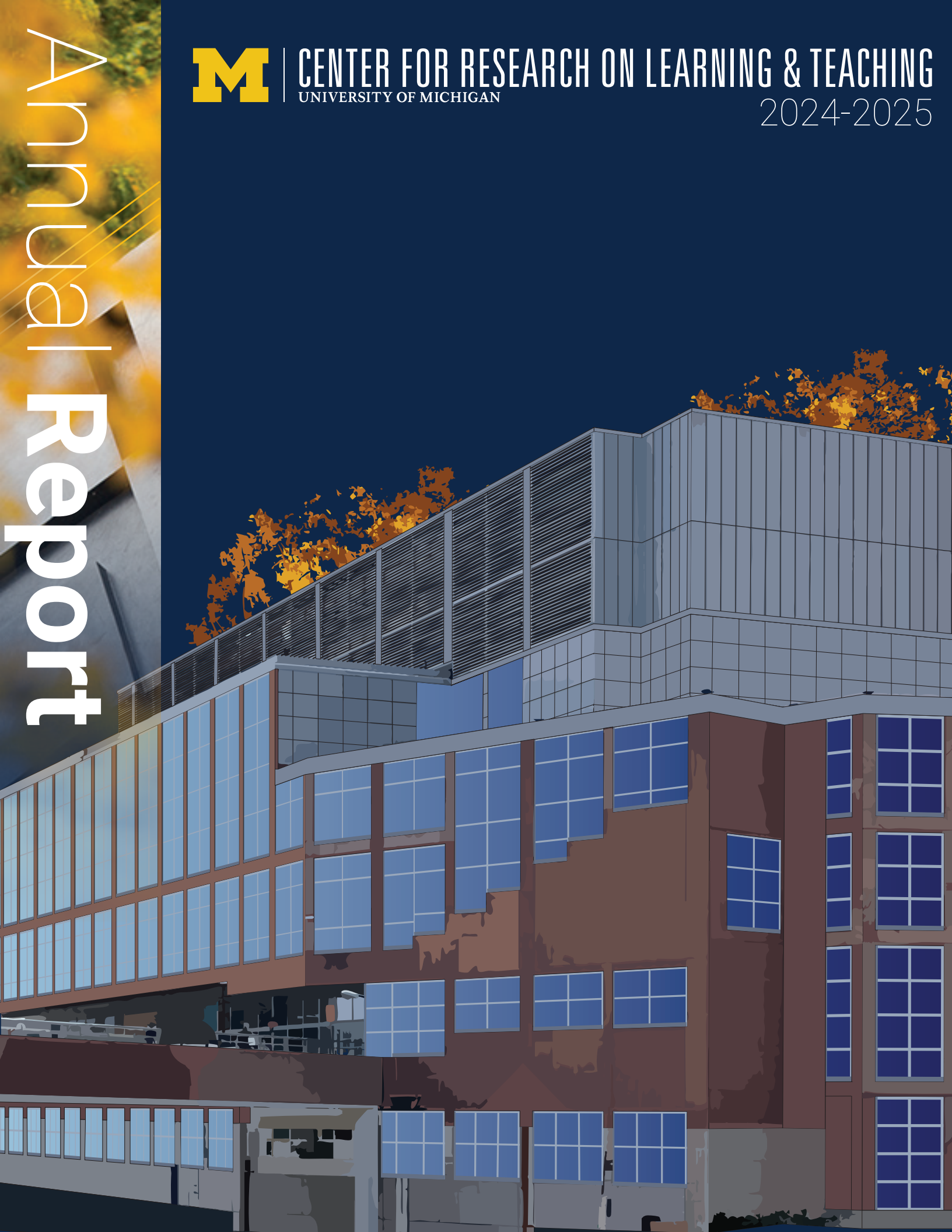




Annual Report



CENTER FOR RESEARCH ON LEARNING & TEACHING
UNIVERSITY OF MICHIGAN

2024-2025

In the 2024–2025 academic year,

our talented and dedicated staff delivered programs and services that reflected our core values and supported the campus community at all levels. Welcome to this overview!

The year saw a deepening of CRLT's roles in the **Vice Provost for Undergraduate Education's Student Success Initiative**. This cross-campus effort leverages data and evidence to remove barriers to everything a Michigan education has to offer so that students can realize their visions of success. CRLT collaborated with the vice provost and the newly established Council of Thurnau Professors on a report, *Big Picture Possibilities for Undergraduate Education*, and on a series of events exploring the promise of alternative grading approaches. Thanks to funding from the provosts' office, the university community gained a new and very rich resource with the launch of *An Instructor's Guide to Promoting Student Mental Health and Well-Being*, which was developed by the CRLT Players with support from the Well-Being Collective.

Academic leaders in U-M's schools and colleges also sought out CRLT to support their visions. Multiple projects in engineering and beyond focused on curricular redesign. Collaborations with LSA included a new initiative for department action teams to enact plans for expanded student success. The ongoing partnerships between CRLT's Foundational Course Initiative and gateway courses delivered more effective and equitable student learning experiences.

As always, **individual instructors** turned to us for innovative ideas to inform their classroom practice as they navigated a succession of complex moments. Of special note were a series on promoting democracy, a retreat on integrating climate education across the curriculum, and a faculty learning community on responding to the promises and challenges of GenAI.

I am grateful to our campus partners and especially to my CRLT colleagues whose care and commitment make it a privilege to lead this organization. All of us at CRLT look forward to new possibilities in the coming academic year. ●



Matthew Kaplan,
Executive Director
CRLT



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This report was compiled by CRLT staff.





CRLT



CENTER FOR RESEARCH ON LEARNING AND TEACHING



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 convenes departmental teams of faculty, graduate students, and undergraduates to redesign large-enrollment courses that are pivotal to students' academic and career trajectories. The initiative supports student success by promoting engaging, rigorous, and transformative learning experiences for all students.

■ EQUITY-FOCUSED TEACHING

CRLT supports instructors in the creation of equitable and inclusive cultures and climates in their classrooms, studios, and labs with the goal of disrupting systemic inequities that create barriers to student success. This includes fostering a sense of academic belonging among all students, clearly communicating norms and expectations, and employing equitable assessment practices.

■ 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.

Year at a Glance

19,437
U-M Services

2,342
External Services

21,779
Total Services Provided

- 2,940** Participants in campuswide programs
- 7,231** Participants in customized programs for departments, schools, & colleges
- 9,005** Consultations
- 261** Midterm Student Feedback sessions (MSFs) conducted

- 1,421** Participants in presentations and workshops
- 110** Audience members at external theatre performances
- 811** Consultations and other services



External Reach Beyond U-M

41
U.S institutions

12
Other U.S organizations

20
International Institutions

6,389
UNIQUE
INDIVIDUALS

Services by School/College

- Unique Individuals
- Services

318	1,809	Administration
150	368	Architecture & Urban Planning
43	97	Art & Design
84	151	Business
54	162	Dentistry
76	264	Education
1,237	5,442	Engineering
65	182	Environment and Sustainability
143	270	Information
59	204	Kinesiology
20	35	Law
33	123	Libraries
1,589	5,639	LSA
351	894	Medicine
70	155	Music, Theatre & Dance
103	473	Nursing
51	184	Other
39	85	Pharmacy
147	348	Public Health
35	48	Public Policy
64	164	Social Work
30	101	UM-Dearborn
49	226	UM-Flint
1,579	2,013	Unknown
6,389	19,437	TOTAL

→ CONSULTATION SERVICES

Consultations	9,005
Instructors receiving Midterm Feedback Sessions	236
Students served by MSFs	8,276
U-M committees with CRLT representatives	66

FACULTY AWARDS

→ Award competitions	2
Grant competitions	4
Distributed by CRLT	\$250,759

ONLINE

→ Unique visitors to the CRLT website	257,097
Countries	215

CRLT PLAYERS

→ Performances at U-M	35
U-M Workshops	6
External performances	5
Different sketches performed	20
Audience members	1,481

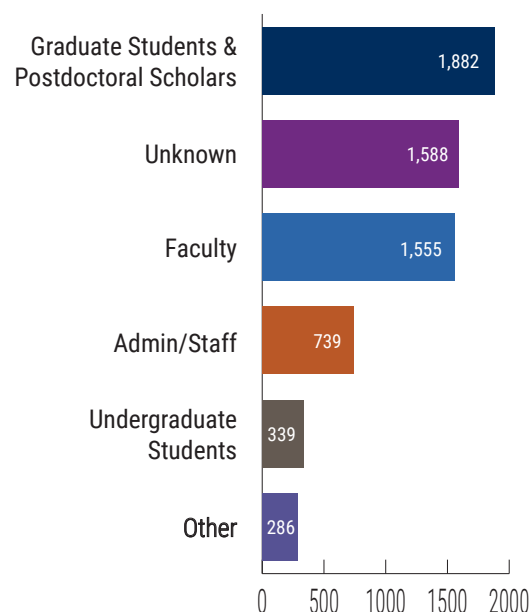
PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

→ Preparing Future Faculty (PFF) programs	3
Participants in PFF programs	150
Graduate student instructional consultants	33

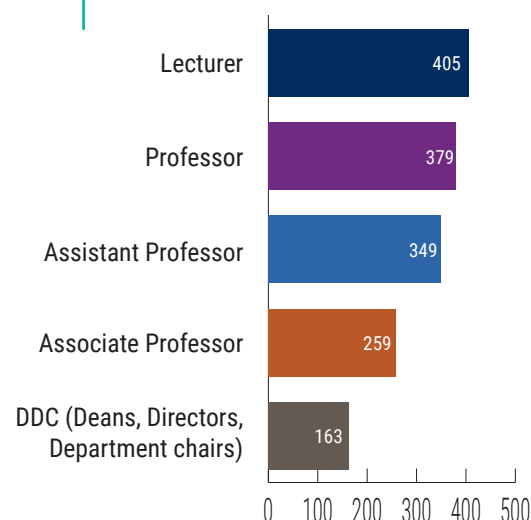
RESEARCH AND PUBLICATIONS

→ Assessment projects across 10 U-M schools and colleges	38
CRLT action research projects	4
Publications and presentations	36

U-M Client Profiles



UNIQUE INDIVIDUALS 6,389



FACULTY BY RANK 1,555

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



Laura
Gonzalez-Garcia



Brian Konz



Malinda Matney



Tershia
Pinder-Grover

CRLT- Engineering



Audra Baleisis



Rhonda Holton



Patricia Jaimes



Carol Lagemann



Richard Marks



Linda LaNoue



Linjue (Jade)
Wang

"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



Waleed Helweh



**Deborah
Meizlish**



**Bethany
Morrison**



**Esther
Grace Witte**



Sarah Zelner

Foundational Course Initiative



**Sewwandi
Abeywardana**



Blair Beuche



Andy Burkhardt



Michelle Calka



**Mishelle
Dimitrova**



**Elizabeth Mann
Levesque**



Deborah Lichti



**Heather
Rypkema**



Megan Stowe



Ina Zaimi

Operations & Events



Liz Caverly



Malini Dasgupta



Ryan Hudson



Liesl Topy



**Michael
Trevithick**



Stella Weinberg

CRLT Faculty Advisory Board

The board advises the executive director on policies and activities that enable CRLT to fulfill its mission.

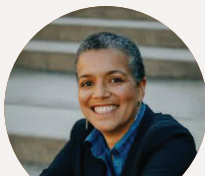
Important issues include, but are not limited to, program and research objectives and priorities, grants competitions, resource procurement and allocation, national project participation, and intra-university relations. Board members play a key role as liaisons between the center and the rest of the university community. The advisory board typically meets 4-5 times during the academic year.



Matt Collette
*Professor, Naval
Architecture and Marine
Engineering*



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



Jessi Grieser
*Associate Professor
History of Art, LSA*



Margaret Hannon
Clinical Professor, Law



Paul Johnson
*Professor, History;
Afroamerican and
African Studies, LSA*



James Juett
*Lecturer, Electrical
Engineering*



Beth Kuzma
*Clinical Associate
Professor, Nursing*



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



Rosemary Perez
*Associate Professor
Education*



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



Burcu Tasoluk
Lecturer, Business



Matt Zawistowski
*Clinical Associate
Professor, Biostatistics
SPH*

Collaborations on Student Academic Success Initiative

CRLT worked with the Vice Provost for Undergraduate Education (VPUE) to organize **3 panel discussions** on grading for Thurnau Professors, academic leaders, and advisors. "Grades, Grading, and Student Learning" focused on the meanings of grades, debates about "rigor," and whether there are better and more authentic forms of assessments other than ranked grading. "Grade 'Covering' for First Year Students" considered MIT's longstanding use of various forms of covering. "Leveraging Data to Increase Student Success" showcased projects at U-M and nationally that leverage course and university data to identify roadblocks to student success and ways to successfully address them. These conversations culminated in a May Provost's Seminar on Alternative Approaches to Grading.

CRLT also participated in a search for an inaugural director of advising initiatives, who will lead advisor training and development efforts and will report to both the VPUE and CRLT. And CRLT's Executive Director joined a panel presenting U-M's approach to de-siloing cross-campus student success efforts at the national conference of the Association for Undergraduate Education at Research Universities (UERU).

"My gratitude for December's lively discussion around grades and grading. It was especially useful and informative."

New & Noteworthy

Exploring the GenAI Landscape

IN 2024-2025, CRLT continued collaborating with campus partners and supporting faculty as they integrated GenAI into their teaching. Key initiatives included a faculty learning community, the creation of a Canvas course, and preparation of a successful proposal for a U-M team to participate in an AAU&C Institute on AI in the coming year.

The first initiative, the Teaching with GenAI Learning Community, enrolled over **60 faculty and instructional staff** from a wide range of units. The 5-session program expanded AI literacy, enhanced curriculum design, and fostered peer collaboration. At the initiative's midpoint, more than **40 curricular projects** were under way, clustered under 7 headings: AI for

- Personalized Learning and Adaptive Education
- Assessment, Feedback and Grading
- Content Creation and Course Design
- Writing, Research and Creative Work
- Simulation, Role-Playing, and Case-Based Learning
- Automating and Enhancing Teaching Efficiency
- Information Retrieval and Research Assistance

This initiative provided a valuable window into the opportunities and challenges that faculty are encountering. It also surfaced **10 particularly strong projects** with potential applica-

bility beyond the units in which they originated, and it identified **5 areas of ongoing challenges** to address through future programming.

A second initiative entailed the creation of a new Canvas course for instructors, Teaching with GenAI. The multi-unit development team began meeting in December 2023 and soft launched the course in summer 2024. Its 8 self-paced modules cover essential topics like the ethics of AI use, maintaining academic integrity, crafting effective prompts, redesigning assignments, and creating dynamic learning experiences.

The third initiative helmed by CRLT involved recruiting a six-member faculty team and crafting a proposal for the AAU&C's 2025-2026 Institute on AI, Pedagogy, and the Curriculum. In this structured, eight-month experience, participating teams will develop and implement an AI-focused action plan tailored to their institution's needs.

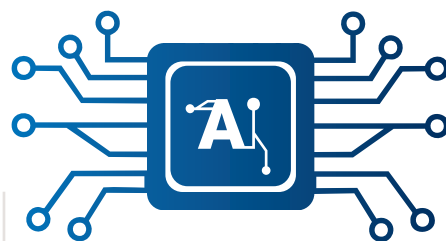
"I valued the monthly meetings with smart and knowledgeable people from many disciplines discussing and sharing how their work benefits or not from GenAI."

— Learning Community Participant

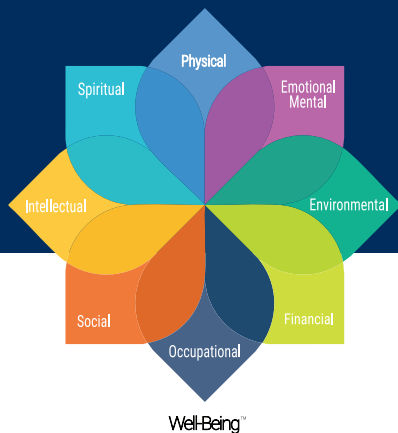
Promoting Democracy

In June 2024, U-M launched the Year of Democracy, Civic Empowerment, and Global Engagement. As part of this initiative, CRLT partnered with the Ginsberg Center for Community Service and Learning to offer programming and resources for instructors teaching about the November 2024 presidential election and the post-election period. In August, **36 faculty representing 12 schools and colleges** attended the Promoting Democracy Course Planning Retreat sponsored by the Vice Provost of Undergraduate Education, CRLT, and Ginsberg. Participants identified connections between their fall courses and the issues raised by the upcoming

election, clarified their learning goals for students, explored instructional resources, and prepared for potential challenges in the classroom. They also developed and shared instructional materials from their courses with each other. A workshop series across fall and winter included sessions on Connecting Your Course to the 2024 Election; Framing & Facilitating High Stakes Discussions; and Classroom Activities for Engaging with Politics, Policy, & Social Issues. Finally, blog posts in fall term provided resources on Preparing to Teach During the 2024 Election and Navigating the Post-Election Period With Your Students.



