

TABLE OF CONTENTS

- Executive Summary 2**
 - Executive Director’s Letter 2
 - Core Services..... 3
 - 2018-2019 Year at a Glance 4
 - CRLT Community 6
 - CRLT Faculty Advisory Board..... 6
 - New & Noteworthy 8
- Support for Teaching 12**
 - Consultations 12
 - Seminars 14
 - Programs for Academic Leaders 15
 - Programs for Faculty..... 15
 - Programs for Graduate Students and Postdoctoral Scholars 17
 - Web Resources..... 20
 - External Initiatives 21
- Foundational Course Initiative..... 24**
- Diversity, Equity & Inclusion 26**
- Players Theatre Program 28**
- Digital Education 30**
- Assessment and Research 32**
- Appendices**
 - Appendix A: Grants and Awards..... 38
 - Appendix B: Disciplinary-Based, Customized Services..... 45
 - Appendix C: Collaborations and Committee Work..... 63
 - Appendix D: External Colleges, Universities, and Organizations Served 65
 - Appendix E: Publications and Presentations..... 68
 - Appendix F: Regular Staff Organizational Chart, 2018-2019..... 71

This report was compiled by CRLT staff.

EXECUTIVE SUMMARY

EXECUTIVE DIRECTOR'S LETTER

CRLT's work throughout the University of Michigan gained new depth and breadth in 2018-2019. I've highlighted a few examples below; the full report contains many more.

Intensive collaborations with departmental course teams deepened during the first full year of the Foundational Course Initiative (FCI), and broadened when a second cohort of 5 courses joined in May. Collectively, the courses enroll about 8,000 students (20% of U-M's undergraduate population), and the departmental teams, in collaboration with CRLT's growing FCI team, are committed to promoting student success across the wide range of diversity that is a hallmark of these courses.

More depth was demanded of the CRLT Players as campus efforts to create a climate resistant to sexual harassment intensified. From a single sketch commissioned by President Schlissel in 2018, the Players developed brief sessions for chairs and associate deans participating in the Provost's Campus Leadership Program, and a curriculum of 3 longer sessions for units seeking stepwise improvement in culture around these issues.

CRLT broadened its engagement with two important segments of U-M's instructional community: lecturers and graduate student instructors (GSIs). New programs included a teaching circle for lecturers from across campus to explore effective ways to implement inclusive teaching practices into their courses, while a first-ever orientation for new lecturers in LSA introduced them to key resources supporting their teaching and facilitated networking.

The audience for CRLT's new GSI teaching orientations grew sharply, with close to 850 GSIs from 17 schools and colleges and 35 LSA departments attending fall orientations on central campus and in engineering. Thanks to the excellent reputation of the programs, especially their focus on inclusive teaching, more academic units now incorporate CRLT's orientation into their GSI development programs. Additionally, we see a trend of departments seeking assistance with orienting undergraduate learning assistants or instructional aides.

The CRLT midterm student feedback (MSF) program expanded more than 50% this past year. With almost 400 instructors participating, over 14,000 U-M students had the chance to provide feedback on aspects of their courses that were helping their learning, as well as suggestions for improvement.

As always, CRLT's excellence depends on the dedication of its staff. We are particularly proud that our colleagues in CRLT in Engineering won the college's Staff-Team Excellence Award, and Director Tershia Pinder-Grover received the Martin Luther King Spirit Award from the north campus deans.

Finally, this year saw the departure of two people whose contributions to CRLT have been both broad and deep for many years. Internally, Meg Bakewell was the founding director of FCI, a member of CRLT's Senior Leadership Team, and a long-time consultant responsible for building and running many of CRLT's core programs. Her creativity, boundless energy, and insightfulness will be deeply missed. Vice Provost James Holloway was a key partner on perennial programs like the Provost's Seminars on Teaching and Thurnau Professorships, and high-profile initiatives like Transforming Learning for a Third Century. We wish him well in his new role as provost of the University of New Mexico.



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

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

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. *2018-2019 highlights: 50% increase in midterm student feedback sessions provided to 398 instructors, affecting over 14,000 students.*

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 create a 21st-century model of teaching at scale. FCI focuses on large enrollment courses that introduce students to a major or discipline. CRLT's FCI consultants establish multi-year partnerships with intergenerational course teams made up of faculty, staff, GSIs, and undergraduate students. *2018-2019 highlights: Recruitment of a second cohort of courses, bringing total number of students affected to over 8,000 in 11 courses; recruitment of a faculty advisory board.*

Diversity, Equity 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. *2018-2019 highlights: Presentation of 61 inclusive teaching programs, including 35 customized workshops and retreats for faculty and GSIs in 10 schools and colleges.*

Players Theatre Program

CRLT Players sessions use theatre to seed reflection about issues that negatively impact inclusive climate and to spark dialogue about strategies for addressing them. The Players perform for faculty, graduate students, and administrators. Their repertoire focuses on both classroom and institutional climate. *2018-2019 highlights: Expansion of sessions focused on sexual harassment for chairs, associate deans, and departments; piloting of a new sketch on the experiences of first-generation college students.*

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. *2018-2019 highlights: Collaboration with ITS on ways to inform campus about new tools and approaches to leverage learning analytics for improving student learning.*

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. *2018-2019 highlights: Collaboration with provost's office on drafting U-M's reaccreditation report and facilitating town halls to gather feedback on the draft.*



2018-2019 YEAR AT A GLANCE

SUMMARY of CRLT SERVICES

Total Services Provided **21,060**

(Some individuals receive multiple services)

Total Services for U-M Clients **17,113**

Campuswide programs 8,099

Customized programs for departments, schools, & colleges 5,039

Consultations 3,578

Instructors receiving midterm student feedback (MSF) sessions 397

Total Services for External Clients **3,947**

Presentation and workshop participants 2,326

Audience members at external theatre performances 900

Consultations and other services 721

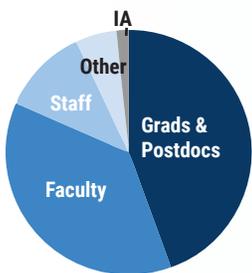
EXTERNAL REACH BEYOND U-M

U.S. Educational Institutions 132

Other U.S. Organizations 16

Foreign Institutions 59

U-M CLIENT PROFILES



5,544 Unique Individuals

Graduate Students & Postdoctoral Scholars 2,238
 Faculty 2,002
 Staff 572
 Other 447
 Undergraduate Instructional Aides (IA) 285



Faculty by Rank

Assistant Professor 501
 Associate Professor 449
 DDC (Deans, Directors, Department Chairs) 346
 Professor 298
 Associate Professor 241
 Other 167

