Project funding around *How Do We Begin?*
- Participation on Inclusive History Advisory Committee

Office of Diversity, Equity and Inclusion
- Collaboration on Campus Plan 2050 DEI workshop
- Facilitation of workshop for undergraduate Michigan College Advising Corps (MCAC)
- Participation in DEI Implementation Leads Group monthly meetings
- Participation in visioning session about fostering Jewish understanding at Michigan
- Planning discussion about the liaisons for equitable teaching
- Players interactive theatre performances on the historical reckoning with anti-black racism at U-M; one for DEI Leads, one for the BSU Steering Committee

Office of the Provost and Executive Vice President for Academic Affairs
- Arts Initiative
  - Brainstorming session with interim executive director on future collaborations
  - Discussion of ideas for activities, focused on grants program and dissemination
  - Participation in community outreach session regarding search for an executive director for the Arts Initiative
  - Participation in search for inaugural executive director
- Coordinating meetings
  - Biweekly with vice provost for undergraduate education
  - Monthly with the executive director of the Center for Academic Innovation
  - Monthly check ins by CRLT's executive director with associate university librarian for learning and teaching, LSA academic technologies services director, and ITS executive director of teaching and learning
- Discussion of institutional change from the perspectives of RISE, interprofessional education, community engagement, and faculty development
- Discussions of strategies for roll out of the mental health Canvas course
- Discussions with directors of ADVANCE and Sweetland Center for Writing about current state of well-being of faculty, staff, and/or students, on behalf of the Well-Being Collective Steering Committee
- Discussions with directors of UROP, FCI, and CRLT about near-peer efforts and building early momentum
- Discussion with GenAI report committee member about CRLT's role in educating university community about these new tools
- Discussion with inaugural faculty director of UMICH Votes and Democratic Engagement about the Promoting Democracy Teaching Series work
- Discussion with new assistant vice provost about CRLT offerings for equity-focused teaching
- Discussion with VPUE about LSA assessment community of practice as part of HLC reporting requirements
- Meeting with Academic HR to discuss communications with GEO
- Orientations
  - Organization and facilitation of New Faculty Orientation, including an interactive theatre performance
  - Organization, facilitation, and evaluation of the Provost's Campus Leadership Program for chairs and associate deans, including an orientation and roundtable sessions on Compassionate leadership in a time of faculty burnout, bring what's on your plate, consequences of the pandemic lockdown on evaluation of faculty, a conversation with the provost, free speech and academic freedom in tumultuous times, preparing for the 2024 presidential election: issues and resources, understanding the U-M budget
- Participation in Data Steward Community of Practice, including discussions about organization of data steward work and specific requests for access to data
- Participation in Thurnau Advisory Council planning session
- Participation in the Well-Being Collective steering committee

Appendix B:
Disciplinary-Based, Customized Services

- Participation in the search for an inaugural vice provost for undergraduate education, as well as the search for a new assistant vice provost for advising strategy and student success
- Presentation to ADG on resources and experiences of schools addressing students' concerns related to conflict in the Middle East, and what has worked and what has not
- Presentation to the provost's faculty senate advisory committee (AAAC - Academic Affairs Advisory Committee) on approaches to handling controversial topics, including provision of discussion guidelines resources
- Representation of U-M at Big Ten Academic Alliance and Ivy+ meetings of teaching center directors
- Service as Red Team Accreditation Reader
- Support for Provost's Seminar on Teaching (PSOT) events
  - Coordination of faculty advisory committees
  - Organization and facilitation of fall 2023 PSOT, Generative AI & Teaching
  - Organization and facilitation of winter 2024 PSOT, Undergraduate Education at Michigan: Forging a Common Vision
  - Support for teaching award and grant competitions
    - Adaptation of processes to ensure vetting of award winners
    - Coordination of campus-wide Provost's Teaching Innovation Prize, including organization of a virtual Enriching Scholarship Conference session highlighting winners
    - Coordination of nomination process for U-M's candidate for the Michigan Distinguished Professor of the Year
    - Organization of the competition to select Thurnau Professors and a dinner to celebrate new awardees; meeting with inaugural VPUE to orient her to the Thurnau award process
- Work on a university-wide student leave policy

Office of Student Life
- Discussion of funding for Well-Being Toolkit work
- Discussion with director of Spectrum Center about connections with CRLT
- Discussion with SSD about accommodations to inform CRLT Players script
- Meeting to discuss arising questions from the Dean of Students Office
- Meeting with SAPAC director to discuss accommodations
- Meeting with the director of the Trotter Multicultural Center to discuss Inclusive History Project proposal for How Do We Begin? grant and facilitation

