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# CRLT

CENTER FOR RESEARCH ON  
LEARNING & TEACHING  
UNIVERSITY OF MICHIGAN

2017-2018  
Annual Report



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This report was compiled by Kelsey Adams, Matthew Kaplan, Ryan Hudson, and Amy Hamermesh.

# Executive Summary

## Letter From Executive Director Matthew Kaplan

CRLT moved forward with significant new initiatives in 2017-2018 with the support of an expanded staff. Most ambitious was the launch of the Foundational Course Initiative (FCI), which aims to maximize learning in large courses that introduce very diverse students to a discipline or major. FCI brings a new way of working to CRLT, thanks to an infrastructure investment from the President's Innovation Fund. A very talented group of consultants has been hired for intensive, multi-year collaborations with broadly based departmental teams of faculty, graduate students, postdocs, and undergraduate learning assistants. This level of support is enabling departmental teams to “dream big” while transforming their courses, with respect to both the questions they can pose about student learning through data science, and the innovations they can undertake to turn their courses into models for teaching at scale. In 2018-2019, an initial cohort of 6 courses across 4 schools and colleges is diving into this work, and we are actively recruiting a second cohort.



A separate initiative intensified CRLT's partnership with LSA in support of faculty and GSIs who teach courses that fulfill the college's race and ethnicity (R&E) requirement. Recognizing the key role of these courses in LSA's core curriculum, as well as the unique challenges and opportunities they offer for significant learning, the provost's office invested in the hiring of a CRLT consultant who works closely with the dean's office. In 2017-2018, the focus was on learning more about the needs of R&E instructors, developing resources and programming to meet those needs, and creating a community of practice for sharing ideas and approaches to teaching about race and ethnicity across the liberal arts disciplines.

Finally, CRLT's work on inclusive teaching and institutional climate continued to grow. We fielded numerous requests for programs that could help instructors decide how to respond in the aftermath of bias incidents on campus and across the country. Our new workshop Teaching in Tumultuous Times ran more than 10 times. Throughout the year, academic units' pursuit of objectives from their DEI strategic plans also drove demand, and CRLT ultimately provided close to 60 inclusive teaching programs. In response to a major U-M initiative against sexual harassment, the CRLT Players developed a new sketch, *Moving the Needle*, which premiered at the president's all-chairs meeting in winter 2018. This sketch will be offered across campus in 2018-2019 as part of the university's strategic plan to combat sexual misconduct.

Expanding our staff to meet multifaceted needs required some internal reorganization, and CRLT now has 7 directors overseeing functional areas. Having laid so much groundwork in 2017-2018, we are excited to enter 2018-2019 with an enhanced capacity to collaborate with and learn from faculty, graduate students, and postdocs as they pursue teaching excellence.

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

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

# CRLT Core Services

## Mission Statement

The mission of the Center for Research on Learning and Teaching (CRLT) is to promote excellence and innovation in teaching in all nineteen schools and colleges at the University of Michigan. CRLT is dedicated to the support and advancement of evidence-based learning and teaching practices and the professional development of all members of the campus teaching community. CRLT partners with faculty, graduate students, postdocs, and administrators to develop and sustain a university culture that values and rewards teaching, respects and supports individual differences among learners, and creates learning environments in which diverse students and instructors can excel.

### Support for Teaching

**Serving all members of the teaching community, CRLT offers consultations on pedagogical and curricular issues, along with a range of grants programs to fund instructional innovation.** CRLT also presents orientations and seminars for campuswide audiences, as well as workshops and retreats tailored to the needs of academic units. *2017-2018 highlights: Developed two new programs (Inclusive Teaching for Lecturers and New Lecturers Orientation) to address the specific needs of U-M lecturers.*

### Diversity and Inclusion

**CRLT advances a teaching culture that attends to diversity and fosters positive learning climates for students and instructors of all backgrounds and social identities.** CRLT highlights inclusive teaching in our programs and consultations, and we offer customized workshops and resources on diversity-related topics for faculty, graduate students, and departments. *2017-2018 highlights: Welcomed health science schools to the 4th cohort of Faculty Communities for Inclusive Teaching; new CRLT assistant director created programs for instructors of R&E courses.*