"I valued the ability to talk about teaching with colleagues across campus – both within and outside my discipline and the helpful prompts for me to reflect on and to think through how I want to engage students around the election."



New Resource for Supporting Students' Mental Health and Well-Being

Concerns about student mental health have only grown since the pandemic, and faculty have expressed discomfort and uncertainty about how best to support students in distress. In response, the CRLT Players launched a new resource for faculty, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*. This self-paced Canvas course equips instructors with role-appropriate strategies for handling common challenges depicted through video case studies as well as resources for proactive steps instructors can take to create environments that do not contribute to poor mental health. A companion workbook offers content summaries and opportunities for reflection on implementing suggested practices. The course was announced at the November 2024 Provost's Seminar on Teaching, and close to **300 faculty and staff** have enrolled since the course opened in February 2025. CRLT is partnering with the Well-Being Collective to widen participation in the coming year.

CRLT-Engin Celebrates 20th Anniversary

Founded in 2004 as a partnership between the College of Engineering Dean's Office and CRLT, CRLT-Engin leverages the transformative power of evidence-based educational practices to enhance student success and promote inclusive learning environments in the college. Over the past 20 years, CRLT-Engin has become known for its consultation services, workshops, orientations for new instructors, and learning communities. More recently CRLT-Engin has deepened its collaborations with departments undertaking curriculum redesign, aligning curricula to eliminate overlaps or gaps, and creating processes to identify student outcomes at both program and course levels. Since CRLT-Engin's founding, they've led over **9,000 new instructors** through comprehensive teaching orientations, and **95% of all COE instructors** have participated in their events or services. In September 2024, the campus community gathered to mark this milestone. The event included remarks from incoming Dean Karen Thole and a keynote address by Joanna Millunchick, former COE associate dean of undergraduate education and currently Dean of the Luddy School of Informatics, Computing, and Engineering at Indiana University Bloomington.

**20 YEARS
OF EXCELLENCE
AND INNOVATION
IN ENGINEERING
EDUCATION.**



“

For 20 years, CRLT-Engin has been elevating the quality of education at Michigan Engineering. Their expertise will continue to have a profound impact on the way we teach engineering and the way our students learn.”

New Website: Grading Strategies to Promote Student Success

CRLT launched a website on testing and grading in winter 2025. The site offers extensive resources and guidance to instructors for revising their assessment practices to promote student success. This includes moving away from traditional systems based on high-stakes exams and curved grading to alternative approaches, such as the use of low-stakes and formative feedback, gameful learning, standards-based grading, and ungrading. The site contains concise explanations for each of these along with recommendations for getting started. The site was rolled out to faculty at the May Provost's Seminar on Teaching, Alternative Approaches to Assessment in "Larger" Courses, which included roundtable discussions with U-M faculty who have implemented alternative approaches in their courses. The site also includes background on the history and purposes of grading, recommendations for best practices in implementing commonly used formats, such as multiple choice exams and papers, and information about U-M tools and policies designed to support grading.

New Learning Communities for Faculty

Interprofessional Education and Collaboration Community of Practice

CRLT partnered with the Center for Interprofessional Education (IPE) to launch a new community of practice for faculty and staff across U-M's health science schools. This initiative brought together educators, clinicians, and community partners for a series of three interactive sessions designed to build community, introduce key IPE concepts, and support participants in applying those concepts to their own teaching and practice. Topics included foundational IPE principles, values and ethics in team-based care, and the roles and responsibilities of health professionals.

Departmental Action Teams for Equitable Teaching (DATET)

CRLT partnered with the LSA Dean's Office to launch DATET. Teams of faculty, staff, and students from 4 departments met regularly over the course of the year. While each action team had its own focus, they all shared a common drive to shift department cultures to promote undergraduate success and eliminate opportunity gaps in student outcomes. CRLT consultants participated in planning for the project and facilitated teams from linguistics and comprehensive studies.

Assessment in the Liberal Arts

Four LSA units joined a community of practice organized by CRLT with the dean's office. The Undergraduate Learning Assessment (ULA) initiative supports departments as they articulate how to demonstrate their students' learning, both for internal planning and to better communicate how they understand student learning to external reviewers. CRLT consultants worked individually and intensively with the Sweetland Center for Writing and the Departments of Anthropology, Linguistics, and Political Science; they also facilitated **3 joint sessions** for sharing progress and challenges.



WHAT PEOPLE ARE SAYING:

This session re-energized and broadened my thinking around IPE.

The CRLT DATET consultant was truly such an effective facilitator—from the exercises we did during the meetings, to asking us hard questions, to being an excellent listener. I learned SO much from her about how to figure out goals and work towards a solution.

All the fantastic data you've uncovered has allowed us to understand more clearly how many of our students find their way to our department, what their pathway through our major looks like, and which classes are particularly important as points of contact.

FCI Celebrates Accomplishments and Pilots New 6-Month Partnership

The Foundational Course Initiative (FCI) celebrated the accomplishments of several design teams concluding their three-year partnerships. A May gathering highlighted how these teams creatively addressed challenges related to student engagement and instructor capacity; solutions included gameful approaches to assessment, flexible course structures and policies, the integration of real-world data sets, and the creation of a host of resources, practices, and interventions to sustain the faculty teams that teach these courses. To further expand

its reach, FCI also developed a **6-month assessment partnership**. This new type of service, to be piloted with CHEM 210 and SI 301, will equip instructors with an array of assessment methods to better understand student engagement and performance as well as the impact of teaching approaches. FCI consultants will provide all the infrastructure to support this work, including data collection, analysis, and reporting. Additionally, FCI selected five new courses that will be embarking on three-year redesign partnerships.

Support for Teaching



WHAT PEOPLE ARE SAYING ABOUT MIDTERM STUDENT FEEDBACK:

It helped me gain insight into the effectiveness of the course that I would not have gotten through course evaluations alone. I also appreciate how tailored the process was.

There is literally no downside. It helps you improve your teaching, and it helps to improve the classroom culture because it shows students that you care about their learning.

I would absolutely recommend it, even to senior colleagues.

Consultations

CRLT professional staff and graduate student instructional consultants (GSICs) work with faculty, administrators, and graduate students. 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. CRLT staff conducted **9,005 individual consultations**, some brief and some extensive, with U-M clients during the 2024–2025 academic year.

➔ MIDTERM STUDENT FEEDBACK

CRLT staff and graduate student consultants conducted 261 mid-term student feedback sessions for faculty and GSIs. Unlike end-of-term evaluations, gathering data mid-semester and discussing strategies for change with a consultant can immediately improve students' learning experiences. Our consultants observe class sessions, develop questions in collaboration with instructors, and synthesize responses into written reports. Last year, nearly **8,300 students** shared what was going well and what could help them learn better.

Orientations

NEW FACULTY ORIENTATION

Together with the Provost's Office, CRLT organizes and facilitates U-M's campus-wide New Faculty Orientation. In August 2024, **208 faculty members** attended this program, which featured welcoming remarks from President Ono, Provost Laurie McCauley and Vice President for Research Arthur Lupia. The CRLT Players presented Act for Equity, and small groups of new faculty discussed 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 specific teaching contexts.

New faculty also attended one of six concurrent sessions:

- Research-Based Practices for College Teaching
- Leveraging Group Work and Teams to Enhance Student Learning
- Introduction to Equity-Focused Teaching
- Tech with a Purpose: UM Instructors Using Educational Technology to Tackle Teaching Challenges
- Strategies for Clinical Teaching in the Health Sciences
- Teaching to Promote Student Mental Health and Well-Being



The NFO information fair featured exhibits and representatives from **47 U-M offices and programs**.



ELI-CRLT Courses

CRLT and the English Language Institute (ELI) co-sponsor an intensive, in-person course for graduate students whose undergraduate education was in a language other than English and who have GSI appointments in LSA. The course is first offered in the summer to recently arrived U-M students scheduled to teach their first semester; the course is offered again during the winter-term for students who begin teaching their second year. Students learn classroom communication and pedagogical strategies, which they apply during **4-5 practice teaching sessions**. In summer 2024, **27 international graduate students** participated in the course. During winter 2025, **12 more students** participated.

LSA NEW LECTURER ORIENTATION

In conjunction with the dean's office, CRLT organized and facilitated the LSA New Lecturers' Orientation in person in August 2024. NLO helps lecturers navigate their new workplace by identifying resources and places to go for teaching support. Dean Rosario Ceballos welcomed **47 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 Generative AI and other technology tools. The last session of the day gave participants an opportunity to ask questions of a panel of experienced lecturers from a range of units.



GSI & IA Teaching Orientations

CRLT organized and facilitated teaching orientations for over **1,800 graduate student instructors (GSIs) and undergraduate instructional aides (IAs)** at the beginning of fall 2024 and winter 2025 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 engineering participants.

Participation in the campus-wide programs included 842 GSIs in fall 2024 and 228 GSIs in winter 2025, totaling 1,070 GSIs.

During these virtual orientations, GSIs completed a range of asynchronous Canvas course modules, such as an introduction 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 could also participate in a synchronous practice-teaching session online.

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. For the final component of the orientation, participants chose either a Midterm Student Feedback (MSF), or a CRLT-Engin workshop followed by a written reflection.



224 GSIs and 216 IAs participated in CRLT-Engin's Fall 2024 program, as did 154 GSIs and 164 IAs in winter.

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**

Seminar Series

Each semester, CRLT's seminars convene faculty, staff, graduate students, and postdocs to share ideas across disciplines, expand their repertoires of teaching methods, and gain new perspectives on teaching and learning at U-M. In fall 2024, CRLT partnered with the Ginsberg Center to offer the Promoting Democracy Series. The series provided instructors with timely opportunities to reflect on connections between election issues and their academic disciplines, learn strategies for promoting civic and democratic engagement through teaching, and better prepare for the impacts of election rhetoric on students and instructors alike. In winter 2025, CRLT launched an inaugural Teaching Foundations Series to provide U-M instructors with a solid pedagogical base for teaching in higher education.

During 2024–2025, a total of **749 faculty, staff, graduate students, and postdocs** registered for the following seminars:

SPRING/SUMMER 2024

Communicating Expectations at the Beginning of the Semester

Exploring Alternative Grading Strategies

Facilitating Discussions of Research Literature in STEM

Rubrics: Transparent, Consistent, and Efficient Assessment in Support of Students' Learning

Introduction to Equity-Focused Teaching

Journal-Keeping in the Classroom: Experiments in Equity-Focused Teaching

Making the Most of Hot Moments: Election Edition (2X)

Responding Effectively to Generative Artificial Intelligence Now

Teaching in Tumultuous Times

FALL 2024

Accessibility and Critical Reflective Practice

Addressing Anti-Palestinian, Anti-Arab, and Anti-Muslim Racism in Teaching

Addressing Antisemitism in Teaching

An Introduction to Equity-Focused Assessment

Building Transformative Courses that Foster Critical Thinking

Communicating Expectations at the Beginning of the Semester

Connecting Your Course to the 2024 Election

Crafting Futures: Connecting Course Content to Students' Career Development

Developing a CRLT Teaching and Learning Grant Application (2X)

Equity-Focused Teaching in Practice: Academic Belonging

Framing and Facilitating High Stakes Discussions: Election Edition (2X)

Getting Started on Your Teaching Statement

Improv and Creative Exercises for Teaching

Interactive Lecturing: Engaging Students in Lectures

WINTER 2025

Accessibility and Critical Reflective Practice

Assessing Participation: What? Why? and How?

Framing and Facilitating High Stakes Discussions: Post-Election Edition

Getting Started on Your Teaching Philosophy Statement

Introduction to Antiracist Pedagogy

Introduction to Equity-Focused Teaching

Journal-Keeping in the Classroom: Experiments in Equity-Focused Teaching

Responding Effectively to Generative Artificial Intelligence Now

Teaching Foundations: Designing a Student-Centered Syllabus

Teaching Foundations: Facilitating Discussions

Teaching Foundations: Grading & Feedback in the College Classroom

Teaching in Tumultuous Times: Post-Election Edition

Writing and Grading Multiple Choice Exams



During the fall 2024 and winter 2025 terms, **720 faculty, postdocs, grad students, and undergraduates** participated in the following programs and seminars offered by CRLT in Engineering.

FALL 2024

Equity-Focused Teaching for IAs (2X)

It's Time for Action: Incorporating Active Learning Techniques in Your STEM Class

Strategies for Leading Office Hours in Engineering Courses

Promoting Successful Teamwork in STEM Classes

The Role of Empathy in Equity-Focused Engineering Classroom

Teaching in Tumultuous Times in Engineering Classrooms

The Importance of Embracing Failure in Learning

Metacognition (asynchronous)

WINTER 2025

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

Making Groupwork Work

Shoulda, Coulda, Woulda: Moving Beyond Failure and Actively Cultivating a More Equitable Academy

The Importance of Embracing Failure in Learning

Metacognition (asynchronous)

CRLT Central Seminar Series at a Glance

41

Workshops offered

521

Unique registrants

Evaluation Results

96% / 95%

Gained knowledge/skills

Will use what they learned

"I always appreciate how these workshops provide concrete strategies/tools to apply in my teaching!"

Programs for Academic Leaders



PROVOST'S CAMPUS LEADERSHIP PROGRAM (PCLP)

In partnership with the Office of the Provost, CRLT coordinates a two-pronged program for academic leaders that engaged **107 participants** in 2024-2025. New department chairs and associate deans attended a two-day orientation, while all chairs and associate deans were invited to a series of 6 roundtables held between October and February. These sessions fostered peer reflection and dialogue with presenters and panelists. Topics included a conversation with Provost McCauley, managing conflict in the classroom, considering strategies for addressing difficult topics within your department, an opportunity to "Bring What's On Your Plate," and a presentation on understanding the U-M budget.

"The roundtable felt supportive and fun. I so seldom get to talk aloud about the things I struggle with."

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 **30** new-to-Michigan tenured and tenure-track assistant professors and postdoctoral scholars for teaching at U-M. In August 2024, 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, Science Learning Center, Sweetland Center for Writing, LSA Opportunity Hub, and the Ginsberg Center. Each participant also selected a book to read on teaching and learning. At a fall gathering, participants discussed course planning with equity in mind. At a winter gathering, participants came together to discuss their selected books. In May 2025, participants met with the 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 **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.

Goals of the academy:

- 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 2025, **18 faculty** from kinesiology, medicine, nursing, pharmacy, and public health participated in the academy.

"I appreciated how practical and thoughtful the Teaching Academy was. I am now more aware of what resources are available and I'm less afraid of the unknown."



FACULTY GRANTS AND AWARDS

In 2024–2025, a total of **78 faculty** received grants or awards of over **\$225,000** (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.

COLLEGE OF ENGINEERING PROGRAMS



CRLT-Engin hosts Michigan Engineering's New Faculty Orientation with sponsorship from the associate dean for academic affairs. In mid-August, **37 faculty** new to the college and spanning research, tenure-track/tenured, and teaching roles gathered in person. They heard from college leadership, met colleagues, discussed fall goals and action steps, and interacted with 14 of the college's support units. Before convening, faculty had access to an online Canvas course, a hub of resources with a specific focus on teaching. Modules highlighted college policies, introduced GenAI in teaching and inclusive course design, shared perspectives on faculty and student life, and strategies for starting a research group. Orientation activities continued at monthly gatherings where invited speakers covered topics such as preparing for the third-year review, recruiting and mentoring graduate students, teaching with technology, and supporting students in distress.

2024 Thurnau Award Recipients:



Anouck Girard
*Robotics & Aerospace
Engineering, COE*



Nicholas C. Henriksen
*Spanish &
Linguistics, LSA*



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

Learning communities make space for faculty to think iteratively with colleagues over multiple sessions about specific teaching topics. (See p. 11 for new FLCs).