Organizational Learning
- Discussion of how to publicize centralized onboarding for all U-M staff at NFO
- Discussion of suite of programs for U-M leaders through the Culture Journey Initiative

SEISMIC
- Discussion of Stem Equity Learning Community (SELC) 2.0 January 2024 proposal with LSA ADUE,
  including feedback on project ideas and identification of senior personnel for grant
- Facilitation of a U-M faculty STEM Equity Learning Community (SELC)
- Participation in overall planning and the preparation of facilitators from across the 10 SEISMIC campuses
- Participation in SELC meeting with vice provost about equity metrics and STEM courses
- Presentation and poster shared at the 2023 summer meeting

Teaching Technology Collaborative
- Participation in Enriching Scholarship Keynote and Planning Committees
- Participation in TTC meetings

UM-Dearborn
- Assistant Director of Assessment shared experiences and perspectives on effective collaboration and designing assessment projects with college leadership and program assessment coordinators at Assessment Week 2024
- Players interactive theatre performance on shifting the conversation around sexual harassment

UM-Flint
- Players interactive theatre performance on shifting the conversation around sexual harassment

Wolverine Wellness
- Collaboration with CRLT Players around roll out of Canvas course *An Instructor's Guide to Promoting Student Mental Health and Well-Being*
- Participation of executive director on the Well-Being Steering Committee
- Participation of an FCI team member in the Well-Being Network 2.0, one of the branches of the Well-Being Collective at U-M

Collaboration with Other Units

Collaboration with other U-M offices is a key component of CRLT services. During 2023-2024, CRLT worked with all schools and colleges on teaching improvement projects. Additionally, CRLT collaborated with:

Center for Education Design, Evaluation, and Research (CEDER)
College of Engineering
 - CAEN
 - Center for Socially Engaged Engineering & Design (C-SED)
 - NEXUS
 - Office of Culture, Community and Equity (OCCE)
 - Office of the Associate Dean for Undergraduate Education
 - TEE Center
Equity, Civil Rights, & Title IX Office (ECRT)
 - Prevention Education, Assistance & Resources (PEAR)
ITS Teaching and Learning
LSA
 - Comprehensive Studies Program
 - Dean's Office
 - English Language Institute
 - International Institute
 - The Program on Intergroup Relations (IGR)
 - SEISMIC
 - Sweetland Center for Writing
 - Technology Services Learning and Teaching Consultants Group
 - Trotter Multicultural Center
 - Undergraduate Research Opportunity Program (UROP)
 - Women in Science and Engineering (WISE)
MDining
Michigan Center for Interprofessional Education (IPE Center)
National Center for Institutional Diversity
Office of Diversity, Equity, and Inclusion
Office of the President
Office of the Provost
 - ADVANCE Program
 - Arts Initiative
 - Center for Academic Innovation (CAI)
 - CEW+
 - Democracy and Debate
Student Life
 - Ginsberg Center
 - Services for Students with Disabilities (SSD)
 - Sexual Assault Prevention and Awareness Center (SAPAC)
 - Spectrum Center
 - University Health Services
 - Wolverine Wellness
Teaching and Technology Collaborative (TTC)
University Library

Committee Work

As part of their collaborative efforts, CRLT staff served on a large number of committees within U-M and nationally:

Analytics for Student Success and Equity Transformation (ASSET) Research Group
ChatGPT Reflection Group
College of Engineering
 - Digital Accessibility Working Group
 - Engineering Education Innovation (EEI) Days Planning
 - Inclusive Excellence in Engineering Education (IE3) Conference Planning
 - TEE Center Advisory Board
Committee for Disability Concerns
Data Steward Community of Practice
DEI 2.0 Adhoc Committee
DEI Implementation Leads Group
Health & Disabilities Scholarship
Inclusive History Project's Faculty/Staff Advisory Board
Medical School GenAI Working Group
Michigan Center for Interprofessional Education (IPE Center)
 - Core Curriculum Committee Workgroup
 - Educator Development Workgroup
 - Executive Committee
 - Measurement and Research Workgroup
MLK Symposium Committee
Neubacher Award Selection Committee
Office of the Provost Committees:
 - Arts Initiative Executive Director Search
 - Assistant Vice Provost for Advising Strategy & Student Success Search
 - Data Steward Community of Practice
 - Generative Artificial Intelligence Advisory Committee
 - Outstanding GSI Awards Committee
 - Staff Budget Engagement Committee
 - University-Wide Student Leave Policy
 - Well-Being Collective Steering Committee
Open Educational Resources (OER) Working Group
PLUMA: Professional Latinos at the University of Michigan Alliance
RISE Advisory Council (Medical School)
RISE Committee (ADVANCE)
School of Nursing
 - Enrollment Team
 - T-32 doctoral program Advisory Committee
Spectrum Center Advisory Board
Teaching and Technology Collaborative
 - Accessibility Subcommittee
 - Enriching Scholarship Keynote and Planning Committees
 - Generative AI Working Group
U-M Language Matters Steering Committee