### 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. *2017-2018 highlights: Convened faculty communities around gameful pedagogy using Gradedcraft.*

### 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. *2017-2018 highlights: Creation of new sketch Moving the Needle focused on sexual misconduct; first performance in Europe at a conference sponsored by the League of European Research Universities.*

### Foundational Course Initiative

**With an investment of \$5 million dollars over 5 years from the President's Academic Excellence Fund, the Foundational Course Initiative (FCI) aims to transform 30 courses, impacting over 80% of U-M's undergraduate students.** CRLT's FCI consultants establish multi-year partnerships with intergenerational course teams made up of faculty, staff, GSIs, and undergraduate students. *2017-2018 highlights: FCI recruited and partnered with teams from 6 courses across 4 colleges, with a combined enrollment of over 3,400 students.*

### 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. *2017-2018 highlights: Disseminating tools for assessing engaged learning beyond TLTC projects; planning for 2020 HLC re-accreditation.*

# CRLT Year at a Glance

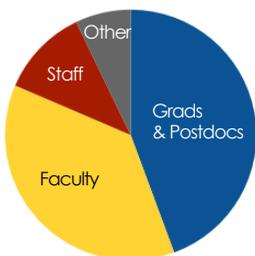
## SUMMARY of CRLT SERVICES

<b>Total Services Provided</b>	<b>17,160</b>
(Some individuals receive multiple services)	
<b>Total Services for U-M Clients</b>	<b>14,727</b>
Campuswide programs	7,587
Customized programs for departments, schools, & colleges	4,708
Consultations	2,142
Instructors receiving midterm student feedback (MSF) sessions	290
<b>Total Services for External Clients</b>	<b>2,433</b>
Presentation and workshop participants	333
Audience members at external theatre performances	1,349
Consultations and other services	751

## SERVICES by SCHOOL/COLLEGE

School or College	Individuals	Services
Architecture and Urban Planning	85	151
Art & Design	38	74
Business	90	253
Dentistry	49	120
Education	99	253
Engineering	1,101	2,746
Environment and Sustainability	94	305
Information	89	234
Kinesiology	30	93
Law	63	160
LSA	1,700	4,949
Medicine	574	1,258
Music, Theatre & Dance	63	117
Nursing	91	230
Pharmacy	120	282
Public Health	224	578
Public Policy	32	51
Rackham	1	4
Social Work	84	235
Administration	135	691
Libraries (U-M)	54	288
Other	118	195
U-M Dearborn	47	82
U-M Flint	8	28
Individuals, Unit Unknown	32	-
Services, Unit Unknown	-	1350
<b>TOTAL:</b>	<b>5,021</b>	<b>14,727</b>

## U-M Client Profiles



### 5,021 Unique Individuals

- Graduate Students & Postdoctoral Scholars ... 2,231
- Faculty ..... 1,865
- Staff ..... 573
- Other ..... 352



### Faculty by Rank

- Assistant Professor ..... 474
- Lecturer ..... 350
- Professor ..... 350
- Associate Professor ..... 258
- Other ..... 245
- DDC (Deans, Directors, Department Chairs) ..... 188

## CONSULTATION SERVICES

- 2,311** Consultations
- 259** Midterm student feedback sessions (MSFs) conducted\*
- 8,744** Students served by MSFs
- 11** U-M offices advised
- 30** Committees with CRLT representatives

\*Some courses have multiple instructors.