Large Course Initiative (LCI):

On behalf of LSA, CRLT sponsored a learning community for faculty who teach large enrollment courses. **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. **Five** of the faculty participated in a grant workshopping session to refine their ideas, and all were later awarded LCI grants.

Teaching with GSIs:

With co-sponsorship from Rackham, CRLT offered a 5-session learning community focused on building effective and collaborative relationships with GSIs for faculty who lead instructional teams. Topics included onboarding and setting the stage for faculty-GSI collaborations, attuning GSIs to student learning, and navigating instructional team challenges. Additionally, a panel of GSIs shared their insights from experiences on instructional teams. By the end of the program, participants created a document to help onboard their GSIs in future courses. The fall 2024 cohort included a mix of lecturers and tenure-track faculty from five schools and colleges. **All 12 participants** indicated that they would recommend the program to a colleague.

Equity-Centered Engineering Education

A May 2025 teaching circle organized by CRLT-Engin focused on supporting students' success. **Four graduate students** and **7 faculty** examined resources related to equity and inclusion in STEM education and reflected on how their approaches to teaching engineering are affected by their experiences, beliefs, and identities. They also shared strategies for designing and implementing equity-centered engineering courses.

Summer Book Study

CRLT organized a sustained reading community in spring 2025 for **20 U-M faculty** from across campus. Over the course of 3 sessions, participants discussed bell hooks' *Teaching to Transgress: Education as the Practice of Freedom* and discussed how to translate its ideas into teaching practices.



"It was great to see the syllabi that had been revised after faculty finished the LCI and the different types of strategies they employed in their courses. Doing an observation was also helpful."

"I learned a great deal about how other colleagues across the campus engage with GSIs and their teams. I opened up to new ways of working with and mentoring my own GSIs. The CRLT consultants were exceptional, making this experience something I looked forward to all semester long."

Programs for Graduate Students and Postdoctoral Scholars

Preparing Future Faculty (PFF) Programs

CRLT offered three PFF programs in collaboration with Rackham.

The U-M Graduate Teacher Certificate Program promotes the professional development of graduate students as college-level instructors. It also offers them an advantage in the academic job market by helping them document and reflect on their preparation for their junior faculty teaching roles. Program requirements include participation in a teaching orientation and ongoing seminars on teaching, classroom teaching experience, a teaching mentorship, and a statement of teaching philosophy. **Sixty-three students** completed certificate requirements in 2024-2025. Since the program's inception, CRLT and Rackham have awarded a total of **996 certificates**.



The Postdoctoral Short Course (PSC) on College Teaching in STEM held in winter 2025 used a blended format that combined in-person and online synchronous and asynchronous interactions. A total of **34 postdoctoral scholars** completed the course. Its research-based framework addresses three major questions:

- What do cognitive science and neurobiology tell us about how students learn best?
- 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?
- 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 Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty took place across 6 in-person and 4 virtual sessions in May and June 2025. Overall, **53 doctoral candidates** earned a certificate of completion. They came from STEM disciplines (64%), health sciences (6%), humanities (12%), and social sciences (18%). Participants prepare for the academic job search and their early career teaching by:

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

Creating a teaching statement that discusses their teaching practices, informed by their lived experiences, social identities, and beliefs about teaching.

Reflecting on equitable and effective teaching practices.

Investigating a sampling of higher education institutions, roles and work-lives through faculty panels, PFF alumni discussions, and virtual campus visits.

Graduate Student Peer Consulting Programs



CRLT selects and trains graduate student instructional consultants (GSICs) to consult one-on-one with GSIs, observe classes and collect midterm student feedback to provide constructive feedback about teaching, and evaluate statements of teaching philosophy. Some GSICs also 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.

Graduate Student Instructional Consultants

Richard Bachmann
Addie Block
Eda Bozkurt
Jada Childs
Sean Costello
Leah Crosby
Rachel Eggleston
Leesi George-Komi
Gillian Gray
Daisy Haas
Brittany Hardy
Keanu Heydari

Salman Hussain
Angie Kim
Katya Kornievskaja
Irene Morse
Courtney Myers
Lindy Ortiz
Melissa Valerie
Moniek van Rheenen
Veronica Williamson
Mei Yuan
Hilary Zedlitz



Recruited and trained by CRLT-Engin, engineering teaching consultants (ETCs) are experienced GSIs who collect midterm 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.

Engineering Teaching Consultants

Eva Albalghiti
Maria Fields
Tolulope Lawal
Mason Nelson
Tamara Nelson-Fromm
Denislav Nikolov

Emily Sheetz
Elizabeth Strehl
Jingfeng Wu
Emeritus: Timothy Keebler

External Initiatives

INTERNATIONAL FACULTY DEVELOPMENT

U-M and PKU Symposium for Innovative and Excellent Teaching

CRLT, in collaboration with CETL (Center for Excellent Teaching and Learning) at Peking University, developed and delivered the 2025 UM-PKU Symposium for Teaching Innovation and Student Success. The topic of this 5-day remote program was adapting classroom approaches and leveraging emerging technology to support student success and well-being. **Twelve U-M**

faculty and staff members and one PKU faculty member gave presentations. Over **100 faculty members and teaching center staff** from **16 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 innovative educational tools 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 2024-2025 academic year, CRLT also offered workshops and monthly community of practice lunches for all faculty, staff, and graduate student mentors (GSMs) across campus who support GSI training and development at the department or individual course level. These offerings help those directly supporting GSIs to prepare for their roles in GSI training and connect with peers 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.

Social Media and Outreach

CRLT SOCIAL MEDIA

CRLT's blog is read by audiences around the world. While some posts announce events or news, the majority (following the advice of our faculty advisory board) contain timely discussions of teaching strategies for U-M instructors. Visitors are welcome to join our 1,836 blog subscribers and receive new blog content as it is released. In the 2024-2025 year, CRLT produced 4 blog posts addressing the topics listed below.

- Preparing to Teach During the 2024 Election
- Selecting Classroom Activities for Discussing Policy, Politics, and Social Issues
- Navigating the Post-Election Period With Your Students
- May 12-16: Elements of Equity-focused Teaching @ Michigan, May Series

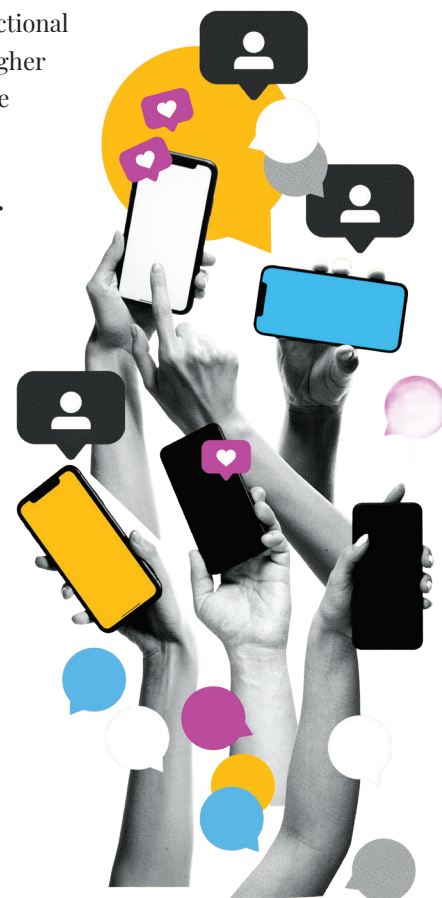
WEBSITE ANALYTICS

CRLT's website is intended primarily for U-M instructors seeking 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, 2024, and May 31, 2025, the **CRLT website received over 257,097 unique visitors from 215 countries.**

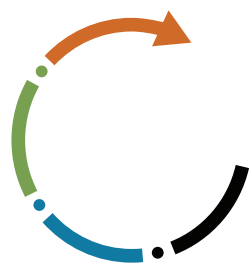
According to Google Analytics, **64.4% of CRLT visitors** accessed the website using search engines such as Google.

The following were the top five keyword searches in 2024-2025:

- 1) Lesson Plan
- 2) Rhetorical Analysis Essay
- 3) Teaching Strategies
- 4) Teaching Philosophy Examples
- 5) Research-Based Knowledge and Principles of Teaching and Learning



Foundational Course Initiative



The Foundational Course Initiative (FCI) redesigns large-enrollment undergraduate courses, which play an outsized role in the academic success of undergraduates. These gateway courses can be students' only exposure to a discipline or a pivotal prerequisite that can affect their chosen career paths. Grounded in the principles of equity-focused teaching, FCI's mission is to help create transformative learning experiences for all students. FCI's unique approach includes:

- Convening collaborative course design (CCD) teams comprised of faculty, graduate and undergraduate students, staff, and FCI consultants who provide design expertise as well as project and progress management.
- Leveraging an array of data, formative assessment, and educational design research to inform design decisions.
- Implementing, assessing, and refining innovative pedagogical approaches that address the unique challenges of gateway courses.



FCI staff and partners at the May offboarding celebration

Cohort 4 (partnerships granted an additional year)

EECS 203: Discrete Mathematics
STATS 250: Introduction to Statistics and Data Analysis

Cohort 5

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

ANTHRO 101: Introduction to Anthropology
ENGL 125: College Writing
MechE 240: Introduction to Dynamics and Vibrations
ECON 210: Math for Economics (New Course)
ENGIN 599: Foundations of Equity-Centered Engineering (New Course)

Curriculum alignment partnerships:

MATH 116: Mathematics Introductory Curriculum
Nursing Social Determinants of Health Curriculum

Cohort 7

DATASCI 101: Introduction to Data Science
EARTH 119: Introduction to Earth Science
ENGR 100: Introduction to Engineering
MCDB 310: Introduction to Biochemistry
NURS 372: Therapeutic Nursing Care II

Cohort 8

EECS 215: Introduction to Electronic Circuits
CEE 211: Statics & Dynamics
ME 320: Fluid Mechanics I
MUSICOL 121: Introduction to the Art of Music
Ross Calculus/Math 115

6-month assessment partnerships:

CHEM 210: Organic Chemistry I
SI 310: Models of Social Information Processing

Accomplishments

This year, FCI consultants worked closely with **17 courses** across a wide range of disciplines. FCI successfully concluded a two-year curricular partnership that created purposeful and effective alignment between each of the School of Nursing's 6 social drivers of health courses. FCI also helped transform the largest course taught at U-M, STATS 250, as well as courses in earth sciences, electrical engineering, and communication studies. Additionally, FCI expanded its portfolio by rolling out a new, assessment-focused partnership option, which it will pilot next year with the Department of Chemistry and the School of Information. This academic year, **82% of undergraduates** completing their degrees took at least one FCI-redesigned course, and, to date, there have been over 120,000 enrollments in FCI-redesigned courses.

The FCI Community of Practice offered 3 sessions in 2024-2025. A total of **50 faculty members** from every one of FCI's seven cohorts attended across the year. Faculty expressed deep appreciation for the opportunity to talk with others teaching and redesigning large foundational courses, as well as campus partners (e.g. Wolverine Wellness and the Center for Academic Innovation). 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's faculty advisory board (FAB) members provide strategic feedback and help amplify FCI's efforts in the broader campus community. This year, the following members have begun their two-year terms: Michela Arnaboldi, environmental science; Ezra Keshet, linguistics; and Sofia Saleem, electrical engineering. FCI strives to extend the participation of at least one existing FAB member to provide a historical perspective. For the next two years, Gavin LaRose, mathematics, will serve as the senior FAB member.

Additionally, FCI consultants continued to promote the program nationally through conference presentations and publications, and they engaged in an array of campus presentations and published research with their CCD teams, ensuring that our redesign work has a national impact.

For a full list of FCI activities and projects for 2024-2025, 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 2024-2025

120,000 + enrollments in FCI-redesigned courses since fall 2018

82% of 2024-2025 graduates took at least 1 FCI-redesigned course while at U-M

Equity-Focused Teaching



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 2024-2025 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.

Expanded an Equity-Focused Teaching research bibliography (with a Rackham Doctoral Fellow in fall 2024) as a resource for the CRLT website, workshops and orientations, consultations, and other spaces.

Continued the new “Equity-Focused Teaching in Practice” workshop series centered on 5 elements. The Academic Belonging workshop was part of CRLT’s fall seminar series.

Offered **36 Equity-Focused Teaching workshops and retreats** for instructors. Campuswide, CRLT presented 17 workshops through its fall, winter, and spring/summer seminar series, 9 workshops in the May Equity-Focused Teaching @ Michigan (ET@M) series, and 10 customized programs for departments, schools, and colleges.

Integrated equitable teaching resources throughout CRLT’s teaching academy programs, which served new faculty in **6 schools and colleges**.

Prepared instructors for teaching during and after the 2024 presidential election as part of a new Promoting Democracy Teaching Series that began with an August course planning retreat and was followed by 9 workshops that were co-developed and co-facilitated with the Edward Ginsberg Center. Altogether the series supported **133 instructors across 16 of U-M’s schools and colleges**. “Facilitating High Stakes Discussions,” “Making the Most of Hot Moments,” and “Teaching in Tumultuous Times” were adapted for the election context and for instructors integrating civic engagement into their courses.

“... just being in a room full of creative minds who all value fostering inclusion was inspiring!”

"I liked the combination of practicing the exercises themselves and being able to hear from instructors that utilize these strategies. It's not often as an instructor that I get to start with building empathy for my students when exploring a new approach, so I liked being able to ground myself in the experience first."

Hosted **121 attendees** at the 9th annual Equity-Focused Teaching at Michigan, a May series of in-person and virtual, interactive workshops for instructors across the university. The series dives into 5 practical Elements of Equity-Focused Teaching (EfT) from our research-based framework. Each element addresses the question of how to teach for equity in our classrooms.

Held a summer 2024 book study group reading bell hooks' *Teaching to Transgress*.

Developed and facilitated services offered specifically for lecturers, including a year-long professional development program and a half-day (virtual) orientation program for new LSA lecturers.

Facilitated **3 networking luncheons, a colloquium, and a summer book club** for instructors of courses in LSA's Race and Ethnicity requirement.

Introduced the faculty, graduate students, and undergrads participating in the FCI's **5 new course design teams** to the principles of equity-focused teaching. Assessed specific courses to identify opportunities to address disparities in student success. Continued equity-driven redesign work with **10 existing partnerships**, and supported past and present partners via the FCI Community of Practice, which explored the importance of holistic, wellness-centered teaching.

During fall and winter terms, **1,557 GSIs and undergraduate instructional aides (IAs)** participated in campus-wide and engineering-specific teaching orientations that included modules on equity-focused teaching and "Act for Equity" videos created by the CRLT Players.



2024-2025 EQUITY-FOCUSED TEACHING @ MICHIGAN SERIES

- GSIs Critically Engaging with Difference: Noticing Students' Lived Experiences
- Planting the SEED: Structuring Equity, Engagement, and Discourse
- Exploring Alternative Grading: Strategies to Add Flexibility and Transparency
- Fostering Belonging in Instructional Teams: Why Does It Matter? How Do We Do It?
- Learner-Centered Interactions with Artificial Intelligence: Structure for Equity
- Preparing Students for Engagement: Appreciative Interviewing Skills
- Using AI to Enhance Student-Centered Instruction in Engineering Courses
- Practicing Flexibility Using Journal-Keeping in the Classroom
- LEO LEC Kick-Off Workshop (fall 2025 Learning Community)

On Equity and Excellence in Tenure and Promotion: "It is imperative to see the challenges ENACTED rather than to read about them. It really makes a fundamental difference."



Players Theatre Program

2024-2025 SEASON
**Synchronous in-person
& virtual sessions**

1,481
Total Audience Members

44 Performances & Workshops

5 External Events:

Big 10++ IE3 Conference:
Inclusive Excellence in
Engineering Education
Rice University (4 sessions)

Additional Work

300 Enrollments in new Canvas course

2 weeks filming *How Do We Begin?*



With funding from the provost, the Colleges of Engineering and LSA, and the U-M ADVANCE Program, the CRLT Theatre Program combines performance and facilitated conversation to advance U-M's institutional climate for equity and inclusion. 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 ADVANCE 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.

In the 2024-2025 season, the Players responded to the shifting landscape of higher education while maintaining a values-based approach to their repertoire.