SERVICES by SCHOOL/COLLEGE

School or College	Individuals	Services
Architecture & Urban Planning	88	120
Art & Design	74	121
Business	166	988
Dentistry	43	136
Education	114	301
Engineering	1,174	3,320
Environment and Sustainability	94	305
Information	121	262
Kinesiology	38	123
Law	45	83
LSA	1,875	5,535
Medicine	794	1,570
Music, Theatre & Dance	99	162
Nursing	90	246
Pharmacy	57	198
Public Health	212	544
Public Policy	50	97
Rackham	3	6
Social Work	95	242
Administration	128	776
Libraries (U-M)	48	193
Other	51	197
U-M Dearborn	46	78
U-M Flint	15	41
Individuals, Unit Unknown	24	-
Services, Unit Unknown	-	1,469
TOTAL:	5,544	17,113

CONSULTATION SERVICES

Consultations	3,578
Midterm student feedback sessions (MSFs) conducted*	345
Students served by MSFs	14,374
U-M offices advised	16
Committees with CRLT representatives	41

*Some courses have multiple instructors

PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

Preparing Future Faculty (PFF) programs	2
Participants in PFF programs	94
Teaching certificate programs	2
New enrollees in certificate programs	114
Graduate Student Instructional Consultants	41

ONLINE

Unique website visitors	340,688
Countries	228
Blog posts	10
Twitter followers	2,648

RESEARCH & PUBLICATIONS

Schools and colleges using CRLT assessment services	7
CRLT action research projects	6
Publications and presentations	31

FACULTY GRANTS & AWARDS

Grant & Award competitions	8
Faculty recipients	128
Distributed by CRLT	\$258,107

CRLT PLAYERS

Performances at U-M	58
U-M workshops	4
External performances	14
Different sketches performed	18
Total audience members	4,414

CRLT COMMUNITY



Senior Leadership Team

Matthew Kaplan
Sara Armstrong
Meg Bakewell
Theresa Braunschneider
Michelle Getchell

Brian Konz
Malinda Matney
Deborah Meizlish
Tershia Pinder-Grover

Educational Development & Assessment Services

Ronit Ajlen
Jeanne Andreoli
Tazin Daniels
Victoria Genetin
Grant Jackson

Stephanie Kusano
Fernando Mora
Whitney Peoples
Nicole Tuttle
Erping Zhu

CRLT-Engin

Grenmarie Agresar
Audra Baleisis
Carol Lagemann
Gina Michael

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.



Edward Cho

Lecturer III in Economics, LSA



J. Tim Dvnoch

Associate Professor of Environmental Health Sciences, Public Health



John Foster

Professor of Nuclear Engineering and Radiological Sciences



Philip Richards

Clinical Professor of Dentistry



Trina Shanks

Associate Professor of Social Work



Charles Shipan

Professor of Social Science and Political Science, LSA



Theatre Program

Christine Simonian Bean
Kathryn Pamula
Courtney Riddle

Foundational Course Initiative

Andy Burkhardt
Claudia Cameratti-Baeza
Susan J. Cheng
Karishma Collette
Anthony King
Elizabeth Mann Levesque

Conference & Events

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



Debi Khasnabis

Clinical Associate Professor
of Education



Ishani Maitra

Associate Professor of Philosophy, LSA



Jamie Phillips

Professor of Electrical Engineering and
Computer Science



Eve Brensike Primus

Professor of Law



David Thacher

Associate Professor of Public Policy



Paul Walker

Clinical Professor of Pharmacy



Laraine Washer

Associate Professor of Internal Medicine



Nina White

Lecturer IV in Mathematics, LSA

NEW & NOTEWORTHY

FCI Doubles in Size in Second Year



With an investment of \$5 million over 5 years from the President's Academic Innovation Fund, the Foundational Course Initiative (FCI) aims to create a 21st-century model of teaching at scale. FCI focuses on large enrollment courses that introduce students to a major or discipline. The three-year, collaborative course design (CCD) process includes a partnership between a departmental instructional team and educational professionals from CRLT. The goals for transformation are specific to each course, driven by the vision of the departmental team and informed by relevant institutional data and research from evidence-based, inclusive teaching practices. (See also p. 24-25).

FCI launched in 2018 with 5 staff supporting 6 courses from business; economics; engineering; film, television, and media; physics; and public health. Meeting bi-weekly throughout the academic year, the CCD teams expanded on visions initially articulated at a kickoff event in May, and they developed "quick wins" for improved student learning. For example, a practice exam study tool piloted in fall 2018 showed promise for eliminating a gender gap in final exam outcomes.

In 2018-2019, FCI expanded its activity on a number of fronts. A faculty advisory board met 7 times, including a half-day retreat to discuss metrics for success for the initiative. Throughout the academic year, a seminar series informed the work of the collaborative course design teams (and other interested faculty and staff) by hosting 5 sessions featuring speakers who engage in creative approaches to teaching or investigating the impact of large foundational courses. In May, 5 addi-

tional courses joined the initiative, beginning with a 3-day course design institute:

- BA 100 - Introduction to Ross: Foundations in Learning Business
- BIO 172 - Introductory Biology: Molecular, Cellular, and Developmental
- EECS 183 - Elementary Programming Concepts
- MATH 105 - Data, Functions, and Graphs
- MVS 110 - Biological and Behavioral Bases of Human Movement

Over 8,000 students – 20% of U-M undergraduates – now enroll in FCI courses. To expand capacity for the second cohort, an additional 5 staff were hired. Recruitment for the launch of a third cohort in May 2020 is ongoing. Instructors and departments interested in proposing foundational courses for inclusion are encouraged to contact CRLT Executive Director Matt Kaplan.

First Summer Meeting Launches SEISMIC

About 60 representatives from 10 large research universities convened June 11-14, 2019, in Ann Arbor to launch the Sloan Equity and Inclusion in STEM Introductory Courses (SEISMIC) project. Thurnau Professor and Professor of Physics, Astronomy, and Education Tim McKay, CRLT's main faculty partner for the Foundational Course Initiative, secured funding from the Alfred P. Sloan Foundation for a multifaceted collaboration that will focus on equity and inclusion in large foundational STEM courses. These courses pose outside barriers to student success, especially for groups historically underrepresented in the sciences and engineering.

Each of the institutions involved is already addressing classroom climate concerns and performance disparities. SEISMIC will amplify the scope and impact of this work by fostering coordinated experiments and data analyses across many disciplines and institutions. CRLT staff provided planning and event support for the inaugural summer meeting, which featured talks from national leaders in STEM education, as well as working group sessions for colleagues from across the project to begin sketching out research collaborations.

**20% of U-M
undergraduates
now enroll in
FCI courses.**

Creating a Climate Resistant to Sexual Harassment

CRLT's Executive Director served on the Working Group on Faculty and Staff Sexual Misconduct appointed by President Schlissel and contributed to the Phase 2 Report submitted in June 2018. In September, the Implementation Team for the working group invited him and the Director of the CRLT Theatre Program to join an Educational Advisory Group (EAG) to design training content appropriate for different audiences and learning levels.