## FACULTY GRANTS & AWARDS

- 8** Grant & Award competitions
- 150** Faculty recipients
- \$288,688** Distributed by CRLT

## ONLINE

- 444,800** Unique visitors to CRLT website
- 225** Countries
- 6** Blog posts
- 2,518** Twitter followers

## CRLT PLAYERS

- 54** Performances at U-M
- 13** External performances
- 18** Different sketches performed
- 4,324** Audience members

## PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

- 2** Preparing Future Faculty (PFF) programs
- 102** Participants in PFF programs
- 2** Teaching certificate programs
- 137** New enrollees in certificate programs
- 38** Graduate Student Instructional Consultants

## RESEARCH & PUBLICATIONS

- 7** Schools and colleges using CRLT assessment services
- 5** CRLT action research projects
- 25** Publications and presentations

# GLOBAL REACH

-  **78** U.S. educational institutions
-  **10** other U.S. organizations
-  **23** foreign institutions



# CRLT Community

**CRLT Staff** For biosketches of CRLT Regular Staff, visit [www.crlt.umich.edu/about-crlt/staff-directory](http://www.crlt.umich.edu/about-crlt/staff-directory).

## Senior Leadership Team

Matthew Kaplan  
Sara Armstrong  
Meg Bakewell  
Theresa Braunschneider  
Michelle Getchell  
Brian Konz  
Malinda Matney  
Deborah Meizlish  
Tershia Pinder-Grover

## CRLT Consultants

Ronit Ajlen  
Tazin Daniels  
Victoria Genetin  
Grant Jackson  
Stephanie Kusano  
Stephanie Moody  
Fernando Mora  
Whitney Peoples  
Nicole Tuttle  
Erping Zhu

## CRLT-Engin

Grenmarie Agresar  
Audra Baleisis  
Emily Dahuron  
Carol Lagemann

## Theatre Program

Motoko Maegawa  
Kathryn Pamula  
Courtney Riddle

## Foundational Course Initiative

Karishma Collette  
Kairos Marquardt  
LaVonne Maxwell  
Heather Rypkema

## Admin/ Project Staff

Sierra Gillie  
Laura Gonzalez-Garcia  
Jeri Hollister  
Ryan Hudson  
Hitomi Katsumi  
Melinda Thompson  
Lisa Tune



**Graduate Student Instructor Consultants** See p. 19 for a description of the GSIC program.



Mara Bollard  
Katherine Crocker  
Julie Deeke  
Anna Edmonds  
Merideth Garcia  
Nichole Hentrich

Jallicia Jolly  
Lisa Jong  
Jessica Joslin  
Leigh Korey  
Caitlin Lawson  
Naitnaphit Limlama

Erin Lynch  
Ryan McCarty  
Ebony Perouse-Harvey  
Becca Pickus  
Benjamin Plummer  
Mary Renda

Marian Schmidt  
Jeff Shi  
Lisa Walsh  
Esther Witte

**Engineering Teaching Consultants** See p. 19 for a description of the ETC program.



Francisco Aldarondo  
Jonathan Beaumont  
Amos Cao  
Liam Casey

Colleen Crouch  
Mark Dong  
Alex Douglass  
TJ Flynn

Kevin Hughes  
Ryan Kitson  
Jeff Lowe  
Raghav Reddy

Maggie Reuter  
Kathleen Ropella  
Tianlin Wang  
Phillip Yang

## 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.



**Evan Chambers**  
Professor of Music (Composition)



**J. Tim Dvonch**  
Associate Professor of Environmental Health Sciences



**John Foster**  
Professor of Nuclear Engineering and Radiological Sciences



**Debi Khasnabis**  
Clinical Associate Professor of Education



**Victor Li**  
Professor of Civil Engineering



**Jennifer Ogilvie**  
Professor of Physics and Biophysics



**Philip Richards**  
Clinical Professor of Periodontics and Oral Medicine



**Trina Shanks**  
Associate Professor of Social Work



**Charles Shipan**  
Professor of Political Science and Public Policy



**Colleen Van Lent**  
Lecturer IV in Information



**Paul Walker**  
Clinical Professor of Pharmacy



**Laraine Washer**  
Associate Professor of Internal Medicine



**Lisa Young**  
Lecturer IV in Anthropology

# New and Noteworthy

## Foundational Course Initiative (FCI) Launches First Cohort

With an investment of \$5 million dollars over 5 years from the President's Academic Excellence Fund, the Foundational Course Initiative (FCI) aims to transform 30 courses, impacting over 80% of U-M's undergraduate students. FCI's work with these foundational courses - those large, undergraduate courses that introduce students to a major or a discipline - will focus on equity, the success of all students, and maintaining academic rigor. CRLT's FCI consultants establish multi-year partnerships with intergenerational course teams made up of faculty, staff, GSIs, and undergraduate students. Course planning and implementation is driven by the vision of the course teams and informed by best practices in higher education, as well as data about student performance and the impact of changes implemented in the courses. This model of collaborative course design promises to make Michigan's foundational courses the best in the nation, continuously innovating, assessing success, and setting the standard for higher education.