U-M Well-Being Network 2.0
U-M/CAI Online and Hybrid Programs Community of Practice

External Committee Participation

AAC&U's Project Kaleidoscope Faculty of the 21st Century
American Society for Engineering Education (ASEE)
 - Commission on Diversity, Equity, and Inclusion
  - Executive Committee
  - Communications subcommittee
 - Engineering the Inclusive Mindset of the Future Taskforce
  - Working Group 3 - Inequities, chair
 - Faculty Development Division
  - ABET DEI
  - Faculty Teaching Excellence (FTE) Certification Task Force Committee
ATHE Electronic Technology Committee
Big Ten Academic Alliance Meeting of Teaching Center Directors
Equity-Based Teaching Collaborative Advisory Board
Ivy+
 - Assessment Coordinators Group
 - Graduate Student Development Group
 - Teaching Center Directors (monthly and at POD)
 - Teaching Transformations Summit Planning Committee
POD
 - Arts & Humanities special interest group (SIG)
 - Arts & Sciences SIG
 - Assessment Team
 - DEI Committee
  - Outreach Co-Coordinator
  - DEI Liaisons Program
 - Equity & Education SIG
 - Executive Director Search Committee
 - Graduate Student, Professional Student, and Postdoctoral Scholar Development SIG, co-chair
  - Leadership
 - Learning Analytics SIG
 - Lowering Financial Barriers ad hoc committee
 - POD Speaks Editorial Board
 - Professional Development Committee
  - POD Meets Subcommittee
Reducing Financial Barriers Ad Hoc Committee
 - Scholarship Committee
  - Application Subcommittee: POD Research Grants
  - Leadership Group
  - Development Subcommittee: POD Scholarly Reads
 - Scholarship of Teaching and Learning (SOTL) SIG
ReBuild Detroit Writing Group
Sociolinguistics Calendar moderator

Appendix D:
External Colleges, Universities, and Organizations Served

External Colleges, Universities, and Organizations Served

Because of its national reputation, representatives of many other institutions contact CRLT for advice and information. In 2023-2024, CRLT provided 6,273 services to external clients who represent 107 colleges and universities and 10 associations, foundations, and other organizations in the United States and abroad (see below). Most frequently, CRLT staff provided information on topics such as how to develop a new teaching center and evaluate its programs, how to work with faculty at a research university, how to embed equitable and inclusive teaching into the work of a teaching center, and requests to use CRLT publications and web resources. Additionally, 1,091 people from external institutions attended virtual and in-person performances by the CRLT Players, while others attended presentations given by CRLT staff at conferences and meetings. Following are lists of the institutions and organizations that received services from CRLT.

Colleges and Universities within the U.S.

Adler University
Alma College
American University
Auburn University*
Boise State University
Boston College
Boston University
Broward College
Brown University
California Institute of Technology
Carnegie Mellon University
Clemson University
Colorado School of Mines
Columbia University in the City of New York
Dartmouth College
DeSales University*
Eastern Michigan University
Elon University
Embry-Riddle Aeronautical University
Florida Gulf Coast University
Fort Lewis College
Harvard University
Loyola University Maryland
Maricopa Community Colleges
Marquette University
Massachusetts Institute of Technology
New York Institute of Technology
Northern Arizona University

Northwestern University
Oklahoma State University
Penn State University
Pennsylvania College of Art & Design
Princeton University
Purdue University Northwest
Rider University
Roosevelt University
Rosalind Franklin University of Medicine and Science
Rowan University
Rutgers, The State University of New Jersey
Snow College
Southern Connecticut State University
Stanford University
Temple University
Texas Christian University
The Ohio State University
The University of British Columbia
The University of Iowa
The University of Mississippi
The University of Tennessee Knoxville
The University of Texas at Austin
The University of Utah
Tufts University
Tuskegee University
UC Irvine
UMass Lowell
University of Chicago
University of Colorado Boulder

University of Georgia
University of Hawaii at Manoa
University of Minnesota Twin Cities
University of North Dakota
University of Notre Dame
University of Oregon
University of Pennsylvania
University of Pittsburgh
University of South Alabama
University of Southern California, Los Angeles
University of Virginia
University of Washington
University of Wisconsin-Green Bay*
University of Wisconsin-Madison
Utah Tech University
Vanderbilt University
Virginia Tech
Washington University in St. Louis
Yale University

Colleges and Universities outside the U.S.