On *Conflict in the Classroom*: “My favorite aspect of how the training was organized was repeating a single scenario with different approaches from the instructor. In addition, there was no “silver bullet” promised to resolve harm in how instructors respond to conflict in the classroom. Instead, I took away insights from how the question prompted groups to think about the values of each approach.”

Across fall 2024, the Players completed a multi-year effort to launch their Canvas course, *An Instructor’s Guide to Promoting Student Mental Health and Well-Being*. The 6-module learning experience highlights role-appropriate ways for faculty to support students. It also contributes to the broader goal of cultivating a campus climate that fosters the well-being of its community members. Instructors learn about proactive support for student mental health through teaching practices, considerations for responding to requests for accommodations, and ways to address students experiencing mild, moderate, or severe distress. With the support of U-M’s Well-Being Collective, the course has enrolled hundreds of instructors since opening winter 2025. A pilot in-person learning community focused on the course is planned for fall 2025.

In winter 2025, the Players filmed an adaptation of their highly successful *How Do We Begin?* theatrical intervention in collaboration with the Duderstadt Center. The film takes a historiographic approach to exploring Black students’ experiences at U-M since the institution’s founding moment, prompting thought on how viewers reckon with the past to inform their actions in the present and future. In fall 2025, the film will premiere at an all-day retreat hosted by the Players and the Trotter Multicultural Center.



Campus leaders and community members will examine historical values-based tensions and leverage their agency and choice going forward to commit to creating a campus that helps all of its students to thrive.

Across the year, the Players updated and designed new in-person sessions to meet concerns of the specific moment. In fall 2024, they completely revamped a repertoire staple “Conflict in the Classroom” to speak specifically to legal and affective concerns instructors had about teaching during the 2024 U.S. election cycle. In spring 2025, the Players built a brand new one-day retreat for academic leaders at Rice University called “Difficult Conversations.” Role plays break down the process of preparing for and engaging in challenging one-on-one and group conversations so participants can reflect, practice, and adjust their approaches while learning from similarly-situated peers. Participants said they benefited from extended time thinking through current constraints and learned new techniques and practices for managing future experiences.





Digital Education

In 2024-2025, CRLT continued to help shape the university's response to Generative Artificial Intelligence (GenAI). Through a Teaching and Technology Collaborative working group, CRLT staff contributed to campus-wide resources like the self-paced *Teaching with GenAI* Canvas course. To date, **318 participants** have signed up to use this resource. CRLT also directly delivered campus-wide and customized workshops on teaching with GenAI:

- "Responding Effectively to Generative Artificial Intelligence Now"
- "Learner-Centered Interactions with Artificial Intelligence: Structuring for Equity"
- "Teaching in the Era of GenAI"
- "Starting the Conversation about GenAI"

With colleagues from ITS, LSA Technology Services, and U-M Flint's Office of Online and Distance Education, CRLT facilitated a **5-session** "Teaching with GenAI" learning community. This monthly gathering convened faculty and instructional staff who were eager to explore the ethical and effective integration of generative AI into their teaching practices. Program goals included:

- expanding understanding of and proficiency with AI tools
- enhancing course design, instruction, and assessment methodologies
- connecting with peers pursuing similar projects

As a charter member of U-M's Teaching and Technology Collaborative (TTC), CRLT co-sponsored the **27th Annual Enriching Scholarship Conference** for the U-M community. The 5-day event focuses on

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).

integrating technology and pedagogy to improve teaching and learning. This year's theme was "Being Human in a Digital World." Session topics explored the intersection of humanity and technology through the lenses of mental health, accessibility, artificial intelligence, inclusive teaching, and the use of technology to support humans rather than replace them. A keynote address by Dr. José Antonio Brown discussed educating humans to thrive in an AI world. After the keynote, CRLT hosted a faculty panel, "Lessons Learned from Winners of the 2025 Provost's Teaching Innovation Prize."

On north campus, CRLT-Engin and CAEN hosted 2 Engineering Education Innovation Days luncheons and a one-day symposium centered on GenAI and assessment. CRLT-Engin additionally offered the following workshops:

- "Creating Transparent Assignments: Using AI to Enhance Student-Centered Instruction in Engineering Courses"
- "Faculty Discussion: Generative AI for Education"

In conjunction with collaborators across Michigan Engineering, CRLT-Engin evaluated available IT accessibility tools and identified and addressed gaps and inefficiencies in their use. Working towards the goal of equipping and empowering faculty and staff to meet digital accessibility requirements, CRLT-Engin amplified messaging on standards and received two grants to improve digital accessibility in its Canvas orientations for new faculty and GSIs/IAs.



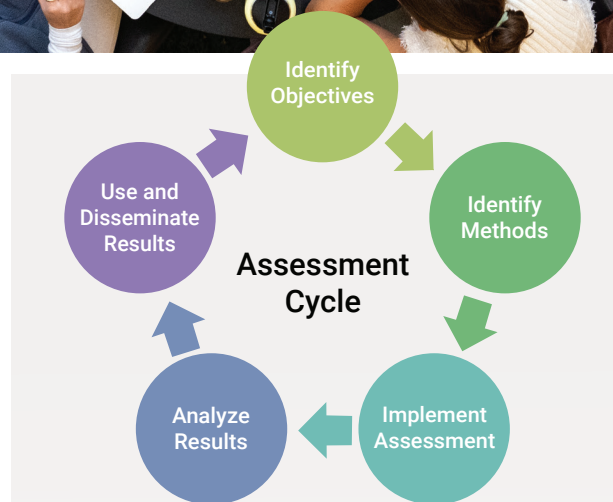
Assessment and Research



During the 2024–2025 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.



CRLT worked on assessment initiatives for 10 schools and colleges.

Foundational Course Initiative Assessment Projects

FCI Cohort 4 **EECS 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, with a focus on specific types of assessments within the Canvas gradebook. Additional analytics projects included an investigation into outcomes for transfer students in courses for which EECS 203 is a prerequisite, time differences between critical EECS courses, and a longitudinal analysis of grade outcomes and evaluation data as part of a summary data story.

STATS 250

FCI staff led multiple assessment projects to investigate the shifts made over the last two years and support ongoing iterations to the course design. FCI staff designed, conducted, and analyzed end-of-term student surveys in fall 2024 and winter 2025 to develop a better understanding of student experience with redesigned aspects of the course (e.g., case studies, lecture engagement choices). Additionally, FCI gathered and analyzed data from the instructional staff (GSI and IAs) about their experiences in this course



and gathered input on several aspects of the course. This included GSI interviews, IA survey, and a GSI feedback session in fall 2024, and a GSI feedback session in winter 2025. Additional analytics work included a longitudinal analysis of student outcomes in STATS 250, specifically by major and AP Stats score.

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 midterm student feedback 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 2024 and winter 2025 terms. 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 created a course report to compare student outcomes in the course pre-FCI partnership,

to outcomes during the FCI partnership.

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, working with their peers in groups, and helpfulness in course components.

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 and collaboration with peers. The surveys were designed to help understand students' experiences with course materials and resources, and to understand the extent to which students related course material to their personal experiences or identities. Furthermore, the surveys assessed students' perceptions and understanding of the field of anthropology as well as any transferable knowledge and skills gained within the course, and whether the course influenced students to continue taking other anthropology courses or add the minor.

ECON 210

FCI staff, in collaboration with the course instructors, developed pre- and post-semester student surveys for the fall and winter semesters. Key areas of exploration were group work, classroom climate, course resources, and stu-

dent experience with assessments. In the winter semester, FCI also added questions about student experience with an instructional aide in the class, to determine the value of peer support. In addition, the team conducted focus groups in the winter targeting students who had previously taken ECON 210 to learn about their experiences and their feelings about math preparedness in upper-division ECON courses, especially ECON 401.

MECHENG 240

The team distributed surveys throughout the fall and winter semesters. The instructors wanted to learn about the students' sense of belonging, confidence in math, physics, MATLAB, engineering skills, group work, and helpfulness of course components (e.g., assessments, and checkout process) that are part of the redesign process. FCI consultants did different classroom observations to gather feedback on the new course design (e.g., group work), and checkout process.

ENGR 599

FCI staff, in collaboration with the course instructors, developed, fielded, and analyzed student surveys to support and inform course design decisions. FCI fielded a fall 2024 mid-semester survey to learn more about student motivations for joining the course and experiences in the course. In winter 2025, the team distributed a pre-semester survey to learn more about student motivations

for the course and prior knowledge and experience with the course content, and a post-semester survey to learn about their gains in knowledge and experiences in the course.

ENGL 125

The redesign team designed, implemented, and analyzed ENGL 125 undergraduate student pre- and post-semester surveys. These surveys explored “writing like a writer,” “reading like a reader,” the writing process, social and linguistic justice, and community and academic belonging. Additionally, FCI staff reviewed and analyzed ENGL 993 graduate student surveys and teaching evaluations.

MATH 115/116

The assessment for the introductory math program 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 **DATASCI 101**

FCI staff led the design, implementation, and analysis of multiple assessment projects to develop a baseline understanding of the course and support course redesign efforts



for fall 2025 and beyond. FCI staff conducted classroom observations of the lecture and lab in fall 2024 and winter 2025. Additionally, FCI staff and the course team distributed five student surveys, including pre- and post-student surveys during the fall 2024 and winter 2025 terms and a mid-semester survey in fall 2024. These surveys collected student feedback on their interest in data science, course content, attendance engagement practices, and overall experience in the course. The FCI team also led GSI feedback sessions in fall 2024 and winter 2025.

EARTH 119

The team distributed surveys throughout the fall and winter semesters. The instructors wanted to learn about the students' motivation and interest in earth topics,

majors, and their confidence in math skills. At the end of the semester, the instructors learned about how helpful course components (e.g., iClicker, muddiest points) and assessments were for students' learning. The exams and quizzes were assessed to determine the difficulty and discrimination factor for each question, then analyzed by Bloom's taxonomy to help discuss how assessments are connected to learning outcomes.

ENGR 100

The redesign team developed and analyzed pre- and post-semester student surveys in fall 2024 and winter 2025 to understand students' motivation for taking the course, changes in students' engineering identity over the course of the semester, and growth related to course learning goals, i.e., gaining experience with aspects of the engineering design process and technical communication. They also conducted an instructor survey in fall 2024 to explore similarities and differences across sections, effective approaches, and challenges. In May 2025 during the E100 retreat, they conducted another instructor survey and held informal focus group discussions to get feedback from instructors about their experiences teaching the course, as well as to learn more about how similar and different E100 sections are on a variety of dimensions, i.e., the approach to teaching the engineering design process and integrating technical communication with technical content

NURS 372

The redesign team developed and analyzed pre- and post-semester student surveys in fall 2024 and winter 2025 to understand student experiences in the course, determine student confidence in clinical decision making, and identify potential priority areas to improve student learning. They also conducted focus groups to ask students about their experience and specific elements of the course. In addition, consultants conducted a classroom observation and midsemester feedback session in the fall of 2024.

MCDB 310

The redesign team designed, implemented, and analyzed multiple assessment projects, including undergraduate student pre-, mid-, and post-semester surveys in the fall and winter, a GSI feedback session in the fall, a GSI survey in the winter, and lecture observations in the winter. The pre-, mid-, and post-semester surveys explored undergraduate students' motivation, interest, confidence, and self-efficacy, and collected their feedback on lecture resources, activities, and assessments and discussion sections. The lecture observations collected feedback on iClickers. The GSI feedback session and survey explored GSIs' confidence and preparation, and collected their feedback on discussion sections.

FCI Cohort 8

FCI began onboarding the newest cohort, which includes EECS 215, CEE 211, ME 320, MUSICOL 121, and Ross/Math 115. As part of the recruitment process, 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 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 the new 6-month assessment-focused partnerships also involved pilot development and a rethinking of FCI resources and approaches.



Department, School, and College Assessment Projects



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

ART & DESIGN

CRLT began a **15-month assessment** of Stamps' Senior Integrative Project to examine student outcomes and expectations, course goals as they relate to the curriculum, and resources the course utilizes.

DENTISTRY

Ongoing assessment work included co-development of an equity-focused tool for peer observation of teaching in dentistry (didactic and clinical), as well as for use in workshops.

ENGINEERING

Dean's Office

In collaboration with the dean's office, CRLT worked with the following two departments to help them develop processes for reviewing and assessing their curricula.

- **Robotics:** CRLT prepared data analyses enabling review of evidence of equitable outcomes and experiences, and assisted with creating a curriculum mapping process that will support scaling of the program and shape future assessment efforts.
- **Technical Communication:** CRLT refined program learning outcomes and used them to map and analyze the curriculum. CRLT facilitated curricular discussions and worked with the project team to draft a sustainable assessment process for future curriculum committees.

LITERATURE, SCIENCE, AND THE ARTS

Dean's Office

CRLT convened a community of practice for 4 units planning ongoing and sustainable assessments of undergraduate education as part of their departmental external review processes. The Undergraduate Learning Assessment (ULA) initiative built on the Lucky 9 program that was successfully piloted in conjunction with U-M's 2020 re-accreditation visit. In 2024-2025, CRLT facilitators consulted intensively with small teams of faculty and staff from the Sweetland Center for Writing and the Departments of Anthropology, Linguistics, and Political Science. CRLT also organized joint sessions for all of the teams in September, November, and January to share work completed and to surface and address challenges.

MATH 115

In addition to FCI's partnership with Math 115 (described above), FCI staff worked with the department chair to gather feedback on a specific mentorship pilot in the fall semester. Surveys gathered GSIs' experiences as instructors and their insights into their training and the group rooms. The leads of the group rooms responded to questions about mentoring, GSI training, room structure, and their experiences.

MCDB 401

CRLT built, administered, and analyzed a pre-post course questionnaire of students enrolled in MCDB 401, a new

Evaluation of Engineering Teaching Circles

In 2024-2025, CRLT-Engin staff collaborated with colleagues from the School of Education to analyze interview data from faculty who previously participated in teaching circles from 2022-2024 with the aim of documenting the long-term impact of the formerly NSF-sponsored Teaching Equity-Centered Engineering Center teaching circle. Additionally, CRLT-Engin collaborated with CEDER to assess the immediate effectiveness of this program and to develop two manuscripts in 2024-2025. In May 2025, CRLT-Engin piloted a revised teaching circle focusing on supporting students' success. A total of **4 engineering graduate students** and **7 engineering faculty** participated. The circles' overarching learning objectives asked participants to

- utilize knowledge, tools and strategies to design and implement equity-centered engineering courses.
- examine scholarly literature, case studies, and other resources related to equity and inclusion in STEM education.
- purposefully reflect on how their own identities, beliefs, and experiences affect their approach to teaching engineering.

INFORMATION

CRLT collected feedback from the school's Lecturer IIIs and IVs in a focus group. Feedback covered work experience broadly, including general feedback as well as concerns and critiques.



course this year. The questionnaire assessed shifts in student knowledge and attitudes, as well as places where students learned information related to the course.

KINESIOLOGY

CRLT collaborated with a MOVESCI 219 instructor to assess the effect of novel instructional activities involving genAI in a science writing course. CRLT administered a set of surveys throughout the fall and winter semesters to assess the effect of GenAI activities on self-efficacy, writing enjoyment, scholar-practitioner research development, and perception of the lessons involving GenAI.

MEDICINE

CRLT conducted a focus group with students in the Bio-medical 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.

PHARMACY

Please see **Data Collection and Presentation on Impact of Pharmacy 517**, p. 40.

PUBLIC HEALTH

Epidemiology

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

CRLT conducted a survey of department alumni. The survey's purpose was to seek input from recent alumni with the goal of using the information to help the department make data-driven decisions regarding the program's curriculum.

CRLT gathered feedback from epidemiology PhD students about their experience with recent revisions to the program's methods training. Through a focus group and survey, the assessment helped determine what is working well and areas of potential improvement in the revised methods curriculum.

Executive Master's of Health Services Administration (MHSA)

CRLT gathered feedback from Executive MHSA students through a focus group. The assessment included general feedback about strengths and areas of improvement that may better support student needs, alongside students' experience with the program's workload and with a subset of shorter courses students took virtually with other MPH students.

Nutritional Sciences - Dietetics

CRLT staff 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 conducted student focus groups in August 2024. The assessment helped determine what is working well and areas of potential improvement in the revised curriculum.



Other Units

EDUCATION ABROAD

CRLT began scoping a project to work towards updating the office's assessment processes and making their student survey broadly applicable and sustainable. Work will begin on the project in summer 2025.