FCI launched in 2018 with the hiring of core staff, all of whom have extensive background in teaching, as well as specialized skill sets important to FCI: Dr. Meg Bakewell brings to her role as FCI Director longstanding relationships with faculty across campus and deep experience successfully leading CRLT programs; Dr. Karishma Collette focuses on student support, informed by past work at CRLT, the Newnan Advising Center, and the Science Learning Center; with a background in ethnography and experience in applied research and design, Dr. Kairos Marquardt is the team's consultant on pedagogy and design; and Dr. Heather Rypkema brings quantitative skills developed through research faculty positions in chemistry and engineering to her role as the FCI consultant for analytics and assessment. Ms. LaVonne Maxwell draws on 17 years of administrative support

experience in her role as the team's administrative assistant. FCI also benefits from the expertise of instructional technology experts from Information and Technology Services (ITS), LSA Instructional Support Services (LSA-ISS), and the U-M Library.

In its first year, FCI recruited and partnered with teams from 6 courses across 4 colleges, with a combined enrollment of over 3,400 students, including Business Administration 200, Economics 101, Engineering 110, Film Television and Media 236, Physics 140, and Public Health 200. The inaugural cohort took part in a three-day Course Design Institute in, May 2018, to develop a common vision and initial plans for their courses. They shared the results of their work with the broader university community in a showcase attended by 80 colleagues from across campus. The shape of the institute, as well as the overall program, was developed with input from a broad-based FCI Faculty Design Group that convened three times during fall 2017. For more information about the program, see p. 28.

## "Lucky 9" Learning Community Gears Up for Reaccreditation in 2020

More formally titled the LSA Assessment Learning Community, faculty from 9 departments (astronomy, chemistry, classical studies, communication studies, ecology and evolutionary biology, history, political science, romance languages and literatures, and sociology) met 3 times in 2017-2018 with LSA and CRLT assessment staff. Each department drafted learning goals (what students should gain through a major), mapped how their curriculum helps students achieve learning outcomes, and identified data that could be regularly used to assess whether goals are being met. The templates and curricular review structures from the Lucky 9 will serve as learning assessment resources for other departments in the college and contribute to U-M's preparation for re-accreditation in 2020.

## Report Released on TLTC Impact

As part of the run-up to its bicentennial, the university launched a major “Third-Century Initiative” that included a \$25 million grant competition for Transforming Learning for a Third Century (TLTC). That competition ended in 2015, and as part of its work on TLTC, CRLT coordinated an institutional evaluation of the project’s impact in collaboration with the Provost’s Office. Authored by two CRLT postdoctoral associates, *Engaged Learning at Michigan: Understanding the Impact of the Transforming Learning for a Third Century Initiative*, documents the initiative’s 128 projects and assesses changes in the institutional culture around engaged learning resulting from those projects and from the initiative as a whole. Key findings include the creation of a shared understanding of engaged learning across a large, decentralized university; an increase in interdisciplinary collaboration supported by a central infrastructure; and positive changes in the ways that students experience U-M. (See also p. 31 in Assessment.)

## Inclusive Teaching @ Michigan Series

Now in its third year, the May 2018 series piloted two new workshops that enlisted the help of trained undergraduate students. In Ask an Undergrad: Consulting with Students about Your Course Materials, faculty received feedback about the inclusivity of their syllabi and assignments from both undergraduates and CRLT consultants. CRLT in Engineering hosted the second program, Responding to Tumultuous Events: Practice Teaching. Although designed particularly for STEM instructors, it gave faculty across disciplines an opportunity to practice making choices in addressing incidents of bias and other types of events that can come up in the classroom and to receive feedback from real undergraduate students on their approaches to navigating such issues in the moment.