At the president's request, CRLT's theatre program had already created a sketch, *Moving the Needle (MtN): Promoting Culture Change to Prevent Sexual Harassment*, for an all-chairs meeting in March 2018. One-hour versions of this material, highly tailored to the needs of academic leaders, were presented in 6 sessions attended by a total of 149 chairs and associate deans as part of the U-M Provost's Campus Leadership Program. The material has also been expanded into 3 two-hour sessions that constitute a curriculum for changing a unit's climate from one that tolerates sexual harassment to one that resists it (see p. 29). Almost half of the CRLT Players 2018-2019 season was dedicated to *MtN* performances. Their success led the EAG to request that CRLT develop and facilitate a new, daylong professional development program for U-M's academic leaders in 2019-2020.

Fulfilling Year 3 DEI Commitments

U-M's DEI strategic plan includes a commitment to expanding inclusive teaching professional development programs offered by CRLT. In Year 3, CRLT continued to deliver programs open to the campus, as well as 35 customized workshops and retreats that reflect the unique pedagogical needs of 10 schools and colleges as they make learning more inclusive and effective across a diverse student body. Additionally, a new resource grew out of two meetings of the Liaisons for Inclusive Teaching group facilitated by CRLT. Together with faculty, CRLT adapted an inventory of strategies for inclusive teaching to make examples more relevant to a clinical setting. CRLT workshops subsequently deployed the inventory in dentistry, nursing, and medicine.

Programs open to all faculty and GSIs included 17 DEI-focused sessions during CRLT's fall and winter seminar series. Additionally, the May 2019 **Inclusive**

Teaching @ Michigan series, entered its fourth year. Demand from the campus community continued to be strong, and registrations hit capacity almost immediately. A total of 225 faculty and GSIs representing all U-M schools and colleges attended IT@M events. A novel aspect was an organizing theme, Transparency in Teaching, that appealed to instructors with both beginning and advanced knowledge of inclusive teaching practices. An April CRLT blog post recruited IT@M participants by summarizing research about the positive impact on equity of instructors being explicit about why they structure learning experiences in particular ways. IT@M workshop titles included "Transparency for Equity: Principles of Transparent Assignment Design" and "Applying Principles of Transparency to Classroom Discussions."

New Sketch Addresses Faculty Support for First-Generation College Students



Initiatives like U-M's Go Blue Guarantee have brought to the forefront the needs of students who are the first in their families to attend college. Much attention has been paid to recruiting and retaining them, with an emphasis on training staff who support these students. Less attention and research have been devoted to the ways that faculty can facilitate the success of first-generation college students in the classroom. In 2018, a team from the CRLT Theatre Program conducted interviews with students who identify as first-generation and U-M staff and faculty who support them, and reviewed the teaching and learning literature that focuses on first-generation college students. The resulting sketch *It's in the Syllabus and Other First-Generation College Student Experiences (FGCS)* previewed in December 2018, and the College of Engineering sponsored a pilot performance in February 2019. The sketch conveys to faculty both the sense of disorientation felt by students new to campus norms and expectations and the great heterogeneity of narratives of self that they bring. It helps faculty to confront stereotypes about first-generation college students and brainstorm ways to increase

transparency and foster belonging in their classrooms. The Players anticipate a robust roll out of this session in 2019-2020, with 8 sessions scheduled so far.

New Teaching Circle for Lecturers Revising Courses for Inclusive Teaching

In response to a request from the Lecturers Employee Organization, and with funding from the Office of Diversity, Equity, and Inclusion, CRLT piloted an Inclusive Teaching for Lecturers Program that brought together 17 participants from 5 schools (architecture & urban planning, art & design, education, information, and social work). The cohort met for a kick-off meeting in April and 3 times over the fall semester to discuss key concepts, research, and strategies, as well as to practice related skills. Additionally, each lecturer consulted individually with a CRLT staff member or a departmental colleague to reflect on their practice and troubleshoot developments in their own courses. Participants received a stipend for their professional time. The overall program was highly rated and affected a large number of students: teaching circle members taught a total of 54 courses serving 1,137 students in fall 2018.

Support Renewed and Increased for Race & Ethnicity (R&E) GSI Learning Communities

CRLT's collaboration with LSA to support GSIs who teach courses that fulfill the R&E requirement completed a successful pilot year. The 34 GSIs who joined the learning communities included those from some of the college's largest enrollment R&E courses, such as "Introduction to Anthropology" and "Introduction to Women's Studies." To keep the communities small, CRLT staff facilitated a series of 4 meetings for 2 separate groups each semester. In recognition of the learning communities' ability to empower GSIs and support the mission of the R&E project, LSA renewed and increased funding for a second year. This will enable nearly 50% more GSIs to take part. GSIs' investments of time are compensated with a small stipend and two books: *Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race* and *Exploring Race in Predominantly White Classrooms: Scholars of Color Reflect*.

Reaccreditation Town Halls

CRLT's 3-member assessment team has been integrally involved since summer 2016 in coordinating U-M's preparation for a March 2020 reaccreditation visit by the Higher Learning Commission (HLC). During summer and fall 2018, the assessment team drew on information gathered by accreditation leads throughout the university to draft, review, and revise a 5-part narrative that addresses criteria for accreditation set by HLC. In March 2019, the team co-facilitated (with staff from the Office of the Provost) a total of 7 town hall meetings that gave the broader university community an introduction to accreditation processes and a first look at the working draft of U-M's report. About 300 students, staff, and faculty cumulatively attended events held on central and north campus and contributed feedback that has been used to further edit and refine the narrative. After review by the Vice Provosts and Associate Deans Group, as well as the Academic Program Group, the Executive Officers, and the Regents, the report will be shared with HLC in February 2020.

Under the leadership of James Holloway, Vice Provost for Global Engagement and Interdisciplinary Academic Affairs, the 2020 reaccreditation process has supported units in efforts to integrate a cycle of assessment into their regular program reviews. For example, in LSA, CRLT collaborated with the Associate Dean for Undergraduate Education to assist "Lucky 9" departments (astronomy, chemistry, classical studies, communication studies, ecology and evolutionary biology, history, political science, romance languages and literatures, and sociology) as they drafted assessment plans and created templates and curricular review structures. In winter 2018, LSA provided grants of up to \$10,000 to help these departments create sustainable processes for program assessment. In winter 2019, CRLT worked with LSA administrators to roll out an ongoing plan for this work in departments beyond the Lucky 9 which will conduct their own program reviews over the next 5 years.

Growing a Discipline-Based Educational Research (DBER) Community

CRLT partnered with professors Ginger Shultz (chemistry) and Tracy de Peralta (dentistry), founders of the

“

My repertoire of participation structures has expanded, and my desire to keep growing, reflecting, and refining my work has been renewed.

-Lecturer

”

“

I appreciated our discussion of risk, discomfort, and the different ways that 'conflict' or 'resistance' can manifest. We considered our role as facilitators and teachers and the skills that we can develop to teach effectively across different scenarios.