Anhui Xinhua University, China
Beijing Normal University, China
Beijing University of Posts and Telecommunications, China
Central University of Finance and Economics, China
China University of Mining and Technology, China
Duke Kunshan University, China
Gazi University, Ankara, Turkey*
Guangdong University of Science and Technology, China
Harbin Institute of Technology, China
Jinan University, China
National Open University, China
Peking University, China
Shandong University, China
Shanghai Sport University, China
Shanghai University of Science and Technology, China
Shangqiu Institute of Technology, China
Shenzhen University, China
Shenzhen University of Technology, China
Shijiazhuang Railway University, China
Sichuan University, China
Southern University of Science and Technology, China
Southeast University, China
Sultan Qaboos University, Oman*
The Birla Institute of Technology & Science, BITS Pilani, India*
The University of the West Indies St. Augustine Campus, Trinidad and Tobago, W.I.*
University College Cork, Ireland
Xiamen University, China

Xi'an Jiaotong University, China
Zhejiang Agriculture and Forestry University, China
Zhejiang University, School of Medicine, China
Zhengzhou Sias College, China

Other Organizations and Associations

American College of Neuropsychopharmacology (ACNP)
Engineer Inclusion
Global Ties Detroit*
Ivy+
Ministry of Higher Education - Research and Innovation, Oman*
National Alliance for Partnerships in Equity
Out of Hand Theater
POD Network
SEISMIC
WICHE Cooperative for Educational Technologies

indicates that individuals from that institution or organization visited CRLT in Ann Arbor

Appendix E:
Publications and Presentations

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

Publications

Bertoline, G. (Ed.); Atwood, S., Berger, C. …**Pinder-Grover, T**…White, L. (Lead Authors). (2024, June 8). *The Engineering Mindset Report: A Vision for Change in Undergraduate Engineering and Engineering Technology Education*. Washington, DC: American Society for Engineering Education. Available at: https://drive.google.com/file/d/160i00oOFxpMgY09UD4vSIFvK8ZJ-qsl7/view

Bean, C. S. (forthcoming). Dramaturging the truth. In K. J. Sanchez (Ed.), *The radical act of listening: Making documentary and investigative theatre.* Oxfordshire, UK: Routledge.

Burns, M. A., Johnson, V. N., & **Grasman, K**., Habibi, S., Smith, K. A., Kaehr, A., … Yam, B. (2023, July). Pedagogically grounded techniques and technologies for enhancing student learning. *Advances in Engineering Education, 11(3)*. DOI: 10.18260/3-1-1153-36049

Calkins, S., Conway, A. L., **Daniels, T**., Frey, R. F., … **Pinder-Grover, T., Armstrong, S.**, … York, A. M. (forthcoming). Scaling inclusive teaching: A national STEM teaching initiative centering identity, power and privilege. *Change: The Magazine of Higher Learning.*

Castle, S. D., Byrd, W. C., Koester, B. P., Pearson, M. I., …**Rypkema, H.**, … McKay, T., & Matz, R. L. (2024). Systemic advantage has a meaningful relationship with grade outcomes in students' early STEM courses at six research universities. *International Journal of STEM Education, 11(14)*. doi.org/10.1186/s40594-024-00474-7

Barron, P. (2023, Oct 2). Engaging students by integrating career development into your course. Blog post. Center for Research on Learning and Teaching.

Delaine, D. A., Redick, S., Radhakrishnan, D., Shermadou, A., Smith, M. M., … **Wang, L.**, … DeBoer, J. (2023). A systematic literature review of reciprocity in engineering service-learning/community engagement. *Journal of Engineering Education*. doi.org/10.1002/jee.20561

Helweh, W., Kim, P., Mast, Z., Phelan, B., Weingartz, N., Zong, R., … Chen, L. (forthcoming). Effects of structural constraints on excited-state properties in dimeric Cu(I) diimine processes. *Inorganic Chemistry*.