## New Support for Race & Ethnicity (R&E) Course Instructors

CRLT launched a new collaboration with LSA to support faculty and GSIs who teach courses that

fulfill the college’s race and ethnicity requirement. Thanks to funding from the Provost’s Office for a new position focused on R&E courses, CRLT hired Dr. Whitney Peoples, who brings 15 years of teaching and research experience around race, gender, and social justice. Dr. Peoples collaborated closely with the LSA Dean’s Office on a set of programs for R&E instructors. These included two lunches designed to build community among R&E instructors, which brought together 50 instructors spanning 13 departments, 4 living and learning communities, IGR (the Program on Intergroup Relations), and the Sweetland Center for Writing in LSA; as well as two new workshops, one for faculty of color who teach graduate seminars and another on Teaching About Race & Ethnicity in Predominantly White Classrooms that ran three times in winter 2018 for a total audience of nearly 100 instructors.

“*The CRLT consultant was excellent for courses that incorporate a power analysis framework where students with privileged and dominant identities are facing resistance to course content (and may or may not be speaking this discomfort). She offered hands on strategies to address this, and validation for my existing skillset.*”

## Sketch About Student Climate Engages Audiences Across U-M & Beyond

Introduced in 2016-2017, *Cuts: Responding to Student Climate Concerns* became the most frequently performed material of the 2017-2018 season, accounting for a full third of 67 performances by the CRLT Players both on campus and beyond. In support of their DEI strategic plans, 12 different U-M departments spanning four schools hosted *Cuts* sessions, allowing participants to explore students’ experiences of marginalization and develop or refine their ability to respond productively and compassionately.

The impact of this work stretched far beyond Ann Arbor. First, *Cuts* was included in the Academic Leadership Program (ALP) of the Big Ten Academic Alliance,

“*Thank you for a terrific session with the Players. The ALP fellows valued the opportunity to have meaningful conversations, small and large, about the sketch and the issues it raised.*  
-Organizer of the ALP Fellows Program”

hosted at U-M this year. More than 70 ALP Fellows from 14 campuses attended the performance.

Second, the primary professional organization for teaching center staff (POD) featured *Cuts* at a special session of the 2017 conference held in Montreal. The 600+ audience included center leaders and consultants from throughout North America and beyond.

	<b>Sara Fulmer</b> @sara_fulmer · Oct 28 Wow. Thank you @UMich_CRLT CRLT Players for a humbling and transformational experience. #POD17
	<b>Erika Kustra</b> @ErikaKustra · Oct 28 Thought provoking actions, difficult experiences, productive discussions -from amazing CRLT actors standing ovation

Finally, over 400 people attended performances of *Cuts* at Skidmore College and the Rochester Institute of Technology (RIT) as a key contribution to programming on inclusive teaching on those campuses. See p. 27 for a summary of compelling data about the impact of the performance on attendees' attitudes and behaviors.

## A New Sketch Contributes to U-M's Ongoing Efforts Against Sexual Misconduct

*Moving the Needle: Promoting Culture Change to Prevent Sexual Harassment* was developed in response to a request from the President's Office for a performance at the March 2018 all-chairs meeting. The sketch's three short monologues depict members of the academic community discussing the impact of sexual harassment on their work or their educational experience at U-M. Facilitated dialogue, paired with a presentation of research on the incidence and experience of sexual harassment, is interleaved with the monologues. The performance was very well received, and is on track to become a key resource in U-M's ongoing efforts to combat all forms of sexual mis-

conduct. The Players have received more than 20 performance requests from departments across campus, and the fall 2018 sessions of the Provost's Campus Leadership Program for chairs and associate deans will feature *Moving the Needle* as part of a series of roundtables focused on these issues.