-R&E GSI

”

Michigan Discipline-Based Educational Research Community, on the winter 2019 Provost's Seminar on Teaching, *Building a Community Around Disciplinary Approaches to Investigating Student Learning*. The May event drew 90 faculty, staff, and administrators (see p. 17). It culminated in an announcement of a grants competition for faculty interested in pursuing DBER projects. Although DBER has been affiliated with STEM fields nationally, at U-M, faculty from a broader swath of disciplines are participating, including art & design, the health sciences, education, SEAS, and LSA, in addition to engineering. To further support the development of the community, CRLT surveyed U-M faculty and compiled a list of nearly 200 citations of their DBER-related work and will invite grantees to present their work at a poster fair.

New LSA Lecturer Orientation Piloted

In conjunction with the dean's office, CRLT organized and facilitated the first LSA New Lecturers' Orientation in August 2018, helping lecturers navigate their new workplace by identifying resources and places to go for teaching support. Held immediately following the campuswide New Faculty Orientation, the new, 3-hour event consisted of 3 sessions that addressed specific needs of LSA lecturers, along with the opportunity to network with LSA academic leaders (chairs and associate deans) at a closing reception. Interim Dean Liz Cole welcomed 24 lecturers who heard from the associate and assistant deans and discussed how to handle common scenarios that arise with students. A second session covered Canvas and other technology tools for their courses. The new lecturers rated the last session of the day the most highly, showing that they particularly appreciated the opportunity to ask questions of a panel of six experienced lecturers from a range of units. The event will be repeated in fall 2019.

Record Fall 2018 GSI Teaching Orientation

The number of new graduate student instructors (GSIs) attending the campuswide teaching orientation organized by CRLT has been on the rise for several years. A number of academic units (especially in STEM disciplines) are supplementing their departmental training by sending groups of GSIs to specific sessions organized by CRLT, particularly those focused on inclusive teaching. As a result, fall 2018 saw a record high of 679 attendees from 16 schools and colleges and 35 LSA departments. To handle the increased demand, the opening plenary was held in the Power Center for the first time, and the practice teaching component was divided

into two waves to maintain the low ratio of participants to facilitators necessary for that activity.

Growing attendance also prompted CRLT staff to examine ways to consume fewer resources at the event, leading to a reconceptualization of the *Guidebook for University of Michigan Graduate Student Instructors*. A survey of GSIs who had received physical guidebooks at earlier orientations revealed that, while they valued the information contained in the print edition, GSIs wanted to be able to access these resources digitally from wherever they happened to be. With this feedback in mind, CRLT created a new landing page on its website to highlight important resources for new GSIs and postdocs, <<https://myumi.ch/y9Gq2>>. CRLT also crafted a series of "just-in-time" emails that are sent to GSIs five times during their first term of teaching. The emails highlight and provide links to relevant resources at significant points in the semester – for example, resources about grading several weeks into the term and resources about student evaluations near the end of the term.

Accolades for CRLT in Engineering



The 5-person team behind CRLT in Engineering received the college's 2019 Staff-Team Excellence Award for a wide range of exemplary work that "is recognized internationally and has led to transformational improvement in the quality of education at the College." In January 2019, the Director of CRLT in Engineering received a Martin Luther King Spirit Award. Jointly sponsored by the north campus deans, the program recognizes members of the north campus community who exemplify the leadership and vision of Dr. King through their commitment to social justice, diversity, and inclusion.



What people are saying about Consultations and Midterm Student Feedback

"It was very valuable to have a chance to discuss my class in detail with someone who had observed it."

"One of the best aspects of these visits is to have someone besides the instructor elicit feedback about what is working and what could be improved, and thus to take collective responsibility for the health of the learning space."

"I have had several of these sessions in the past, and I have found them immensely useful every single time. I recommend them to other faculty every opportunity that I get."

"Process was very easy, and the consultant provided honest assessment and advice. This was so helpful and reassuring. I will be back for whatever my next course is! "

SUPPORT FOR TEACHING

CONSULTATIONS

CRLT professional staff and graduate student instructional consultants (GSICs) provide consultation services to faculty, graduate students, and administrators. Short consultations often involve requests for materials, information, and advice about campus resources for teaching and learning. Topics for more intensive consultations include curricular and instructional matters such as course design, integrating innovative approaches to teaching and learning, interpretation of student ratings, and improvement of teaching and learning in a class or discipline. CRLT staff conducted over 3,500 individual consultations, some brief and some extensive, with U-M clients during the 2018-2019 academic year.

Midterm Student Feedback

CRLT collects student feedback for faculty and GSIs who wish to assess and improve their teaching during

the term. A CRLT consultant observes the class and then confers with the students about what is going well and what changes would improve their learning. The consultant later meets with the instructor to report findings and discuss strategies for change. Faculty in charge of large, multi-section courses also use this service to gain an overview of the course. Section leaders receive confidential individual feedback, and the supervising faculty member receives a report of overall trends in the course that can be used to facilitate and inform curricular improvement. During the 2018-2019 academic year, CRLT staff conducted 345 midterm student feedback sessions for faculty and GSIs across campus. These sessions provided an opportunity for 14,374 undergraduate and graduate students to share feedback in the middle of the term, a time when adjustments to teaching practices can directly benefit their learning experience.

ORIENTATIONS

New Faculty Orientation

In conjunction with the provost and executive vice president for academic affairs, CRLT organized and facilitated the campuswide New Faculty Orientation. In August 2018, 170 faculty members attended this event. The president and vice president for research welcomed the new faculty, and the CRLT Players presented 7 into 15: Welcome to Teaching at U-M, which focuses on issues of diversity, inclusion, and faculty worklife. Participants heard from the provost at lunch along with two experienced faculty who discussed what it's like to work at U-M. In addition, new faculty attended one of the five concurrent sessions focused on teaching listed on the right.

New Lecturer Orientation

See New and Noteworthy p. 11.

GSI & IA Teaching Orientations

CRLT organized and facilitated university-wide teaching orientations for over 1,413 graduate student instructors and instructional aides at the beginning of fall 2018 and winter 2019 terms. The fall program was attended by 683 GSIs and the winter program had a total of 265 GSIs. During these orientations, GSIs saw a production of the CRLT Players sketch TBD: Welcome to Teaching, and attended a session of “Inclusive Teaching During the First Week and Beyond” with GSIs from related disciplines. In addition, each GSI was given the opportunity to practice a 5-minute lesson and receive feedback from peers and an experienced instructor or CRLT staff member. New GSIs also engaged in discussions about the role of GSIs at the University of Michigan, collected resources related to this role, consulted experienced GSIs, and participated in workshops designed to address key issues. The fall orientation included the workshops listed on the right.

CRLT also organized a customized teaching orientation program for 180 new GSIs in the college of engineering in fall 2018. After the initial day of training, GSIs completed their ongoing professional development by participating in an advanced practice teaching session or writing a reflection on either a seminar focused on pedagogy or a classroom observation with mid-semester student feedback (MSF). In addition, CRLT offered a separate orientation for undergraduate Instructional Aides (IAs) in engineering each semester, serving a total of 285 attendees.