Jaimes, P., Bottorff, E., Hopper, T., Jilberto, J., King, J., … Pinder-Grover, T. (2024, Feb). The IT-BME Project: Integrating inclusive teaching in biomedical engineering through faculty/graduate partnerships. *Biomedical Engineering Education*, 4, 235-250. doi.org/10.1007/s43683-024-00137-7

Kaplan, M., Wright, M. C., & Bruff, D. (forthcoming). Centering resiliency: Principles for academic leaders and teaching center directors.In M. Debelius, J. Kim, & E. Maloney (Eds.), *Recentering learning: Complexity, resilience, and adaptability in higher education.* Baltimore, MD: Johns Hopkins University Press.

The Respect in Striving for Excellence (RISE) Committee (including **S. Armstrong**). (2024, May). *Climate Case Study #9: Resistance to They/Them Pronouns.* Ann Arbor, MI: University of Michigan ADVANCE Program.

Teshera-Levye, J., Atchison, T., Callis-Duehl, K., Gould, T., **Lichti, D.**, Scemama, J. L., Stiller, J., & Vance-Chalcraft, H. D. (2023). Transfer-bound community college students' biology identity and perception of teaching. *Journal of Microbiology & Biology Education, 24(3)*. DOI: https://doi.org/10.1128/jmbe.00116-23

Woodworth, J., Smith, L. J., **Andreoli, J. M.**, & Erickson, S. R. (2024). Framework for an interprofessional experience addressing health and disability for health professional students. *Currents in Pharmacy Teaching and Learning*, 16(6), 453-459.

Presentations

Agresar, G., Grasman, K., Jaimes, P., & **Pinder-Grover, T.** (2023, June). *From awareness to cultural change: Strategies for promoting equity in the engineering classroom.* T381B panel at the 2023 ASEE Annual Conference & Exposition, Baltimore, MD.

Agresar, G., Jaimes, P., Pinder-Grover, T., & **Wang, L**. (2023, Nov). *Preparing faculty to integrate diversity, equity, and inclusion (DEI) into STEM courses: An equity-centered professional development program.* Workshop presented at AAC&U Transforming STEM Higher Education Conference, Arlington, VA.

Ajlen, R., & Beydler, K. (2023, Nov). *Improving instructional team collaborations to advance institutional success.* Interactive session presented at the 48th Annual POD Network Conference, Pittsburgh, PA.

Andreoli, J. M., Grasman, K., & **Agresar, G.** (2023, Nov). *Preparing future faculty: A postdoctoral short course on college teaching in STEM.* Presentation at the 48th Annual POD Network Conference, Pittsburgh, PA.

Beal, S., **Cobblah, A.**, Kaser, B. (2023, Nov). *Incentivizing grad student participation.* Round table at the 48th Annual POD Network Conference, Pittsburgh, PA.

Bean, C. S (2023, Oct). *Center for Research on Learning and Teaching: Building Our Plan.* Poster presented at the DEI 2.0 Poster Session, DEI Summit, Ann Arbor, MI.

Bean, C. S. (2023, Nov). *Performance, storytelling, and drama-based pedagogy as an EdDev tool.* Presentation at the 48th Annual POD Network Conference, Pittsburgh, PA.

Bhatt, I., Alford, L. K., Begley, L., Hosseini, R., & **Lichti, D. A.** (2023, June). *Piloting a flexible deadline policy for a first-year computer programming course.* Paper presented at the 2023 ASEE Annual Conference & Exposition, Baltimore, MD.

Brady, K., Becker, J., **Armstrong, S.**, London, E., Picciotto, M., & Hurd, Y. (2023, Dec). *Developing a shared foundation for working together.* A panel discussion sponsored by the Women's Committee at the 62nd Annual Meeting of the American College of Neuropsychopharmacology, Tampa, FL.

Cobblah, A. (2024, Apr). *Responding effectively to generative artificial intelligence now.* Presentation at the virtual U-M−PKU Institute for Innovative & Excellent Teaching: Generative AI.

Epperson, M. (2023, Nov). *Supporting faculty in their teaching of international students.* Birds of a Feather session at the 48th Annual POD Network Conference, Pittsburgh, PA.

Erickson, S. R., Woodworth, J., Smith, L., & **Andreoli, J.** (2023, Nov). *Outcomes of an interprofessional course Health and Disabilities.* Poster presented at the American Public Health Association Annual Meeting, Atlanta, GA.

Grasman, K., & **Jaimes, P.** (2023, June). *From awareness to cultural change: Strategies for promoting equity in the engineering classroom.* Workshop at the 2023 ASEE Annual Conference & Exposition, Baltimore, MD.