## Expanded Collaboration for International Faculty Development

CRLT's collaborations with Chinese teaching centers expanded this year with the creation of a Faculty Development and Innovative Pedagogy Program that ran for the first time in May 2018. Building on multiple collaborations between U-M and the Shanghai Jiao Tong University (SJTU), this two-part program began in April at SJTU's Center for Teaching and Learning Development (CTLD). Modeled on CRLT, CTLD is one of the earliest and now one of the largest centers in China. CRLT's executive director and the director of CRLT China programs traveled to SJTU to help inaugurate the new program by delivering two presentations and facilitating others. Then in May, seven faculty developers from SJTU, Xi'an Eurasian University, the University of Science and Technology of China, and Zhejiang Chinese Medical University attended workshops in Ann Arbor that highlighted innovative pedagogies used in U-M teaching, visited active learning classrooms, and discussed how to translate effective faculty development practices into different institutional contexts. Both CRLT and CTLD are involved recruiting and selecting participants, as well as evaluating the program. The collaboration was included in the new partnership agreement between U-M and SJTU signed by President Mark Schlissel and President Lin Zhongqin in May 2018.

## Two New Programs for Lecturers

In 2017 CRLT developed two new programs to address the specific needs of U-M lecturers. First, in response to a request from the Lecturers Employee Organization, and with funding from the Office of Diversity, Equity, and Inclusion, CRLT created and began piloting an Inclusive Teaching for Lecturers Program. Applications for the program were open to

lecturers who wished to revise a course to be taught in fall 2018 with inclusive pedagogies and practices in mind. In April 2018, CRLT convened the initial meeting for 17 participants from five schools (architecture & urban planning, art & design, education, information, and social work) to review inclusive teaching goals and begin planning their course redesigns. In fall 2018, CRLT will facilitate a multi-session teaching circle for the group to share materials and insights, and participants will also seek feedback from departmental colleagues and/or CRLT consultants on their proposed changes. Upon completing the program in December 2018, the lecturers will receive \$1,000 stipends.

Second, the LSA Dean's Office asked CRLT to assess the needs of its lecturers. After conducting focus groups and scanning programs at peer universities, CRLT designed a New Lecturers Orientation (NLO) designed to help new lecturers in the college develop interdisciplinary peer connections and hit the ground running. Organized by CRLT in coordination with LSA, NLO will be offered for the first time in August 2018, and it will include an overview of college policies and resources, advice for setting up Canvas sites, and exchanges with experienced lecturers about U-M culture and resources.

### Increased Demand Drives New CRLT Organizational Structure

In March 2018, CRLT moved to a more distributed leadership model, with the help of Excelleration, Inc., an external consulting company familiar with U-M. CRLT's new Senior Leadership Team consists of the executive director, 7 area directors, and a business administrator. With area directors empowered to do more day-to-day operational decision making, the executive director can focus on talking to clients about their needs and prioritizing CRLT's efforts. Over the next year, collection of baseline capacity data will enable all directors to make better decisions about which requests CRLT can commit to without burning out its staff. The longterm goal is for CRLT's organizational structure to be capable of supporting further growth in the volume and complexity of services delivered to the campus.



### Awards and Milestones

For their robust contributions to furthering inclusive teaching practices throughout the university, CRLT's Diversity, Equity, and Inclusion team received a Distinguished Diversity Leaders Award in 2017. Jointly sponsored by the Office of the Provost and University Human Resources, the award celebrates progress toward creating a welcoming, supportive, and diverse environment that helps set U-M apart. This is the second time that a CRLT team has received the award; the CRLT Players Theatre Program was similarly recognized in 2014.



The highest recognition of contributions to undergraduate education conferred by U-M is an Arthur F. Thurnau Professorship. In 2018, this faculty awards program celebrated its 30th anniversary, and its 180th recipient. To commemorate the special occasion, CRLT hosted a reception and dinner in honor of all past Thurnau Professors still residing in Michigan. Vice Provost James Holloway gave opening remarks and recognized the 2018 awardees before a crowd of 115 attendees. Former Senior Vice Provost Lester Monts drew special praise for his role in raising the profile of the Thurnau Professorship, for example making the award a permanent feature of a recipient's career at U-M, rather than a title held for three years.