ELI-CRLT Courses

In collaboration with the English Language Institute (ELI), CRLT co-sponsors two intensive courses for graduate students whose undergraduate education was in a language other than English and who plan to have GSI appointments in LSA. One course is offered in August to incoming U-M graduate students who have recently arrived in the country; the other is a ten-week, winter-term course for those who are already graduate students. Both address language proficiency, pedagogical strategies, and cultural awareness. In August 2018, 26 international graduate students participated in the course, and during winter 2019, 18 more students participated.

NFO Concurrent Sessions

- Leveraging Group Work and Teams to Enhance Student Learning
- Leveraging Student Diversities in Discussion
- Research-Based Practices for College Teaching
- Teaching Critical Thinking in the Clinic
- Using Digital Tools to Engage Students and Enhance Teaching

GSITO Workshops

- Dealing with Controversy During Classroom Discussion
- Evaluating Student Writing
- Facilitating Discussions in the Humanities and Social Sciences
- Facilitating Group Work in Discussions and Labs
- Grading in Quantitative Courses and the Sciences
- Identity and Authority in the Classroom
- Leading Problem-Solving Sessions
- One-to-One Teaching in Music, Art, Dance, and Architecture
- Teaching in Race & Ethnicity Courses
- Technology for the First Days of Class: Canvas and the Google Education Suite

SEMINARS

Campuswide Seminar Series

CRLT offers seminars and programs for faculty, graduate students, and postdocs. These programs bring instructors together to share ideas across disciplines. They also help instructors develop and improve their teaching skills, expand their repertoire of teaching methods, and gain new perspectives on teaching at U-M. CRLT professional staff, faculty members from other units of the university, and guest presenters from other universities conduct CRLT seminars. In 2018-2019, 1,909 faculty, graduate students, and postdocs registered for seminars, including the following programs:

- **Assessing Student Participation: What, How and Why? (2x)**
- **Backward Course Design: Planning Your Course with the End in Mind (An Online Workshop) (2x)**
- **Developing Your Teaching Philosophy(2x)****
- **Developing Your Teaching Philosophy (An Online Workshop)****
- **Disability and Accessible Teaching: Current Perspectives and Best Practices (3x)**
- **Effective Teaching Practices for the Flipped Classroom**
- **Engaging Students with Active Learning (An Online Workshop)**
- **Evaluating Student Writing**
- **Facilitating Discussions of Research Literature in STEM Courses (2x)**
- **Five-part Diversity and Inclusive Teaching Seminar****
- **Getting Started with Teaching Gamefully**
- **Implementing Inclusive Teaching Principles in Your Courses (3x)**
- **Inclusive Teaching with Writing**
- **Introduction to Engaged Design: Developing Community-Based Learning Courses***
- **Leading Discussions in the Social Sciences and Humanities****
- **Making the Most of Hot Moments in the Classroom**
- **Managing Academic Identities in Digital Spaces (An Online Workshop)****
- **Mentoring Undergraduate and Graduate Student Research (An Online Workshop)**
- **Organize, Streamline, and Simplify: Teaching Efficiently with Technology****
- **Research-Based Practices for College Teaching (An Online Workshop)**
- **Sharing Our Work: Key Insights from Faculty Communities for Inclusive Teaching (strolling lunch & poster session)**

- **Teaching in Tumultuous Times: Making Choices About How to Address the World Beyond Your Classroom (2x)**
- **Using Digital Tools to Facilitate Student Collaboration****
- **What's at Stake: Instructor and Student Identities in the R&E Classroom (2x)**
- **Writing a Diversity Statement (2x)****
- **Writing and Grading Multiple Choice Exams (An Online Workshop)**

CRLT in Engineering Seminar Series

During the fall 2018 and winter 2019 terms 732 faculty, graduate students, and postdocs registered for the following programs and seminars offered by CRLT in Engineering:

- **Active Learning Practice****
- **Addressing Problematic Team Dynamics****
- **Are They "Getting it?" Low-Stakes Ways to Assess Student Learning****
- **Begin With a Problem: Using Inductive Learning to Motivate Students**
- **Creating Effective Research Posters: Presentation by Jean-luc Doumont**
- **CRLT Players: Cuts: Responding to Student Climate Concerns****
- **Engineering Teaching Innovation Poster Fair**
- **Faculty Panel: Instructional Technology in the Engineering Classroom**
- **How Stereotype Threat, Impostor Syndrome, and Growth Mindset Affect Student Learning****
- **It's Time for Action: Generating an Active Learning Plan****
- **Making Teamwork Work****
- **The Science of Learning****

Foundational Course Initiative Seminar Series

During the fall 2018 and winter 2019 terms 154 faculty, graduate students, and postdocs registered for the following seminars offered by the Foundational Course Initiative:

- **Curiosity and the Pleasures of Learning: Leveraging Internal Student Motivation to Learn Through Curiosity**
- **Modeling Authentic Dialogue in the Classroom**
- **Strategies for Creating Inclusive and Welcoming Classroom Environments**
- **Student Commitment to STEM Evidence-based Teaching Practices: Results from Evaluation of the Summer Institutes on Scientific Teaching**
- **The Influence of Gender Stereotypes on Behavioral Outcomes Among Students in Group Project Teams**

* faculty only, ** graduate students and postdocs only

PROGRAMS FOR ACADEMIC LEADERS

Provost's Campus Leadership Program (PCLP)

On behalf of the provost, CRLT coordinates an academic leadership program with two parts: a day-long orientation for new department chairs and associate deans and ongoing professional development for all chairs and associate deans with periodic roundtable sessions. In the fall, the roundtables focused on sexual harassment as part of a larger, campuswide effort to address this topic. The series covered 3 separate topics under the *Moving the Needle* heading: *Reporting Sexual Harassment*, *Responding to Sexual Harassment Disclosures*, and *Creating Cultures Resistant to Sexual Harassment*. Each session was offered twice to allow maximum participation. They all included engagement with local U-M experts and embodied case studies performed by the CRLT Players. A winter follow-up session brought together leaders and key colleagues from their units to develop concrete plans for actions they could take to demonstrate their commitment to reducing or eliminating sexual harassment in their contexts. One additional roundtable was offered in the winter term, A Conversation with the Provost.

PROGRAMS FOR FACULTY

New Faculty

LSA and Health Sciences Teaching Academies: New faculty in LSA and the health sciences schools and colleges (dentistry, kinesiology, medicine, nursing, pharmacy, public health, and social work) are introduced to teaching at U-M through intensive, two-day orientations at the end of August. Designed by CRLT in consultation with deans, the teaching academies include opportunities for participants to learn about methods for familiarizing themselves with course management and other instructional technologies and to deliver a practice lesson and receive feedback on their teaching from colleagues. Additional topics at the LSA Teaching Academy address pedagogies for teaching undergraduate students, issues of inclusion and equity in the classroom, and testing and grading. The Health Sciences Teaching Academy focuses on teaching small groups and fostering critical thinking through clinical teaching, as well as in traditional classrooms.