Appendix E:
Publications and Presentations

Hendrickson, K., & **Stowe, M.** (2023, Nov). *Reflections and directions: Creating spaces for belonging in large-enrollment courses.* Presentation at the 48th Annual POD Network Conference, Pittsburgh, PA.

James, P., & **Baleisis, A.** (2024, May). *Introduction to neurodivergence: Strategies for engineering instructors.* Presentation at Engineering Education Innovation Days, Ann Arbor, MI.

Kaplan, M. (2024, Apr). *Introduction to the University of Michigan, Center for Research on Learning and Teaching, and Generative-AI in Higher Education.* Presentation at the virtual U-M−PKU Institute for Innovative & Excellent Teaching: Generative AI.

Kaplan, M., & **Galarza Sepúlveda, D.,** (2023, June). *The ecosystem of large foundational courses: Lessons from UM's Foundational Course Initiative.* Workshop at the SEISMIC Summer Meeting, Ann Arbor, MI.

Katz, A., Johri, A., **Wang, L.**, Hooper, K. D., & Brijmohan, Y. (2023, June). *The use of generative AI in engineering education − the concerns and opportunities.* T447 panel at the 2023 ASEE Annual Conference & Exposition, Baltimore, MD.

Keshet, E., Barnes, W., **Hendrickson, K.,** Levinson, L., Brown, G., … **Levesque, E.,** & Rypkema, H. (2023, July). *An introductory linguistics course for non-majors, centering social justice.* Presentation at the Conference on Scholarly Teaching in Linguistics, Amherst, MA.

Levesque, E., & **Khalid, M.** (2023, Oct). *The role of student feedback in the redesign of large foundational courses.* 18th Annual Student Life Research Symposium, University of Michigan, Ann Arbor, MI.

Matney, M., & Rorrer, N. (2024, May). *Struggling to reboot student leadership? We can help!* Presentation at College Band Directors National Association (CBDNA) Athletic Bands Symposium, Missoula, MT.

Matney, M. (2023, June). *What now? Supporting student leadership.* Presentation at College Band Directors National Association (CBDNA) Athletic Bands Symposium, Cincinnati, OH.

Meizlish, D. (2024, May). *Tackling program assessment or curriculum development? It's a big job, CRLT can help.* LSA Teaching & Learning Fair, Ann Arbor, MI.

Olsen, T., **Daniels, T**., Hurtubise, L., McGaskey, F., Metzker, J., & Trevett-Smith, M. (2023, Nov). *Navigating early career landscapes for educational developers: Opportunities and challenges.* POD Network Professional Development session at the 48th Annual POD Network Conference, Pittsburgh, PA.

Pinder-Grover, T. (2024, May). *Hot moments and challenging conversations.* Workshop presented at the Inclusive STEM Teaching Project Facilitator Conference, Boston, MA.

Pinder-Grover, T. (2024, May). I*ntegrating inclusive teaching practices in biomedical engineering courses.* Presented at the Inclusive STEM Teaching Project Facilitator Conference, Boston, MA.

Pinder-Grover, T. (2023, June). *Leveraging your agency to promote diversity, equity, and inclusion (DEI) in the engineering education ecosystem.* Plenary at the 2023 ASEE Annual Conference & Exposition, Baltimore, MD.

Pinder-Grover, T., Goldberg, B. B., Conway, A., Greenler, R., & Hokanson, S. C. (2023, Nov). *Identity, privilege, and power in the Inclusive STEM Teaching Project.* Presented at the 48th Annual POD Network Conference, Pittsburgh, PA.

Pinder-Grover, T., & Hokanson, S. (2024, Feb 27). *Intentional STEM teaching.* Interview for Derek Bruff's Intentional Teaching podcast.

Pinder-Grover, T., Hokanson, S. C., Goldberg, B. B. (2024, Jan). *National training in inclusive STEM teaching: Status, outcomes, impacts, and course experiences.* Presentation at AAC&U Annual Meeting, Washington, DC.

Pinder-Grover, T., Skerlos, S., Hoffman, S., & Lattuca, L. (2023, Oct 30). *Teaching equity-centered engineering: Development of a comprehensive approach to teaching equity.* Teaching Engineering Equity Center's session in the Michigan Engineering DEI Lecture Series, Ann Arbor, MI

Smith, L. J., Plouff, A., Wilson, T., **Andreoli, J. M.,** Woodworth, J., & Erickson, S. R., (2024, Apr). *IPE Health & Disability Experience: Continuing excellence through teams and community partnerships.* Poster presented at the University of Michigan Health Professions Education Day, Ann Arbor, MI.