IRACDA

The Michigan Institutional Research and Academic Career Development Awards is an NIH-supported program for training post-doctoral fellows. CRLT facilitated pedagogy workshops and consultations with fellows. CRLT also collected formative feedback on teaching components of the IRACDA program and fellows' experiences with teaching and mentorship.



Wolverine Wellness

FCI staff gathered all the data from the different courses that used the Wolverine Wellness survey and analyzed the data by gender, ethnicity/race, first generation status and international status. This enabled staff in Wolverine Wellness to understand how students feel about the survey and the resources available to them.



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.

Data Collection and Presentation on Impact of Pharmacy 517

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 profession 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 2024), Michigan Occupational Therapy Association Annual Meeting (October 2024), and the Midwest Interprofessional Practice, Education, and Research Center (MIPERC) conference (September 2024). In addition, one manuscript has been submitted to *Disability and Rehabilitation*, and 4 additional conference proposals have been submitted for fall 2025 conferences.

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 the role of workshops in supporting a CTL's strategic vision and connection to other offerings 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 in 2023–2024 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. In 2024–2025, the researchers shared initial results at the POD Network Annual Conference and began preparing an article for submission.

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 began addressing that gap in 2023–2024, aiming

to 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. Preliminary results were shared by the researchers at the POD conference in November 2024.

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, *An Instructor's Guide to 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 fall 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 38 nominations were received, and the following 5 were selected as winners:**

Provost's Teaching Innovation Prize Recipients, Winter 2025

Sara Ahbel-Rappe, Classical Studies, LSA

Modelling the art of tolerance and reason in a world that is seemingly intractably divided: Pagan-Christian podcasts featuring historical conversations across the cultural divide of late antiquity

Cindy Finelli, Electrical Engineering and Computer Science

Modules to introduce social issues into the foundational engineering courses

Tung-Hui Hu, English Language and Literature, LSA

Teaching Humanities by Designing Generative AI Chatbots

Rebecca Scharbach Wollenberg, Judaic Studies, LSA

The Pluralism Workbook: Building the Skills to Talk across Differences on Hard Topics

Michaela Zint, Environment and Sustainability

Participatory Action Research in Class to Improve Teaching Across Campus

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 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 resources for graduate student instructors.

Faculty Development Fund Recipients, Fall 2024

Tawanna Dillahunt and **Julie Hui**, Information; **Kristin Seefeldt**, Social Work

Building a Culturally-Aware Curriculum for Student Engagement with Detroit Small Businesses

Albert Liu and **Nicholas Kotov**, Chemical Engineering

Immersive Learning in Chemical Engineering: Maximizing Student Accessibility and the Pedagogical Impact of a Virtual Reality (VR)-Enhanced Curriculum

Mike Shriberg, **Sheila Schueller**, **M'Lis Bartlett**, **Andy White**, **Justin Schott**, and **Lisa Du**

Russel, Environment and Sustainability

Expanding Professional Competency Building Through Theme-Based Masters Project Courses in SEAS

Rebecca Strzelec and **Veronica Falandino**, Art & Design

Stamps Senior Integrative Project Assessment

Francesca Williamson, **Vivetha Thambinathan**, **Zach Landis-Lewis**, and **Cheryl Moyer**,

Medical School

Codesigning Justice-Oriented Learning for the Health Infrastructure and Learning Systems Programs

GILBERT WHITAKER FUND FOR THE IMPROVEMENT OF TEACHING

The Office of the Provost finances 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, or 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 2025

Beth Ammerman, Deborah Lee, and Megan Eagle, Nursing

Innovative Approaches to Skin Assessment: Incorporating Moulage and Inclusive Representation in Nursing Education

Maria Arquero De Alarcon, Jacob Comerc, Anya Sirota, Gina Reichert, and Irene Hwang, Architecture and Urban Planning

U-M Public Design Corps: Building a Community of Practice

Scott Dexter, Computer Science and Engineering

Using Your Power for Good: A New Course Supporting Empathetic Leadership for Computing Practitioners

Jeff Dunworth, Complex Systems, LSA

Developing Learning Modules in Complex Systems to Increase STEM Engagement

Cynthia Gabriel, Women and Gender Studies, LSA

Facilitating Student Learning about Birth Professionals in WGS Courses

Melissa Gross and Sandra Hunter, Movement Science; **David Conroy, Kara Palmer, and Laura Richardson**, Applied Exercise Science, Kinesiology

Kinesiology Curriculum Review: Movement Science and Applied Exercise Science Programs

Deborah Lee, Suzanne Knight, and Barbara Medvec, Nursing; **Jennifer Cullen**, Dentistry

Empowering Healthcare Students to Address Discrimination & Sexual Misconduct Using Virtual Reality Simulations

Leann Madion, Kayla Gonzalez, Amanda Costa, and Zarina Norton, Medical School

Increasing Utilization of Trauma Informed Care Strategies by Pediatric Residents: A Curriculum Development Endeavor

Rebecca Scharbach Wollenberg, Judaic Studies; **Deborah Forger**, Middle Eastern Studies; and

Sangseraima Ujeed, Asian Languages and Cultures, LSA

Religion as a Resource: Teaching Hands On Religion at a Public University

Matthew Zawistowski, Frederique Laubepin, and Ali Turfah, Public Health

Developing BioSTART: the Biostatistics Self-Assessment Test And Refresher Training for Incoming Graduate Students

Anao Zhang, Social Work

Pedagogical Advancement for Valuing Equity (PAVE)

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 2024

Jeremiah Chamberlin, English Language and Literature, LSA
Attendance at the 2025 AWP Conference

Andrew DeOrio, Electrical Engineering and Computer Science
Attend ACM Special Interest Group on Computer Science Education (SIGCSE) Conference

Natalia Forrat, Russian, East European, and Eurasian Studies, LSA
Presenting as a book author at a book panel at the Annual Meeting of the Association for Slavic, East European, and Eurasian Studies in Boston, MA

Richard Frey, Music, Theatre & Dance
Developing a Visual Toolbox for Marching Band Directors

Avery Lawrence, Art & Design
Hand-Drawn, Digital Animation Practice and Pedagogy Support

Mike Mignano, Kinesiology
Team Golf: Psychological and Sociohistorical Perspectives

Esteban Peralta, Economics, LSA
Research and potential course update

Lisa Young, Anthropology, LSA
Restoring Community Connections with Hopi Seeds in Museum Collections

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, 2024-2025

Olivia S. Anderson, Public Health
Enhancing Life Cycle Nutrition Education for Graduate Dietetics Students Through Case Development

Stephanie Beatty, Residential College, LSA

The Deaf Awareness Project: Bridging Gaps and Building Community

Cesi Cruz, Political Science, LSA

Bridging Theory and Practice: Partnerships for Inclusive Learning and Professional Development in the Classroom

Matthew A. Diemer, Education

Improving Item Response Theory (IRT) Visualizations to Learn Vexing Concepts

Hao-Wen Dong, SMTD

Creative and Artistic AI for Music, Performing Arts Technology, SMTD

Denice Gravenstijn, Germanic Languages and Literatures, LSA

Surinamese Dutch Curricular Development

Greer Hamilton, Social Work

Environmental Justice in Detroit: A Weekend-Long Intensive for Social Work Students

Inderjit Kaur, SMTD

Increasing Accessibility in South Asian Musicology

Lydia Kelow-Bennett, Afroamerican and African Studies, LSA

Black Women in Popular Culture Zines

Avery Lawrence, Art & Design

VR Sculpting and Animation Workshop with YONK Animation Studio

Debra Levantrosser, Industrial & Operations Engineering

New Course Development – Lean Manufacturing Part II

Xiaofan Liang, Architecture and Urban Planning

Curriculum Development for a New Urban AI Class at Taubman College

Andrew Noverr, Romance Languages and Literatures, LSA

Enhanced Audio Recordings for SP 232

Rebecca Scharbach Wollenberg, Judaic Studies, LSA

Lost Books That Rewrote the Bible Through Their Material Culture

Ginger Shultz, Chemistry, LSA

Increasing Active Learning in Organic Chemistry

Nilay Sevinc, Middle East Studies, LSA

Integrating Instructional Technologies in Teaching

Ali Shapiro, Art & Design

Revising a Workshop to Connect Research to Creative Practice at the Stamps School of Art & Design

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 2024-2025, CRLT served 18 U-M schools and colleges, 39 departments and programs in LSA, as well as 20 other units, including the Office of the Provost.

DISCIPLINARY-BASED SERVICES FOR U-M SCHOOLS, COLLEGES, AND DEPARTMENTS

Architecture and Urban Planning

- Consultations and programming for architecture around curricular redesign
 - Consultations with the chair on a process for leading department-wide discussions on the values shaping an architecture education at Taubman College
 - Planning and facilitation of multiple faculty steering committee meetings and departmental meetings to generate and provide feedback on initial draft values
 - Facilitation of a process for a faculty writing sub-committee to distill draft values in order to receive feedback from their colleagues
 - Planning and facilitation of a faculty retreat
- Grants received by Maria Arquero De Alarcon, Jacob Comerci, Anya Sirota, Gina Reichert, and Irene Hwang; Xiaofan Liang
- Workshop for faculty in Urban Planning on Are My Students Reading for Class? (Re)Considering Our Approaches to Reading Assignments

Art & Design

- Evaluation of senior integrative project (IP) course
- Grants received by Rebecca Strzelec and Veronica Falandino; Avery Lawrence; Ali Shapiro
- Presentation of CRLT Players workshop on practical applications of facilitation techniques in challenging academic contexts

Business

- Organization of and participation in discussions about support for business-specific versions of intro math
- Players interactive theatre performances for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees

Dentistry

- Co-development of a tool for observing teaching in didactic and clinical teaching
- Facilitation of faculty workshops on
 - Introduction to Equity-Focused Teaching Principles in Dentistry and Applying Equity-Focused Teaching Principles in Dentistry
 - Starting the Conversation about GenAI
- Grant received by Jennifer Cullen
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2025 as a synchronous online monthly learning community plus personalized coaching
- Players interactive theatre performances for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees
- Presentation for faculty on Should We Change the Way We Grade?

Education

- Collaboration on proposal for Spencer Foundation Research Practice Partnership Grant
- Collaboration with CEDER to plan and facilitate a workshop about evaluation and assessment services for LSA
- Development and facilitation of workshops for faculty on equity-focused teaching
- Grant received by Matthew Diemer
- Participation in meetings about research on COE's TEE Center teaching circle
- Facilitation of a workshop for faculty on making the most of hot moments
- Facilitation of a workshop for CPEP graduate students on writing a statement of teaching philosophy
- Participation in a panel on GenAI for Graduate Organization of Students 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)
 - Co-consultations about faculty member's new course development
 - Debrief of the Option 1 presentation of the C-SED Case Studies
 - Discussion about TEE Center framework and professional development
- CAEN/ME-OPE (Michigan Engineering - Online & Professional Education)
 - Collaboration with CAEN about Engineering Education Innovation Days
 - Collaboration with Digital Accessibility Working Group
 - Participation in GenAI Instructional Committee meeting on GenAI policy
 - Participation in meetings of the ChatGPT Reflection Group
 - Participation in the IT Accessibility Tool Stack Working Group
 - Monthly discussions across the 3 offices
- COE Dean's Office
 - Biweekly consultation between ADUE and CRLT-Engin director, including CRLT's Executive Director each month
 - Co-consultations on support for two faculty members developing new courses
 - Delivery of guest lecture on empathy in engineering
 - Discussion with associate dean for academic affairs about professional development efforts in the college
 - Facilitation of the 2025 Student-Centered Teaching Circle: Strategies and Practices for Their Success
 - Organization of Engineering Education Innovation Days 2024
 - Organization of and participation in discussions about support for engineering-specific versions of intro math
 - Participation in the ASSET Steering Committee and the Working Group
 - Participation in meetings of the ChatGPT Reflection Group
 - Participation in meetings of the Teaching and Technology Collaborative GenAI Subcommittee, particularly to help develop GenAI resources
 - Participation in planning discussions for a September 2024 Big Ten Academic Alliance Conference on *Inclusive Excellence in Engineering Education (IE3)* and facilitation of a CRLT Players sketch on cultivating a more equitable academy
 - Participation in the second year of a 3-year partnership with the Foundational Course Initiative to create a new course for all engineering graduate students, ENGR 599: Equity-Focused Engineering (cohort 6)
 - Design, creation, and consultation for course curriculum and materials
 - Piloted a seminar course in fall 2024, and fully implemented it 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

Appendix B

- Developed the semester-long schedule for both course 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
 - Participation in TEE Center leadership meetings, including Phase II Proposal Planning
 - Collaboration with CEDER on an assessment of the May 2024 teaching circles
- College-wide customized workshops
 - Facilitation of Inclusive & Equity-Centered Engineering Learning Community Reunions
 - Facilitation of Crafting Teaching Statements workshop at NextProf
 - Players interactive theatre performances for faculty on the following topics
 - How identity and faculty rank influence dynamics and the decisions making process of tenure committees
 - Navigating conflict in the classroom
 - Strategies for promoting 1st generation college student success
 - Presentation during EEI Days, Creating Transparent Assignments: Using AI to Enhance Student-Centered Instruction
- Coordination of fall and winter seminar series on teaching topics for faculty, EGSIs, and Instructional aides (see p. 15)
- Departments and Programs
 - Aerospace Engineering
 - Exploratory conversations with the chair about curriculum redesign
 - Biomedical Engineering
 - Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
 - Chemical Engineering
 - Grant received by Albert Liu and Nicholas Kotov
 - Facilitation of a workshop, Disrupting Impostor Phenomenon - Cultivating a Sense of Belonging
 - Civil and Environmental Engineering
 - CRLT Players interactive theatre performance for graduate students, faculty, and staff on recognizing and disrupting inequitable institutional systems
 - Organization and facilitation of Faculty Discussion: Generative AI for Education at CEE Faculty Retreat
 - Workshop for faculty on GenAI
 - Climate and Space Sciences & Engineering
 - Design of survey for the graduate student curriculum working group
 - Planning and facilitation of a community of practice about curriculum redesign
 - Computer Science & Engineering
 - Grant received by Scott Dexter
 - Support for E3 grant
 - Electrical & Computer Engineering

- Grant received by Andrew DeOrio
- Teaching award received by Cindy Finelli
- Participation of EECS 203 instructional course team in the extension granted for a fourth year of the 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 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. Additionally, FCI staff mapped student journeys through the CS major to inform curricular decisions around the content of this foundational course.
 - 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 of 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
 - Conducted final retreat to plan for post-partnership design revisions and sustainability
 - Offboarding to conclude four-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 four-year course design partnership
- 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

Appendix B

- Planned and coordinated with Computer Science DEI team to implement Computer Science Carnival and Pathways in CS panel to support belonging and community among students in introductory CS sequence, including EECS 183, 280, and 203
- 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
 - Coordinated with Computer Science DEI team to plan for ongoing implementation of Computer Science Carnival after the FCI partnership concludes
 - Coordinated with course administrator to provide for ongoing administration and analysis pre/post surveys after the FCI partnership concludes, including providing initial Qualtrics training to course administrator
 - Coordinated with course administrator to provide for ongoing administration of CSP sections and support of CSP instructional team after the FCI partnership concludes
 - Designed and facilitated a retreat to discuss upcoming considerations related to GenAI and lecture modality
- 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
- Industrial & Operations Engineering
 - Grant received by Debra Levantrosser
 - Discussion with digital accessibility specialist about upcoming ADA requirements and possibilities for collaboration
- Materials Science and Engineering
 - Conversation to support the former COE DEI 2.0 Strategic Plan
- Mechanical Engineering
 - Participation in second 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, confidence and engineering knowledge
 - Designed, implemented, and analyzed student surveys, including early-semester, and end of semester student surveys in fall and winter
 - Observed the instructors in the active learning classrooms during a normal classroom period and a checkout day
 - Design, creation, and consultation for course curriculum, materials, and instructional team
 - Supported instructors recording pre-work content videos for students to watch before attending the class
 - Supported work to develop in classroom groups, group roles, and foster community in the classroom
 - Developed a Canvas template for weekly pages
 - Supported the development of a process and weekly training session for incorporating an increased number of IAs in the classroom
 - 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
 - Discussion on a sustainability plan for the course since moving to active learning classrooms, and in future semesters for other instructors to use
 - Taught the course in an active learning classroom to allow more group work throughout the two semesters