In their first term of teaching, members of both academies may work individually with a CRLT consultant who observes their teaching or conducts a midterm student feedback session. (See p.12 for more information about MSFs.) Follow-up gatherings throughout the academic year further develop networks of support within each academy's new cohort of faculty. In 2018-2019, 38 assistant professors (including 9 Collegiate Fellows and 4 members of the Michigan Society of Fellows) completed the LSA Teaching Academy, and the Health Sciences Teaching Academy served 25 faculty on the tenure and clinical tracks.

Ross Teaching Academy: Since 2013, CRLT has collaborated with the dean's office on a teaching academy focused on the specific needs of new faculty in the

Ross School of Business. In 2018-2019, 17 faculty participated. The academy includes a student panel with BBA and MBA students, conversations with administrators on common challenges and key school policies, and pedagogy sessions on inclusive teaching and active learning.

College of Engineering Programs: The day before the campuswide new faculty orientation (p.13), CRLT in Engineering provided additional programming for 17 faculty new to the college at the CoE New Faculty Orientation. Participants engaged in a workshop about inclusive teaching, a panel discussion with U-M engineering undergraduate students, a presentation about research resources with a complementary panel discussion with experienced faculty about starting a research group, and a workshop on strategies for new faculty success. Subsequent programs covered applying for the first grant, preparing for the third year review, mentoring graduate students, teaching with technology, supporting students in distress, preparing for tenure and promotion, and enhancing leadership skills.

Angela Dillard @adillard4 · Aug 21, 2018

Check out my beautiful new colleagues #LSAFaculty and all their lovely department chairs & deans in powerful show of commitment to excellence in teaching #Umich #highered #LSATeachingAcademy @UMich_CRLT



Faculty Grants and Awards

In 2018-2019, a total of 128 faculty received grants or awards of over \$258,000 (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 five 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
- Faculty Communities for Inclusive Teaching (FCIT) initiative
- Lecturers' Professional Development Fund (LPDF)

CRLT directly funded two competitions:

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

The faculty advisory board members select grantees for FDF and recommend awardees to the provost for the Gilbert Whitaker Fund for the Improvement of Teaching. An experienced lecturers panel 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 select the recipients.

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



Faculty Learning Communities (FLCs)

Interprofessional Leadership Fellows (IPL): Launched in January 2016, IPL brings together health science faculty with a strong interest in becoming change agents for interprofessional education (IPE) and practice efforts on campus and beyond. It is funded by the Michigan Center for Interprofessional Education with support from the provost's Transforming Learning for the Third Century Initiative and from deans of the health science schools. The fourth cohort included 15 faculty from Dentistry, Medicine, Nursing, Pharmacy, Public Health, and Social Work across the Ann Arbor and Flint campuses. During the 18-month program, Fellows attend a leadership training program, "EHPIC" that is organized and facilitated by the Centre for Interprofessional Education at the University of Toronto. They also take part in monthly gatherings organized by CRLT, during which they develop projects, learn about frameworks for change, discuss literature related to nationwide IPE efforts, and prepare to become mentors for future cohorts. Projects being developed by this cohort include an educational module around opioid use; a simulation to enhance patient safety; a hybrid learning experience focused on chronic illness management; and an on campus event to promote provider and student wellness in the healthcare fields.

Large Course Initiative (LCI): CRLT sponsored a learning community for faculty who teach large enrollment courses in LSA. Eight faculty participated during 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. In addition, they visited the classrooms of colleagues who use innovative approaches to engage students in their large courses. To support implementation of the lessons learned, seven of the faculty applied for and received small grants from LSA to revise their courses.

2019 Arthur F. Thurnau Professorships



Henriette Elvang



Bogdan Epureanu



Sandra Gunning



Sandra Levitsky



Adam Simon



Michaela Zint

Provost's Seminars on Teaching

Since 1996, CRLT has worked with the Office of the Provost to organize semi-annual Provost's Seminars on Teaching. The seminars promote lively and substantive dialogues about a wide range of teaching and learning issues relevant to the entire campus. The fall seminar, *What Is a Master's Degree?*, took place in December 2018. Organized in collaboration with Rackham Graduate School, it brought together 34 academic leaders, key faculty, and staff from across disciplines to discuss the various forms and varieties of masters degrees across the university. In May 2019, 76 faculty and staff members attended *Building a Community Around Disciplinary Approaches to Investigating Student Learning*. This event highlighted two national movements: Discipline-Based Education Research (DBER) and the Scholarship of Teaching and Learning (SOTL). The seminar was organized in collaboration with Professors Ginger Schultz (chemistry) and Tracy de Peralta (Dentistry), who began the day with an overview of a new faculty DBER community they have organized. Professor Michelle Smith from Cornell then offered a keynote address describing the national context, and concurrent sessions focused on how such scholarly agendas in this area begin, what skills faculty need to more fully commit to this work, examples of how U-M faculty are participating in these efforts, and what administrative structures would enable scholarly investigations of teaching.

PROGRAMS FOR GRADUATE STUDENTS AND POSTDOCTORAL SCHOLARS

U-M Graduate Teacher Certificate Program

In collaboration with the Rackham School of Graduate Studies, CRLT runs a U-M Graduate Teacher Certificate Program designed to promote the professional development of graduate students as college-level instructors. This program also offers graduate students an advantage in the academic job market by helping them document their preparation for their junior faculty teaching roles. Graduate students who wish to participate submit required documents and track their progress toward completion of the program on a web-based interface designed by CRLT. Program requirements include participation in a teaching orientation and ongoing seminars on teaching, classroom teaching experience, a teaching mentorship, and the submission of a statement of teaching philosophy. Participation continued to increase during the 2018-2019 academic year. Specifically, 114 more graduate students enrolled, bringing the total number of enrollees to 1,728. This year 58 students completed the certificate requirements. Since the program's inception, CRLT and Rackham have awarded a total of 622 certificates.

GTC+ Digital Media Teacher Certificate Program

Launched in May 2014, the GTC+ program (co-sponsored by Rackham and the Institute for the Humanities) built on the Rackham-CRLT Graduate Teacher Certificate by offering structured opportunities to think critically about technology tools and digital environments and the ways they shape teaching and learning.

After taking an introductory online module, participants completed five workshops, three of which went beyond technical training to pedagogical applications of technologies or digital media. They then organized or took part in two networking experiences related to teaching with digital media. An ePortfolio housed course design projects, artifacts of teaching practice, and participants' reflections on their work integrating digital media into their teaching. Although designed with particular needs of humanities graduate students in mind, enrollment was open to all graduate students. After consultation with Rackham and the Institute for the Humanities, CRLT decided to discontinue the GTC+ program at the end of the 2019 academic year. Given the launch of the new Digital Studies Institute and the Graduate Certificate in Digital Studies, a separate GTC+ program no longer filled an institutional need.