University of Michigan Teaching & Technology Collaborative (including **A. Cobblah**). (2023). *Book Guide − Using Chatbots in Classroom Assignments and Activities.* Ann Arbor, MI.

Wang, L. (2023, June), *Lessons learned: Designing an empathy workshop for engineering faculty to promote equity-focused teachin*g. Paper presented at the 2023 ASEE Annual Conference & Exposition, Baltimore, MD.

Wenger., M., Smith, L. J., **Andreoli, J. M.**, Woodworth, J., & Erickson, S. R. (2023, Sept) *Health education's blindspot on disability*. Poster presented at the virtual Nexus Summit 2023: Working Together for Impact.

Whitehall, A., Grasman, K., Campbell, M., **Pinder-Grover, T.**, & Logan, B. (2024, May). *Inclusive by design: Rethinking accessibility in engineering.* Panel discussion at Engineering Education Innovation Days, Ann Arbor, MI.

Woodworth, J., Smith, L. J., **Andreoli, J. M.**, & Erickson, S. R. (2023, Oct). *An interprofessional experiential learning opportunity for occupational therapy, physical therapy, and pharmacy students*. Michigan Occupational Therapy Association Annual Meeting, Mackinac Island, MI.

Young, N., Bell, E., Byrd, W. C., Cheng, S., Cradit, N., Derry, H., … **Rypkema, H.** (2023, June). Developing a *"Program Equity Report."* Poster presented at the SEISMIC Summer Meeting, Ann Arbor, MI.

Zhu, E. (2024, Apr). *AI use by students worldwide: 2023.* Presentation at the virtual U-M−PKU Institute for Innovative & Excellent Teaching: Generative AI.

Review and Editorial Work

American Society for Engineering Education Conference reviews, J. Wang

Association for the Study of the Arts of the Present, C. S. Bean

European Journal of Engineering Education, J. Wang

Higher Learning Commission peer review, M. Matney

International Journal for the Scholarship of Teaching and Learning (IJSOTL), M. Kaplan

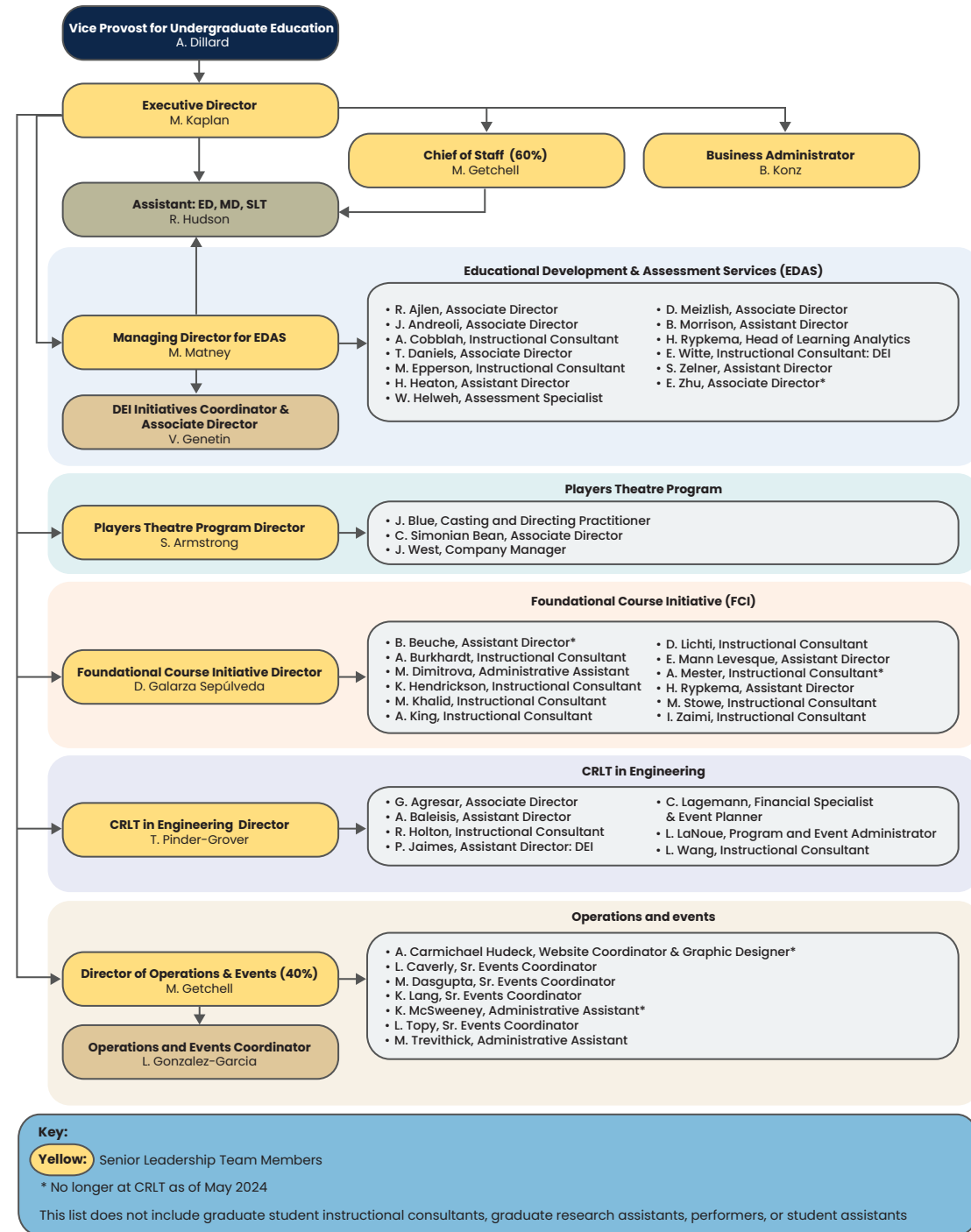*The Journal of Diversity in Higher Education*, C. S. Bean