- Improved the digital accessibility of the course site and resources
- Players interactive theatre performance for faculty, graduate students, and staff on cultivating a more equitable academy
- Presentation on Inclusive Teaching (IT)-BME project for departmental DEI committee
- Nuclear Engineering and Radiological Sciences
 - Discussion about sociotechnical applications in grad course and other arising matters
 - Facilitation of a workshop, Building a Sense of Community with Your Students
- Robotics
 - Collaboration on curricular enhancement including the following
 - Assisting in creation of **curricular documents** (i.e., program learning goals) and a **curriculum mapping process** to support scaling of the program, facilitate on-boarding of new faculty to courses, and shape future assessment efforts
 - Facilitation of a faculty retreat
 - Generating and **reviewing evidence of equitable outcomes and experiences for students**
 - Presentation on climate survey results for departmental committee
- Technical Communications
 - Consultations regarding goals for curricular enhancement project, including participation at a faculty meeting
 - Presentation for graduate students on CRLT-Engin services
- Office of Culture, Community & Equity (OCCE)
 - Consultations about
 - Former DEIJ PD tracker
 - Former Team 7 working group for the former DEI 2.0 Strategic Plan
 - Participation in the former DEI 2.0 Team 1 meetings
 - Participation in the former DEI 2.0 Team 4 meetings, including the asset-based subcommittee and leading the faculty-student partnerships committee
 - Participation in monthly meetings of former DEI department leads to help provide teaching-related resources
- 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:
 - Community dialogues among faculty in different roles (tenure-track, research faculty, and lecturers)
 - Community Dialogue: Teaching and Learning in STEM*
 - Lunch with Dean Thole*
 - Community Dialogue: Student Teamwork*
 - Optimize Canvas Courses for Maximum Impact*
 - Recruiting Graduate Students
 - Supporting Students in Distress
 - Thriving at Work*
 - Preparing Your Annual Report
 - Preparing for Third-year Review
 - Supporting Student Mental Health and Well-being in the Classroom*
 - Intercultural Competency Frameworks*
 - 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)

- Collaboration on planning and facilitating a two-day faculty retreat entitled “Embed Climate Change in Courses” (EC3) in summer 2025
- Grants received by Mike Shriberg, Sheila Schueller, M’Lis Bartlett, Andy White, Justin Scott, and Lisa Du Russel
- Panel participant for a SEAS program on Hot Moments in the Classroom
- Presentation of CRLT programs and services for doctoral students in EAS 741
- Teaching award received by Michaela Zint

Information

- Collection of feedback from Lecturer IIIs and IVs regarding their work experiences
- Grants received by Tawanna Dillahunt and Julie Hui

Kinesiology

- Assessment of novel instructional activities involving GenAI for science writing in a movement science course
- Grant received by Melissa Gross, Sandra Hunter, David Conroy, Kara Palmer, and Laura Richardson; Mike Mignano
- Organization of a visit by Marco Molinaro, including discussions of GenAI
- Planning and facilitation of curricular retreat
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2025 as a synchronous online monthly learning community plus personalized coaching
- Players interactive theatre performances for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees
- Presentation for GSIs on CRLT programs and services

LSA

- **Anthropology**
 - Facilitation of faculty discussions of Undergraduate Learning Assessment as part of a Community of Practice sponsored by the LSA Dean’s Office
 - Participation of the ANTHRO 101 course design team in second 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
 - 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
 - Convened regular meetings with GSIs to revise archeology and linguistics labs, and created a process to revise these labs after initial implementation
 - Supported faculty exploration and implementation of lecture attendance policies and in-lecture assignments to foster sustained student engagement and participation
 - Designed a data analysis workshop, and refined in-class teaching materials and student-facing assignments
 - Designed and facilitated retreats to coordinate and develop a data-informed strategy for ongoing course revisions
 - Grant received by Lisa Young
- **Afroamerican and African Studies**
 - Grant received by Lydia Kelow-Bennett
- **Asian Languages and Cultures**
 - Grant received by Sangseraima Ujeed

- **Chemistry**
 - Consultations with associate chair for education, development, and practice about 6-month assessment partnership for Chem 210
 - Grant received by Ginger Shultz
- **Classical Studies**
 - Presentation of GSI workshops on
 - Framing and Facilitating Difficult Discussions
 - Making the Most of Hot Moments
 - Responding Effectively to GenAI Now
 - Teaching award received by Sara Ahbel-Rappe
- **Communication and Media**
 - Participation of COMM 102 course design team in third 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
 - Re-designed three weeks of the course to create more engaging lecture activities and to identify readings that more clearly aligned with the learning objective
 - Supported transition to new faculty instructor for the winter semester, including providing course materials and including ongoing discussions of questions and potential minor revisions during CCD team meetings during the winter 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
 - Identified strategies to support the continuity of the redesigned course, including: sharing lecture and discussion slides via a Google Drive folder with incoming instructors, meeting with incoming instructors for the winter and fall 2026 semesters to explain the purpose and nature of the changes to COMM 102, creating a GSI handbook, weekly checklist, and detailed lesson plans for discussion sections, and planning for 1-2 consultations between one of the FCI team consultants and the incoming instructor in Winter 2026
 - 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
- **Comparative Literature**
 - Facilitation of workshop for GSIs, Introduction to Teaching Statements
- **Complex Systems**
 - Grant received by Jeff Dunworth
- **Comprehensive Studies Program**
 - Participation in search for new director
- **Dean's Office**
 - Collaboration with CEDER to plan and facilitate a workshop about evaluation and assessment services for LSA
 - Discussion of policy issues/policy revisions in connection to ELI 994
 - Presentation for faculty on CRLT's grants and consultation services as part of a professional development series

Appendix B

- Discussion of collaborative analytics work between CRLT and ASSET
- Faculty Learning Communities
 - Design and facilitation of the LSA Large Course Initiative in winter 2025, dedicated to discussing student engagement, equitable assessment, and student learning in the context of large courses, including a 4-session faculty learning community and coordination of follow-up grants
 - Design and facilitation of the 6th 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
 - Organization and facilitation of a networking lunch series and a colloquium for instructors that teaching courses that fulfill the R&E requirement
 - Organization and facilitation of a 3rd iteration of the Embed Climate Change in the Curriculum (EC3) Retreat for faculty in summer 2025
 - Organization and facilitation of the Undergraduate Learning Assessment faculty community of practice for Sweetland, anthropology, linguistics, and political science
- For the Associate Dean for Undergraduate Education
 - Discussion of SELC 2.0 proposal
 - Implementation of a faculty learning community around undergraduate learning assessment and individual departmental consultations for anthropology, CSP, linguistics, and Sweetland
 - 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 and facilitation of Department Action Teams for Equitable Teaching (DATET) program in CSP and linguistics
- GSI-related services
 - Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2024 and a winter 2025 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
 - 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
 - Organization and facilitation of GSI orientation training programs prior to fall 2024 and winter 2025 terms, including theatre performances
- LSA Seminar Series for faculty
 - Players interactive theatre performances for faculty on the following topics
 - How identity and faculty rank influence dynamics and the decisions making process of tenure committees
 - Navigating conflict in the classroom
- Orientations
 - Planning and facilitation of a teaching academy for all new assistant professors and self-selected, new senior faculty 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 and a reunion lunch in December
- Participation in biweekly Analytics for Student Success and Equity Transformation (ASSET) meetings
- Players interactive theatre performance for the dean's advisory committee on strategies for promoting 1st generation college student success

- Players interactive theatre performances for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees
- **Earth and Environmental Sciences**
 - Participation of EARTH 222 course design team in final 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
 - Developed GSI guide and resources for sustainability
 - Supported revision of course materials through facilitating summer working group with graduate students
 - Coordinated Canvas accessibility project with undergraduate team members
 - 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
 - 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
 - Participation of EARTH 119 course design team in first year of 3-year partnership with the Foundational Course Initiative (cohort 7)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including early-semester, and end of semester student surveys in fall and winter
 - Analyzed four exams and five quizzes to determine the difficulty score and discrimination score for each question, and determine possible places for revision of questions. Analyzed the results of difficulty by Bloom's taxonomy coding
 - Design, creation and consultations on course curriculum and materials
 - Supported and gave feedback for the development and implementing of demos during the class time to help explain complex concepts
 - Development of topical outline for the course content
 - Supported discussions around content to be covered for assessment, nice to know, bonus or could cut from this course
 - Supported and gave feedback on creation of new assessment for students to complete including sharing the TILT framework
 - Supported the starting development for learning objectives and motivational questions for each lecture
- **Ecology and Evolutionary Biology**
 - Facilitation of a workshop for GSIs on Accessibility and Critical Reflective Practice
- **Economics**
 - Grant received by Esteban Peralta
 - Participation of course design team in second 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

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- Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter
- Conducted focus groups to determine student math preparedness after ECON 210
- Design, creation, and consultation for course curriculum and materials
 - Enhanced in-class active learning on problem sets in table groups
 - Piloted the use of an undergraduate instructional aide to support in class group work and office hours
 - 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
- Players interactive theatre performance for faculty, practical applications of facilitation techniques in challenging academic contexts
- **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 Jeremiah Chamberlin
 - Participation in a roundtable on equity-focused teaching as part of an EDWP Colloquium
 - Participation of ENGL 125 course design team in second year of three-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 undergraduate student pre- and post-semester surveys
 - Design, creation, and consultation for course curriculum and materials
 - Conducted GSI focus groups and an instructor survey to assess GSI support needs
 - Revised the EDWP Instructor handbook
 - Began designing with Pressbooks to house an instructor resource repository containing the revised EDWP instructor handbook, GSI teaching materials, assignment exemplars, teaching and assignment templates, course readings, and other course materials
 - Created a shared Google Drive to house instructor/GSI resources
 - Began developing a disability justice framework for the course, including but not limited to document and site redesign
 - Facilitated campus partnerships (ELI, Digital Accessibility Team, Library Canvas Support Team, Sweetland Center) and digital tool use to meet the accessibility needs of the 993 and 125 courses
 - Created a Canvas module on disability justice for ENG 993, providing GSIs with teaching tools for ENG 125 curriculum
 - Planning and coordination of long-term change effort
 - Attended and presented at the midterm EDWP Colloquium on equity-driven teaching and learning, which supported ENGL 125 instructors, GSIs, and other graduate students and faculty in the department
 - Attended and presented at this year's summer EDWP GSI orientation on building community in the classroom
 - Designed and facilitated retreats and workshops to coordinate and develop a data-informed strategy for ongoing course revisions
 - 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

- Teaching award received by Tung-Hui Hu
- **English Language Institute**
 - Collaboration to develop and facilitate a three-week intensive course in August 2024 and a winter 2025 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA
- **Germanic Languages and Literatures**
 - Grant received by Denice Gravenstijn
- **History**
 - Support for History 195 GSIs, including facilitation of 2 meetings to discuss midterm student feedback
- **International Institute**
 - Workshop for U-M African Presidential Scholars on Getting Started with Teaching Statements
- **Judaic Studies**
 - Grants and teaching award received by Rebecca Scharbach Wollenberg
- **Language Resource Center**
 - Participation in development and roll out of Canvas course *Teaching with GenAI* along with members of the Teaching and Technology Collaborative
- **Linguistics**
 - Facilitation of faculty discussions of Undergraduate Learning Assessment as part of a Community of Practice sponsored by the LSA Dean's Office
- **Mathematics**
 - Collection and analysis of stakeholder data by FCI assessment specialist regarding mentorship sections piloted in fall 2024 in Math 115
 - Multiple consultations around revisions to the introductory math sequence, including organization of a multi-unit focus group and ongoing planning for new sections of introductory calculus focused on students in Ross and engineering
 - Organization of a visit by Marco Molinaro, including discussions of introductory calculus reform
 - Participation of MATH 116 as a cohort 6 course in the Foundational Course Initiative
 - Alignment of the introductory math sequence (paused)
 - Assessment of mentorship sections piloted in winter 2024
 - Participation on a panel for grad students and undergraduates featuring alumni who work outside of faculty positions
- **Middle East Studies**
 - Customized workshop for GSIs on Grading and Feedback
 - Grant received by Deborah Forger; Nilay Sevinc
- **Molecular, Cellular, and Developmental Biology**
 - Gathering and analysis of student feedback regarding a new course, MCDB 401
 - Participation of MCDB 310 course design team in first year of three-year partnership with the Foundational Course Initiative (Cohort 7)
 - Designed, implemented, and analyzed assessment projects, including undergraduate student pre-, mid-, and post- semester surveys, GSI feedback sessions and surveys, and lecture observations
 - Reviewed and revised course content
 - Articulated lecture learning outcomes
 - Created and implemented the GSI Training Hub
 - Created and implemented the Chemistry Review Canvas quiz
 - Reviewed iClicker use
 - Organized the Canvas site
- **Political Science**
 - Facilitation of faculty discussions of Undergraduate Learning Assessment as part of a Community of Practice sponsored by the LSA Dean's Office
 - GSI-related services

Appendix B

- 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
- Grant received by Cesi Cruz
- **Program in the Environment**
 - Collaboration on planning and facilitating a two-day faculty retreat entitled “Embed Climate Change in Courses” (EC3) in summer 2025
- **Program on Intergroup Relations (IGR)**
 - Participation in Dialogue Michigan: A Networking Event for People Involved in Conversations Across Difference
- **Psychology**
 - Facilitation of a workshop for CPEP graduate students on writing a statement of teaching philosophy
 - Design and facilitation of workshop for faculty on Teaching in the Era of GenAI
 - Presentation on CRLT services to grad students in the Psychology Teaching Academy
- **Residential College**
 - Grant received by Stephanie Beatty
- **Romance Languages and Literatures**
 - Grant received by Andrew Noverr
 - Introduction to CRLT services for the Introduction to Graduate Studies course
- **Russian, East European, and Eurasian Studies**
 - Grant received by Natalia Forrat
- **Sociology**
 - Customized workshop for faculty, Building Effective Faculty-GSI Collaborations
- **Statistics**
 - Participation of STATS 250 instructional course team in fourth year of 4-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 end-of-term student surveys in fall and winter
 - Designed, implemented, and analyzed GSI experience focus group and end-of-term survey in fall and winter
 - Designed, implemented, and analyzed IA experience midterm survey in fall
 - Design, creation, and consultation for course curriculum and materials
 - Aided in the design and implementation of applied case studies
 - Provided guidance on 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
 - Offboarding to conclude four-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,) to support offboarding and sustainability of changes and redesign developed and implemented during four-year course design partnership
 - Participation of DATASCI 101 in the first year of a 3-year partnership with the Foundational Course Initiative

- Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including early-semester, and end of semester student surveys in fall and winter.
 - Conducted a mid-semester student survey in fall 2024
 - Observed lecture and lab sections
 - Led GSI focus groups in fall 2025 and winter 2025
- Design, creation and consultations on course curriculum and materials
 - Mapped course learning outcomes
 - Explored different class structures, including a flipped approach
 - Supported development of a GSI style guide
- **Sweetland Center for Writing (SCW)**
 - Facilitation of faculty discussions of Undergraduate Learning Assessment as part of a Community of Practice sponsored by the LSA Dean's Office
- **Technology Services**
 - Participation in development and roll out of Canvas course on Teaching with GenAI along with members of the Teaching with Technology Collaborative
- **Undergraduate Research Opportunities Program**
 - Design and facilitation of a workshop on equity-focused teaching for peer facilitators
- **Wallenberg Institute**
 - Participation in the Executive Committee and search for a managing director
- **Women and Gender Studies**
 - Grant received by Cynthia Gabriel

Medicine

- Annual assessment to collect formative feedback on key questions regarding the teaching development aspect of the IRACDA program
- Consultation with senior associate dean of medical education about recruitment for the Health Sciences Teaching Academy
- Grants received by Francesca Williamson, Vivetha Thambinathan, Zach Landis-Lewis, and Cheryl Moyer; Leann Madion, Kayla Gonzalez, Amanda Costa, and Zarina Norton
- Interactive theatre performances by the CRLT Players
 - Multi-day session training all first-year medical students on delivering serious news
 - Cultivating a more equitable academy for the Neuroscience Graduate Program, plus a separate performance for doctors, staff, faculty and students
- Participation on RISE Advisory Council
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2025 as a synchronous online monthly learning community plus personalized coaching
- Presentations about CRLT for the Global Executive Education Program and Paths of Excellence Directors