Preparing Future Faculty Seminar

“At a university with a sizable offering of trainings, the May PFF seminar is a hidden gem. In short, it offers a platform for cultivating insightful conversations about the transition to tenure-track academia.”

Preparing Future Faculty (PFF) Programs

In 2018-2019, CRLT offered two programs in collaboration with Rackham. The eleventh iteration of the *Postdoctoral Short-Course on College Teaching in Science and Engineering* was conducted in winter 2019 for 44 postdoctoral scholars. The course was taught in a hybrid format, with 3 sessions held synchronously and 5 in person. Each participant designed a syllabus for a course to be taught in the future and wrote a statement of teaching philosophy that they can use when applying for faculty positions.

The twentieth annual *Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty* took place May-June 2019, with funding provided by the provost's office and Rackham. Fifty doctoral candidates earned a certificate of completion. Participants came from STEM disciplines (41%), Humanities (22%), and Social Sciences (35%). The 10-session seminar covered three major areas:

- Preparation for the academic job search, including assistance with the creation of a statement of teaching philosophy and a syllabus
- Information about higher education (e.g., institutional types, the nature of today's students, tenure, and faculty worklife), including panels or roundtable conversations with U-M junior faculty, U-M tenured academic administrators, U-M faculty with non-tenure track appointments, and faculty from community colleges

- Discussions of effective and reflective teaching, including conversations about diversity and inclusive teaching

The seminar's introduction to different types of institutions included a trip to one of four campuses: Albion College, Eastern Michigan University, Kalamazoo College, or the University of Toledo.

Departmental GSI Training and Development

Individual departments are responsible for training their new GSIs, and CRLT staff members help departments across the university to develop, improve, and evaluate their programs. During summer and fall 2018 and winter 2019, CRLT developed and conducted several sessions to help faculty and staff coordinators and graduate student mentors (experienced GSIs) prepare for their GSI training roles and exchange resources. Workshop topics included running practice teaching sessions, observing classes and conducting midterm student feedback sessions, strategies for training new GSIs, and consulting with GSIs. In November, CRLT organized a networking lunch for faculty and staff coordinators of GSI training and graduate student mentors to exchange ideas and resources. In April, CRLT invited faculty and staff who coordinate and directly support GSI training to learn about and discuss the variety of peer support available to GSIs, including departmental GSMs (Graduate Student Mentors), CRLT GSICs (Graduate Student Instructional Consultants), and CRLT ETCs (Engineering Teaching Consultants). CRLT also provided multiple discipline-specific workshops as part of departmental GSI training programs. (See Customized Services, pp. 45-59)

“
Thank you for the wonderful presentation you provided on *Responding to Hot Moments in the Classroom*. We really valued the workshop and believe it provided important context and strategies for our GSIs.
”

Graduate Student Peer Consulting Programs

CRLT's graduate student instructional consultants (GSICs) are selected in a campuswide competition. CRLT prepares the GSICs to consult with GSIs about their teaching during the upcoming academic year. GSICs draw on their knowledge and experience to help support GSIs, while learning more themselves about teaching and learning. All GSICs receive training in observing classes, giving constructive feedback on teaching, collecting student feedback about teaching, and evaluating statements of teaching philosophy. GSICs collaborate with CRLT instructional consultants on activities designed to promote excellence in graduate student teaching across the university. For instance, GSICs plan and conduct sessions at the fall and winter teaching orientations for new GSIs. A subset of GSICs focus on instructional technology. The IT-GSICs demonstrate effective uses of technology at fall GSI orientations and develop and deliver workshops on instructional technology throughout the year.

GRADUATE STUDENT INSTRUCTIONAL CONSULTANTS



Alaa Algargoosh
Finn Bell
Katherine Beydler
Dominique Bouavichith
Alexandria Caple
Jathan Day
Julie Deeke
Joseph Gamble
Emily Gauld
Nicole Hentrich
Jallicia Jolly
Lisa Jong
Jess Joslin
Jandi Kelly
Gle Leung
Naitnaphit Limlamai
Sarah McKellar
Jillian Myers
Cassandra Otemuyiwa
Ebony Perouse-Harvey
Rebecca Pickus
Kevser Pinar Ustel
Benjamin Plummer
Jennifer Pollard
Mary Renda
Zach Schudson
Lisa Walsh
Esther Witte

Engineering Teaching Consultants (ETCs) are experienced GSIs recruited and prepared by CRLT-Engin to consult with GSIs and undergraduate instructional aides (IAs). ETCs collect midterm student feedback from several hundred undergraduate engineering students. ETCs also facilitate sessions at the engineering GSI and IA teaching orientations, as well as workshops in the CRLT-Engin Seminar Series.

ENGINEERING TEACHING CONSULTANTS



Francisco Aldarondo
Amos Cao
Colleen Crouch
Alex Douglass
TJ (Tyler) Flynn
Kevin Hughes
Margaret Reuter
Akshay Sarin
Hafiz Sheriff
Emma Treadway
Tianlin Wang
Steve Zekany
Yining Zhang



WEB RESOURCES

CRLT's website is intended primarily for U-M instructors who are searching for timely teaching guidance. Faculty, instructional consultants, and administrators at U-M and in higher education institutions throughout the U.S. and the world visit the CRLT website to obtain resources on teaching and learning. Between June 1, 2018 and May 31, 2019, the CRLT website received over 340,688 unique visitors from 228 countries. Similarly, about half of the website visitors are from the United States, with the City of Ann Arbor making up 15,410 (4.52%) of all website visitors.

CRLT Social Media

The homepage (crlt.umich.edu) features a blog which 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 can join our 812 other blog subscribers by signing up on the CRLT website to receive new blog content as it is released. Blog entries are also tweeted out to our 2,648 Twitter followers. In the 2018-2019 year, CRLT produced 10 blog posts addressing the topics listed below.

- Call for Applications: 2019 May Preparing Future Faculty Seminar
- Call for Applications: Postdoc Short Course on College Science Teaching
- Connecting Classrooms with Communities: Guidance for U-M Instructors [featuring guest authors from CEAL and the Ginsberg Center]

- Making Student Ratings More Useful: Guidelines for Students and Instructors
- Supporting Students Facing Mental Health Challenges
- Teaching in Teams: A Planning Guide for Successful Collaborations
- Teaching in Tumultuous Times
- Teaching in the Wake of Hate Incidents
- Teaching with Student Veterans in Mind
- Transparent Teaching: A Focus of This Year's Inclusive Teaching @ Michigan Series

According to Google Analytics, 224,173 (65.8%) of CRLT visitors accessed the website through organic searches or non-paid advertising. Organic searches occur through the use of search engines, such as Google; search results are based on an audience's keyword search. In 2018-2019 visitors reached CRLT's website through many keyword searches; the following are the top 5 results:

1. Curriculum Design
2. Active Learning
3. Teaching Strategies
4. Formative and Summative Evaluations
5. Inclusive Teaching Strategies

EXTERNAL INITIATIVES

IUSE Inclusive STEM Teaching

In collaboration with 7 other institutions,¹ CRLT received an Improving Undergraduate STEM Education (IUSE) grant from the National Science Foundation. The overall goals for this project:

- Create and deliver content that demonstrably improves the awareness, confidence, and ability of PhDs, postdocs, and early career-faculty to create inclusive STEM learning environments for their students.
- Build and sustain a diverse network of institutions with learning communities of facilitators who will utilize our content to advance inclusive learning and teaching on their campuses.
- Infuse knowledge, embed research, implement continuous assessment and evaluation throughout the project to advance our understanding of effective ways to create inclusive and effective STEM learning environments.
- Build, improve, and sustain an inclusive organization for this project.