Journal of Engineering Education, J. Wang

Journal of Geoscience Education, P. Jaimes

NSF IUSE Grant Review Panel, G. Agresar

POD research grants and conference proposals, A. Cobblah, M. Epperson, M. Stowe

CRLT Organizational Chart

Vice Provost for Undergraduate Education
A. Dillard

Executive Director
M. Kaplan

Chief of Staff (60%)
M. Getchell

Business Administrator
B. Konz

Assistant: ED, MD, SLT
R. Hudson

Educational Development & Assessment Services (EDAS)

Managing Director for EDAS
M. Matney

DEI Initiatives Coordinator & Associate Director
V. Genetin

- R. Ajlen, Associate Director
- J. Andreoli, Associate Director
- A. Cobblah, Instructional Consultant
- T. Daniels, Associate Director
- M. Epperson, Instructional Consultant
- H. Heaton, Assistant Director
- W. Helweh, Assessment Specialist
- D. Meizlish, Associate Director
- B. Morrison, Assistant Director
- H. Rypkema, Head of Learning Analytics
- E. Witte, Instructional Consultant: DEI
- S. Zelner, Assistant Director
- E. Zhu, Associate Director*

Players Theatre Program

Players Theatre Program Director
S. Armstrong

- J. Blue, Casting and Directing Practitioner
- C. Simonian Bean, Associate Director
- J. West, Company Manager

Foundational Course Initiative (FCI)

Foundational Course Initiative Director
D. Galarza Sepúlveda

- B. Beuche, Assistant Director*
- A. Burkhardt, Instructional Consultant
- M. Dimitrova, Administrative Assistant
- K. Hendrickson, Instructional Consultant
- M. Khalid, Instructional Consultant
- A. King, Instructional Consultant
- D. Lichti, Instructional Consultant
- E. Mann Levesque, Assistant Director
- A. Mester, Instructional Consultant*
- H. Rypkema, Assistant Director
- M. Stowe, Instructional Consultant
- I. Zaimi, Instructional Consultant

CRLT in Engineering

CRLT in Engineering Director
T. Pinder-Grover

- G. Agresar, Associate Director
- A. Baleisis, Assistant Director
- R. Holton, Instructional Consultant
- P. Jaimes, Assistant Director: DEI
- C. Lagemann, Financial Specialist & Event Planner
- L. LaNoue, Program and Event Administrator
- L. Wang, Instructional Consultant

Operations and events

Director of Operations & Events (40%)
M. Getchell

Operations and Events Coordinator
L. Gonzalez-Garcia

- A. Carmichael Hudeck, Website Coordinator & Graphic Designer*
- L. Caverly, Sr. Events Coordinator
- M. Dasgupta, Sr. Events Coordinator
- K. Lang, Sr. Events Coordinator
- K. McSweeney, Administrative Assistant*
- L. Topy, Sr. Events Coordinator
- M. Trevithick, Administrative Assistant

Key:
Yellow: Senior Leadership Team Members
* No longer at CRLT as of May 2024
This list does not include graduate student instructional consultants, graduate research assistants, performers, or student assistants

University of Michigan

**CENTER FOR RESEARCH
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