Music, Theatre & Dance

- Facilitation of a CRLT Players presentation of *How Do We Begin?* as part of an Arts Initiative grant celebrating the International Day of Racial Reckoning in collaboration with MDining, Out of Hand Theatre, SMTD, and others
- Grants received by Richard Frey; Hao-Wen Dong; Inderjit Kaur
- Players interactive theatre performances
 - For faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees
 - For faculty and graduate students on cultivating a more equitable academy

Nursing

- Grants received by Beth Ammerman, Deborah Lee, and Megan Eagle; Deborah Lee, Suzanne Knight, and Barbara Medvec
- Participation of Population Health courses as a cohort 6 curriculum partnership in FCI for a second year

Appendix B

- Planning and coordination of long-term change effort
 - Convened and facilitated collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Designed and facilitated workshops and retreats (in-person and hybrid) to create course roadmaps, identify common themes, and create a gap analysis of teaching concepts
 - Developed new course learning outcomes, course descriptions and course titles
 - Collated and submitted leveled curriculum changes to the UMSN Curriculum Committee and School of Nursing Faculty for approval
 - Amy Bruckenmeyer presented our work nationally as a model for integrating scaffolded population health courses into a 4-year undergraduate nursing curriculum
- Offboarding to conclude two-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 two-year course design partnership
- Participation of NURS 238 instructional course team in third 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 pre-semester and post semester student surveys in winter
 - Reviewed 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
 - 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
 - Offboarding to conclude three-year Foundational Course Initiative partnership
 - Met with FCI director to plan for final year of partnership
 - Designed and delivered a final retreat, including data review, annual wins, and faculty feedback
 - 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
- Participation of NURS 372 course design team in first year of 3-year partnership with the Foundational Course Initiative (cohort 7)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including early-semester, and end of semester student surveys in fall and winter
 - Conducted focus group discussions about student experiences and specific elements of the course
 - Conducted classroom observation and MSF
 - Design, creation and consultations on course curriculum and materials
 - Supported and gave feedback on creation of new authentic assessments
 - Supported the implementation and evaluation of audience response systems

- Supported conversations about assessment structure including gameful pedagogy
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2025 as a synchronous online monthly learning community plus personalized coaching

Pharmacy

- Consultation and collaboration with faculty leads to analyze course learning outcomes in Pharmacy 517, Health and Disabilities, an IPE elective
- Planning and facilitation of two faculty retreats
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2025 as a synchronous online monthly learning community plus personalized coaching
- Presentation to faculty on best practices for teaching, coaching, and mentoring, Gen-Z graduate students

Public Health

- Collaboration on development of a Canvas course, *Teaching with GenAI*
- Epidemiology
 - Evaluation of implementation of department's revised curriculum
 - Survey of recent alumni
 - Focus group and survey of PhD students' experiences with revised methods curriculum
- Gathering of feedback from Executive MHSA students
- Grant received by Matthew Zawistowski, Frederique Laubepin, and Ali Turfah; Olivia Anderson
- Nutritional Sciences - Dietetics
 - Collaboration with faculty to measure student impressions of new scaffolded learning curriculum approach, including longitudinal analysis of MSFs conducted for the 4-course sequence (NUTR 690)
- Organization of a visit by Marco Molinaro, including discussions of institutional responses to GenAI
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2025 as a synchronous online monthly learning community plus personalized coaching
- Planning and facilitation of a curriculum retreat for faculty in The Center for Social Epidemiology and Population Health (CSEPH)
- Players interactive theatre performances for faculty on how identity and faculty rank influence dynamics and the decision-making process of tenure committees
- Presentation to faculty on best practices for teaching, coaching, and mentoring, Gen-Z graduate students

Public Policy

- Collaboration 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
- Organization and facilitation of Teaching with GSIs Faculty Learning Community
- Participation in selection and presentation of Rackham Outstanding GSI Awards
- Planning with director and staff in the office for postdoctoral affairs for a new teaching professional development Canvas course
- Players interactive theatre performances for graduate students and staff on recognizing and disrupting inequitable institutional systems
- 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 2025, including a Players interactive theatre performance on cultivating a more equitable academy
 - 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 Anao Zhang; Kristin Seefeldt; Greer Hamilton
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2025 as a synchronous online monthly learning community plus personalized coaching
- Players interactive theatre performances 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

- Debrief with director after CRLT Players tenure sessions
- Design and facilitation of a brainstorm session for ADVANCE staff to consider learning objectives for Leading for Equity and Excellence
- Design of two-part facilitation workshop used in engineering and for the LSA seminar series
- Discussion with director about 2024-2025 programming and budget
 - Building Your Facilitation Toolkit
 - Practical Applications of Facilitation Techniques in Challenging Academic Contexts
- Facilitation of a session for ADVANCE RISE and STRIDE members to rethink interactivity of their workshops
- Meeting about RISE pronouns case study
- Participation in RISE Committee meetings
- Players interactive theatre performances for faculty on the following topics
 - How identity and faculty rank influence dynamics and the decision-making process of tenure committees for engineering, LSA, and small schools and colleges (business, dentistry, kinesiology, SMTD, public health, and social work)
 - Invisible Service
 - Cultivating Academic Belonging to Promote Student Mental Health and Well-Being
 - Navigating conflict in the classroom
 - It's in the Syllabus and Other First-Generation College Student Experiences
- Support for ADVANCE leadership in thinking about how they might approach core programming and unit messaging in 2025-26 given shifts in higher education

Biomedical Informatics and Data Science Training Program (BIDS-TP)

- Facilitation and analysis of a focus group as part of 2024 program evaluation

Center for Academic Innovation

- Collaboration on filming CRLT Players vignettes for the new Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*
- Participation in CAI's December 2024 Generative AI Faculty Forum
- Participation in development and roll out of Canvas course, *Teaching with GenAI* along with members of the Teaching with Technology Collaborative
- Video contribution to online course on AI in the workplace, namely questions about AI use that educational institutions are considering

Center for Educational Outreach

- Planning and facilitation of an equity-focused teaching session for the Michigan College Advising Corps (MCAC)

Education Abroad

- Scoping of a project to begin in summer 2025 to update assessment processes and make their student survey broadly applicable and sustainable

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
 - Organization and facilitation of a course planning retreat for 36 faculty in 12 schools and units on promoting democracy
 - Organization of a seminar series
 - Connecting Your Course to the 2024 Election
 - Framing and Facilitating High Stakes Discussions: Election Edition (2x)
 - Making the Most of Hot Moments: Election Edition (2x)

- Teaching in Tumultuous Times
- Writing 2 blog posts distributed to campus
 - Preparing to Teach During the 2024 Election
 - Navigating the Post-Election Period With Your Students
- Monthly meetings of CRLT & Ginsberg directors to assess campus needs

Information and Technology Services

- Discussion of collaborative evaluation project on fall term Maizey usage
- Monthly meetings of CRLT & ITS Teaching and Learning directors to assess campus needs
- Participation in development and roll out of Canvas course, *Teaching with GenAI* along with members of the Teaching with Technology Collaborative
- Participation in Data Stewards Recommendation Working Group
- Planning for GET-IT Summit GenAI presentation

Libraries

- Participation in development and roll out of Canvas course, *Teaching with GenAI*
- Monthly meetings with directors of CRLT, ITS Teaching and Learning, Library Teaching and Learning, and LSA Technology Services to assess campus needs

Michigan Center for Interprofessional Education (IPE Center)

- Participation in IPE workgroups
- Participation in quarterly planning meetings between the IPE Center and CRLT
- Planning and facilitation of curriculum committee retreat including collaboration on an assessment of the IPE core curriculum
- Planning and facilitation of a 3-session community of practice for faculty, clinicians, and community partners on principles and applications of interprofessional education
- Presentation of a workshop on teams and teamwork

Office of New Student Programs

- Discussion with director about connections with the Student Success Initiative

Office of Postdoctoral Affairs

- Discussion with director of potential teaching professional development Canvas course for postdocs

Office of the Provost and Executive Vice President for Academic Affairs

- Arts Initiative
 - Facilitation of a CRLT Players presentation of *How Do We Begin?* as part of an Arts Initiative grant celebrating the International Day of Racial Reckoning in collaboration with MDining, Out of Hand Theatre, SMTD, and others
- Consultations with vice provost for academic affairs, with responsibilities for the health sciences and several of the professional schools, on CRLT experience with grants competitions and capacity to support the initial application process for new disability scholarship funding
- Co-presentation with Well-Being Collective to Associate Deans Group about the new Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*
- Discussion with Education Abroad Office about assessment of international study outcomes
- 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 Bring What's on Your Plate, Conflict in the Classroom: Reflections on Practice for Academic Leaders, Conversation with the Provost, Strategies for Addressing Difficult Topics With Your Department or College, Thinking on Your Feet: Managing Complex Dynamics in Real Time, and Understanding the U-M Budget
- Participation in Data Stewards Community of Practice, including discussions about organization of data steward work and specific requests for access to data
- Participation in Data Stewards Recommendation Working Group
- Participation in discussion at the 5/7/25 6+1 meeting regarding the Thurnau Council, the Gen AI Institute and Accreditation 2023 Prep
- Participation in the Well-Being Collective steering committee
- Representation of U-M at Big Ten Academic Alliance and Ivy+ meetings of teaching center directors

Appendix B

- Vice Provost for Undergraduate Education
 - Consultation on workshops for faculty regarding antisemitism and Islamophobia
 - Coordination meetings
 - Biweekly meetings of CRLT executive director and vice provost
 - Bimonthly meetings to discuss collaborative analytics work between CRLT and ASSET
 - 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 with director of the Office of New Student Programs about connections with the Student Success Initiative
 - Discussions with director of Services for Students with Disabilities about synergies with CRLT work
 - GenAI
 - Participation in CAI's December 2024 Generative AI Faculty Forum
 - Participation in development and roll out of Canvas course, *Teaching with GenAI* along with members of the Teaching with Technology Collaborative
 - Participation in meetings of the ChatGPT Reflections Group
 - Participation in TTC GenAI Working Group meetings
 - Planning and facilitation of faculty learning community
 - Planning for GET-IT summit GenAI presentation
 - Organization of and participation in discussions about support for intro math sequence, including LSA departmental needs and collaborations with business and engineering on design of new, discipline-specific courses
 - Organization of 2 Provost's Seminars on Teaching (PSOT): *Supporting Student Mental Health and Well-Being* (fall 2024) and *Alternative Approaches to Assessment in "Larger" Courses* (winter 2025)
 - Organization of a visit by Marco Molinaro, University of Maryland, including a workshop with campus stakeholders on leveraging student data, discussions of introductory calculus reform, Course/Department Equity Reports, and institutional responses to GenAI
 - Participation in Big Ten Academic Alliance Accreditation meeting
 - Participation in search for Director of Advising Initiatives
 - Planning for the roll out of the CRLT Players video *How Do We Begin?*
 - Planning for U-M's presentation at the January 2025 UERU national conference
 - Presentation of workshops: Addressing Antisemitism in the Teaching; and Addressing Anti-Palestinian, Anti-Arab, and Anti-Muslim Racism in Teaching
 - Presentation to Academic Program Group about the Student Success Initiative with VPUE and Core Team
 - Support for Promoting Democracy Initiative in collaboration with the Ginsberg Center, including a seminar series, a faculty retreat, and preparation of blog posts
 - Support for teaching award and grant competitions
 - Coordination of nomination process for U-M's candidate for the Michigan Distinguished Professor of the Year
 - Organization of campus-wide Provost's Teaching Innovation Prize, including organization of a virtual Enriching Scholarship Conference session highlighting winners
 - Organization of the competition to select Thurnau Professors and a dinner to celebrate new awardees
 - Thurnau Advisory Council
 - Contributions to report on *Big Picture Possibilities for Undergraduate Education*, including par-

ticipation in discussions with the provost and president

- Organization of a series of roundtable discussions including advisors and academic leaders
 - Grades, Grading, and Student Learning
 - Grade 'Covering' for First Year Students: Case Study from MIT

Office of the Vice President for Research

- Planning with director and staff in the office for postdoctoral affairs for a new teaching professional development Canvas course
- Workshops for OVPR on culturally aware mentoring (2x) and optimizing mentoring

Organizational Learning

- Participation in the OCR Education Working Group

SEISMIC

- Participation in overall planning for SEISMIC 2.0

Services for Students with Disabilities (SSD)

- Discussions with director about synergies with CRLT work
- Planning for director's participation in the May 2025 Provost's Seminar on Teaching, *Alternative Approaches to Grading in "Larger" Courses*

Teaching Technology Collaborative

- Participation in development and roll out of Canvas course *Teaching with GenAI*
- Participation in Enriching Scholarship Keynote and Planning Committees
- Participation in TTC meetings
- Planning and facilitation of GenAI faculty learning community

Trotter Multicultural Center

- Planning for roll out of the CRLT Players video *How Do We Begin?*

UM-Flint

- Participation in development and roll out of Canvas course on Teaching with GenAI along with members of the Teaching with Technology Collaborative

Well-Being Collective & Wolverine Wellness

- Collaboration with the Well-Being Collective and the Center for Academic Innovation on the video portion of the new Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*
 - Planning for the roll out of the course to instructors
 - Presentation to the Academic Program Group about the new course
- Design and facilitation of a workshop on equity-focused teaching for Wolverine Wellness peer facilitators
- Discussion with WW leadership about the fall 2024 Provost's Seminar on Teaching
- Participation in the collective's steering committee

COMMITTEE WORK

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

Accessibility Grant Program Working Group

ADVANCE

- Advisory Board
- Rise Committee

Analytics for Student Success and Equity Transformation (ASSET) Working Group and Steering Committee

CEW+

ChatGPT Reflections Group

College of Engineering

- Accessibility Working Group
- DEI 2.0 Team 7, Faculty and Postdoc Recruitment and Retention
- DEI 2.0 Team 4, Student Belonging, Retention & Intercultural Competency
- Engineering Education Innovation (EEI) Days Planning Committee
- Michigan Engineering Asset-Based Approaches DEI 2.0
- Michigan Engineering Faculty DEI Leads
- Office of Culture, Community & Equity Leads
- TEE Center Leadership Team

Committee for Disability Concerns

Data Stewards Recommendations Group

Office of Diversity, Equity, and Inclusion

- DEI 2.0 Sub-committee
- DEI Implementation Leads Group
- DEI Ad Hoc Committee: Pedagogy Working Group

Dialogue Michigan quasi-coalition

Digital Accessibility Liaison Network

Equitable Dinner Planning Committee

Finance Unit Liaison

Human Resources

- Communications Group
- Data Analytics Group
- Unit Liaison

Inclusive History Project's Faculty/Staff Advisory Board

IT Accessibility Tool Stack Working Group

IT Security Unit Liaison

LSA

- Comprehensive Studies Director Search
- Race & Ethnicity Subcommittee (R&E)

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:

- Accreditation Working Group
- Advising Committee
- Data Steward Community of Practice
- Director of Advising Initiatives Search
- Generative Artificial Intelligence Advisory Committee
- Jewish Life and Antisemitism Working Group
- OCR Education Working Group
- OCR Small Group: Content on Antisemitism
- Staff Budget Engagement Committee
- Student Success Initiative
- Student Success Network Core Team
- Thurnau Advisory Council
- Thurnau Working Team
- Well-Being Collective Steering Committee

Online and Hybrid Programs Community of Practice (CAI)

PLUMA: Professional Latinos at the University of Michigan Alliance

Rackham Outstanding GSI Awards Committee

Raoul Wallenberg Institute

- Executive Committee
- Managing Director Search Committee

Responsible Conduct of Research and Scholarship (RCRS) subcommittee

Research Unit Liaison

School of Nursing T-32 Doctoral Program Advisory Committee

Secular, Spiritual, Religious, and Interfaith (SSRI) Steering Committee

Sociolinguistics Calendar moderation team

STEM Success Working Group

Teaching and Technology Collaborative

- Generative AI Working Group
- Enriching Scholarship Keynote Committee
- Enriching Scholarship Web & Registration Committee

U-M Language Matters Steering Committee

EXTERNAL COMMITTEE PARTICIPATION

American Association of Colleges and Universities (AAC&U)

- Faculty mentor for Institute on AI, Pedagogy, and the Curriculum

American Society for Engineering Education (ASEE)

- Academic Career Panelist for the local student chapter
- Commission on Diversity, Equity, and Inclusion (CDEI)
 - Communications Subcommittee
 - Executive Board
- Development Division Executive Board

Association for Theatre in Higher Education

- Electronic Technology Committee

Association for Undergraduate Education at Research Universities (UERU)

- Teaching & Learning Leaders Community of Practice

Big 10++ IE3 Conference

Big Ten Academic Alliance

- Accreditation Group
- Teaching Center Directors

Change Magazine Editorial Review Board

Grand Challenges in Assessment - AI in Pedagogy subgroup

Ivy+

- Assessment Coordinators Group
- Directors Group
- Graduate Student Development Group
- Science of Learning Group

POD

- Arts & Humanities SIG
- BIPOC Affinity Group, co-lead
- Diversity, Equity, and Inclusion Committee
 - Assessment Coordinator
 - Outreach Co-Coordinator
 - DEI Liaisons Program
- Equity & Education SIG
- Executive Director Search Committee
- Graduate Student, Professional Student, and Postdoctoral Scholar Development SIG, chair
- Learning Analytics SIG
- POD Connects Mid-Career Mentoring Circle
- POD Network Committee
- POD Speaks Editorial Board
- Professional Development Committee
- Reducing Financial Barriers Ad Hoc Committee
 - Scholarship Committee
 - Leadership Group
- Scholarship Committee
 - AERA Book Club
 - Development Subcommittee
- Scholarship of Teaching and Learning (SOTL) SIG

ReBUILDetroit Writing Group

Because of its national reputation, representatives of many other institutions contact CRLT for advice and information. In 2024-2025, CRLT provided 2,342 services to external clients who represent 61 colleges and universities and 12 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, 50 people from external institutions attended 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.

Boston College
Brown University
California Institute of Technology
Columbia University
Cornell University
Dartmouth College
Florida International University
Georgia Institute of Technology
Harvard University
Johns Hopkins University
Massachusetts Institute of Technology
Michigan State University
Nevada State University
North Carolina State University
Northwestern University
Otterbein University
Princeton University
Portland State University
Rice University
Rochester University
Rutgers University
Stanford University
St. Mary University
University at Buffalo
University of Arkansas at Little Rock
University of California, Berkeley
University of Chicago
University of Colorado Boulder

University of Iowa
University of Kentucky
University of Maryland
University of Nebraska–Lincoln
University of Pennsylvania
University of Rochester
University of Utah
University of Wisconsin
Vanderbilt University
Washtenaw Community College
Washington University in St. Louis
Wayne State University
Yale University

**Colleges and Universities
outside the U.S.**

Chifeng University, China
Hankou University, China
Heilongjiang University of Finance and Economics, China
Hubei University of Economics, China
Hunan City Vocational College, China
Hunan Institute of Technology, China
Jilin University of Finance and Economics, China
Jingdezhen Ceramics Vocational and Technical College, China
King's College, United Kingdom
North-West University Center for Teaching and Learning, South Africa
Okinawa Institute of Science and Technology, Japan
Peking University, China
Shandong University, China
Singapore University of Social Sciences, Singapore
Tarim University, China
University College Cork, Ireland
University of Sydney, Australia
Waseda University, Japan
Wuhan University of Communication, China
Xi'an University of Technology, China

**Other Organizations
and Associations**

Academic Impressions
American Historical Association
American Society for Engineering Education
Association for Undergraduate Education at Research Universities (UERU)
Big Ten Academic Alliance
Global Ties Detroit
Higher Learning Commission
Ivy+
National Science Foundation
Out of Hand Theater
POD Network
SEISMIC

Occasional Papers are available on CRLT's website.

<https://crlt.umich.edu/resources/publications>

Publications

Armstrong, S., & Bean, C. S. (2025). *An instructor's guide to promoting student mental health and well-being* [Canvas course]. University of Michigan. Center for Research on Learning & Teaching (CRLT).

Bean, C. S. (2024). Dramaturging the truth. In K. J. Sanchez (Ed.), *The radical act of listening: Making documentary and investigative theatre*. Routledge.

Calkins, S., Conway, A., **Daniels, T.**, Frey, R. F., ... **Pinder-Grover, T.**, **Armstrong, S.**, ..., & York, A. M. (2024). Scaling inclusive teaching: A national STEM teaching initiative centering identity, power and privilege. *Change: The Magazine of Higher Learning*, Vol 56, Issue 5. Pp. 31-40. <https://doi.org/10.1080/00091383.2024.2385271>

Center for Research on Learning and Teaching & Ginsberg Center. (2024, Oct 31). Navigating the post-election period with your students. Blog post.

Center for Research on Learning and Teaching & Ginsberg Center. (2024, Oct 14). Selecting classroom activities for discussing policy, politics, and social issues. Blog post.

Center for Research on Learning and Teaching & Ginsberg Center. (2024, Sept 4). Preparing to teach during the 2024 election. Blog post.

Cobblah, A. N. (2025). Illuminating the path: The role of transparency in educational development. In D. Samuel, L. Hasunuma, A. Valdespino, & S. Mazrouei (Eds.), *Perspectives of educational developers of color*. Routledge. <https://doi.org/10.4324/9781003448204>.

Cobblah, A. N., Coy, C., Gaspar, N., Morocco, A., & Waites, C. (2024). *Teaching with GenAI* [Canvas course]. University of Michigan.

Colclough, T. M., Atkinson, A., Bonem, E., Emery, N., Farrar, V., Gonin, M., ... & **Stowe, M.** (Forthcoming.) Centering student perspectives and equity data in a multi-institutional learning community program. *To Improve the Academy: A Journal of Educational Development*.

Daniels, T. (2024). Foreword. In B. Buyserie & T. N. Thurston (Eds.), *Teaching and generative AI: Pedagogical possibilities and productive tensions*. Utah State University.

Daniels, T. (2025). Foreword. In N. Gaspar, *Transforming teaching with Generative AI: A comprehensive guide for educators*. University of Toronto Press.

Daniels, T., Francis, T., Harris, C. J., Lawrence, S., McCoy, T., & Patel, C. (2025). Making space: People organizing for dignity. In D. Samuel, L. Hasunuma, A. Valdespino, & S. Mazrouei (Eds.), *Perspectives of educational developers of color*. Routledge. <https://doi.org/10.4324/9781003448204>.

Epperson, M. (2024). Chilean ELT teachers' strategies for selecting texts in vulnerable learning contexts. In L. Veliz, M. Barahona, & S. Darwin (Eds.), *Critiquing the teaching and learning of English in Chile* (pp. 164-176). Routledge.

Epperson, M., & Páez, A. (2024). Chilean pre-service teachers' perceptions of English in 'vulnerable' schools: Finding a purpose for English. In L. Veliz, M. Barahona, & S. Darwin (Eds.), *Critiquing the teaching and learning of English in Chile* (pp. 43-56). Routledge.

Johnson, A. M., Iuzzini, J., Felten, P., & **Daniels, T.** (2024). Institutional and instructional humility for equity-forward teaching and learning. In M. Debelius, J. Kim, & E. Maloney (Eds.), *Recentering learning: Complexity, resilience, and adaptability in higher education*. Johns Hopkins University Press.

Kaplan, M., Wright, M. C., & Bruff, D. (2024). 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*. Johns Hopkins University Press.

Webre, A. C., & **Epperson, M.** (2025, Jan). Building a shared space for researching: The why, how, and takeaways from organizing a network. In A. C. Webre & D. Freeman, *Researching English teacher development and classroom instruction in Indonesian madrasahs and pesantren*. https://digitalcollections.sit.edu/worldlearning_publications/5

Presentations

Abernathy, C., Frederick, J., Hamilton, C., **Kaplan, M.**, Volpe Horii, C., & Trevett-Smith, M. (2025, May). *Current issues in teaching and learning*. Presentation at the Undergraduate Education in Research Universities (UERU) Undergraduate Vice Provosts spring meeting. Boston, MA.

Ajlen, R., & Minonne, F. (2024, November 11). *Examining the landscape: How and why CTLs employ graduate students*. Poster presented at the 49th Annual POD Network Conference, Chicago, IL.

Bean, C. S. (2025, May). *Performance, storytelling, and drama-based pedagogy as an EdDev tool*. National Conference on Race and Ethnicity, NYC.

Cobblah, A. N., LaCross, L., Hasunuma, L. McCoy, T., & Donnell, A. (2024, November 7). *Fostering belonging in educational development organizations*. Perspectives Session at 49th Annual POD Network Conference, Chicago, IL.

Cobblah, A. N. (2025, May). *Developing a self-paced course to bridge U-M's GenAI faculty development gap*. Presentation at Teaching and Learning with AI Conference, Orlando, FL. <https://stars.library.ucf.edu/teachwithai/2025/thursday/4>

Daniels, T., & **Helweh, W.** (2025, May). *Supporting your college teaching*. Poster presented at the Enriching Scholarship Conference. Ann Arbor.

Derrick, K. F., **Morrison, B. N.**, & Feiner, H. (2024, November 11). *Workshops in focus: Reflecting on their diverse functions in CTLs*. Interactive session at 49th Annual POD Network Conference, Chicago, IL.

Dillard, A., **Kaplan, M.**, Wakefield, K., Pattok, T., & Tingson Gauze, C. (2025, January). *Charging down the silos: Creating a student success network at the University of Michigan*. Presentation at the Undergraduate Education in Research Universities (UERU) annual meeting. Washington, DC.

Galarza Sepúlveda, D., & **Lichti, D.** (2025, April). Centering students in change initiative: A cross-role approach to designing for student success. A Theory to Practice Workshop at the AAC&U Conference on Learning and Student Success. San Juan, Puerto Rico.

Appendix E

Jansen, J., **Levesque, E.M., Lichti, D.**, McCormick, S., Nowicki, C., Pehlke, J. (2024). No longer just a number: Supporting student well-being by utilizing wellness check-ins in large courses. Presentation at a meeting of the U-M's Faculty Senate's Student Relations Advisory Committee. Ann Arbor, MI.

Jansen, J., **Levesque, E.M., Lichti, D.**, McCormick, S., Nowicki, C., Pehlke, J. (2024). No longer just a number: Supporting student well-being by utilizing wellness check-ins in large courses. Presentation at Student Life Leadership. Ann Arbor, MI.

Jansen, J., Levesque, E. M., Lichti, D., Nowicki, C., Pehlke, J. (2025, April). *Supporting a culture of mental health & well-being by utilizing wellness check-ins in large courses*. 21st Mental Health on College Campuses Conference: From Insight to Action. Ann Arbor, MI.

Lichti, D. (2025). Foundational Course Initiative and SoTL work. Presentation for the Ivy+ Science of Learning Group.

Matney, M. (2025, May). *Getting started as a chapter sponsor or advisor*. Presentation at College Band Directors National Association (CBDNA) Athletic Bands Symposium.

Mester, A. & **Epperson, M.** (2024, November 11). *What is native-speakerism? Shifting mind-sets towards embracing multilingualism*. Interactive session at 49th Annual POD Network Conference, Chicago, IL.

Smith L. J., **Andreoli, J. M.**, Woodworth, J., Plouffe, A., & Erickson, S. (2024, September). *Community engagement advances interprofessional health & disability learning*. Poster presented at NEXUS Annual Conference.

Smith, L. J., **Andreoli, J. M.**, Woodworth, J., Plouffe, A. & Erickson, S. R. (2024, September 14). *Advancing health & disability interprofessional learning through partnerships with community agencies*. Invited oral presentation at Midwest Interprofessional Practice, Education, and Research Center (MIPERC) Annual Conference, Grand Rapids, MI.

Woodworth, J., Smith, L. J., **Andreoli, J. M.**, & Erickson, S. R. (2024, October 19). *Community connections, collective excellence: Driving health & disability advancements through teamwork*. Poster presented at Michigan Occupational Therapy Association (MiOTA) Annual State Conference, Boyne City, MI.

West, J. (2025). [Video adaptation of *How Do We Begin?*]

Review and Editorial Work

American Society for Engineering Education Conference reviews, J. Wang

Current: The Marine Education Journal, D. Lichti

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

Journal of Applied Research in Higher Education, M. Kaplan

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

Journal of Engineering Education, J. Wang

Journal of Faculty Development, M. Kaplan

NASA space grants, P. Jaimes

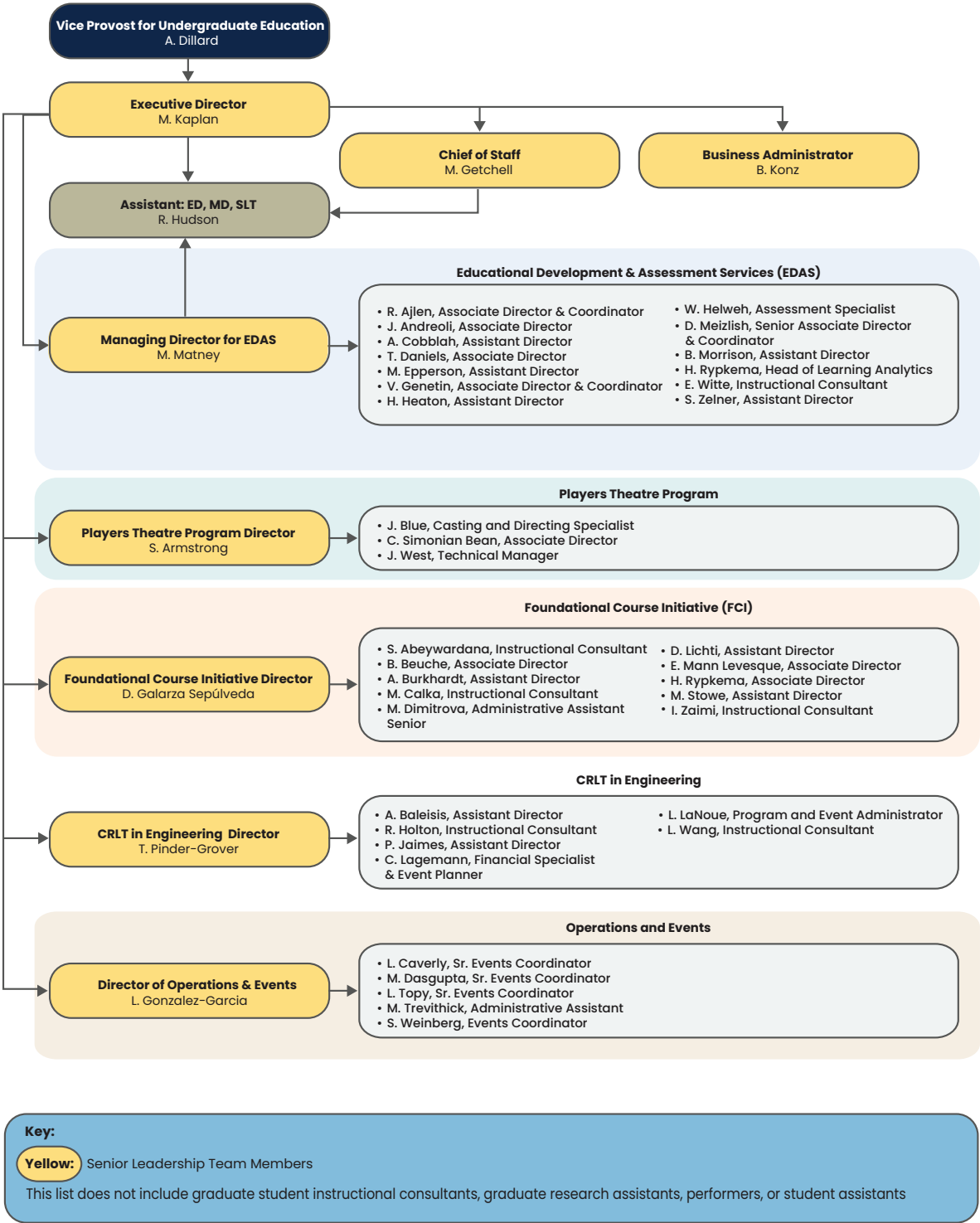
POD grants and conference proposals, M. Epperson, D. Lichti

POD Perspectives publication editorial board, B. Morrison

PS: Political Science and Politics, B. Morrison

To Improve the Academy, R. Ajlen

CRLT Organizational Chart



Key:

Yellow: Senior Leadership Team Members

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



University of Michigan

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