In particular, CRLT has contributed to the first goal of the project by collaborating on the development of course-level learning objectives and the preliminary design of several modules. Topics include Instructor Identity and Authority in STEM Classrooms, Student Identities and Experiences in the STEM Classroom, Climate in the STEM Classroom, and Inclusive Mentoring in STEM. In addition, the CRLT Players have supported teams creating modules in considering how embodied case studies might best be used to support their learning goals. To launch this collaboration, CRLT hosted an initial planning retreat in December 2018.

¹Northwestern University, Boston University, University of Wisconsin-Madison, Des Moines Area Community College, Washington University in St. Louis, University of Georgia, and Iowa Valley Community College

ASEE Webinar on Inclusive Teaching

The director of CRLT-Engin was invited by the American Society for Engineering Education to conduct a



two-part webinar focused on inclusive teaching. The first webinar introduced the concept of classroom climate and described the ways in which climate and sense of belonging impact student learning. To apply these concepts, participants examined problematic classroom scenarios and brainstormed strategies to improve classroom climate. In the second webinar, participants explored the definition of inclusive teaching and CRLT’s research-based principles of inclusive teaching. The

participants also reflected upon ways they could integrate specific teaching practices into their own teaching contexts. In all, 194 people participated in the highly rated webinar.

AAC&U and POD Network Webinar

The executive director of CRLT was invited to join a panel of teaching center directors who represented the POD Network in its first webinar collaboration with the Association of American Colleges & Universities (AAC&U). “Advancing Diversity and Inclusivity Through Multilevel Strategic Leadership” was live streamed to more than 500 participants November 5, 2018. Building on an article with the same title that appeared in *Liberal Education* in 2017, the panelists articulated the strategies and processes that are needed to synergistically coordinate efforts to advance and institutionalize diversity and inclusivity at multiple levels of an institution, from individual faculty to departments to the entire institution. Using institutional cases from four campuses, the presenters highlighted issues to consider when designing diversity initiatives, especially those related to the mandates,

“

I loved the fact that the webinar was interactive even though it was online. In addition, I felt that I walked away with tips that I can utilize immediately in the classroom.
-ASEE webinar participant

”

Institute for Faculty Development and Innovative Pedagogy



At Shanghai JiaoTong University



At University of Michigan

challenges, and possibilities of specific institutional contexts. One participant wrote, “This has been by far the most practical and productive webinar I have ever attended. Many thanks to all four of you for an inspiring, energizing learning experience!” A recording of the webinar, slides, a list for further reading, and a spreadsheet of attendees’ questions and the panelists’ responses are available at www.aacu.org/webinar/advancing-diversity.

Moving the Needle at RIT



The CRLT Players have collaborated with ADVANCE RIT at the Rochester Institute of Technology 5 years running. Over two days in April 2019, the CRLT Players performed two parts of their expanded *Moving the Needle* (MtN) material: *Shifting the Conversation around Sexual Harassment* and *Creating a Climate Resistant to Sexual Harassment* for audiences of faculty, academic leaders, and staff. There were 168 attendees at the first session and 145 at the second, with returning participants making up 90% of the latter audience.

With funding from the National Science Foundation, ADVANCE RIT hired the Center for Evaluation & Research for STEM Equity (University of Washington) to evaluate the impact of these sessions. Surveys were administered immediately after the Players’ performances, with a follow-up survey sent 3 weeks later. Response rates were quite strong: over 75% for the day-of surveys and 64% for the follow up. Most follow-up survey respondents (83%) had attended both sessions. Awareness increased for most respondents, as did their sense of self-efficacy for making changes to campus climate. Strong majorities reported identifying specific ways their unit could cultivate a culture more resistant to sexual harassment (76%), sharing with others what was learned in the workshop (72%), and taking action to make their organizational culture more resistant to sexual harassment (68%). (The evaluated impact of just the first session upon several U-M units is discussed on p. 33-34.)

International Faculty Development

In April 2019, the Director of CRLT’s China Programs facilitated a 4-day international program for faculty developers at Shanghai JiaoTong University (SJTU).



During this first part of an annual joint collaboration between U-M and SJTU, 40 faculty developers from 27 Chinese higher education institutions learned about SJTU's working principles and practices for faculty development and how CRLT advances a culture of teaching throughout the U-M campus.

In early May, 12 faculty developers from Chinese institutions traveled to Ann Arbor for the second part of the collaborative program. They attended Dr. Sandra McGuire's keynote "Metacognition: The Key to Equity and Excellence for All Students!" at the Enriching Scholarship Conference, as well as workshops that highlighted innovative pedagogies used in U-M classrooms. They also visited flexible classrooms, learning spaces, and the 3D lab, and discussed how they could translate effective teaching and faculty development practices into different institutional contexts.

A separate program for CRLT Fellows marked its seventh year by welcoming 7 participants from 5 Chinese institutions to Ann Arbor for 3 weeks in August and September.³ The program provides intensive, hands-on training in faculty development for teaching center staff at top Chinese universities. Participants gain firsthand experience of CRLT's faculty development activities by attending the campuswide New Faculty Orientation and GSI Teaching Orientation and receive advanced training on conducting consultations, leading workshops, observing classes, promoting active learning and critical thinking, and other core tasks associated with the work of a teaching center staff. In addition, the participants discuss the role of teaching centers in different institutional contexts and actions they might take when returning to their own institutions.

³East China University of Political Science and Law, Harbin Institute of Technology, Northwestern Polytechnical University, ShanghaiTech University, and Tsinghua University.

International Visitors

Several international visitors came to the center to learn more about CRLT's work because they plan to establish similar centers in their home institutions. In 2018-2019, CRLT met with visitors from China, Ghana, India, Russia, and Uganda.

International Visitor

"My trip to USA was very exciting, with busy agenda and so inspiring at the same time! Thank you so much for the opportunity to visit CRLT and University of Michigan. Ann Arbor is a good place for teaching & learning"



FCI Cohort 2



FOUNDATIONAL COURSE INITIATIVE

Funded through the President's Academic Innovation Fund, the Foundational Course Initiative (FCI) aims to create a 21st-century model of teaching at scale. FCI focuses on large enrollment courses that introduce students to a major or discipline.

FCI courses participate in a three-year, collaborative course design (CCD) process, which includes a partnership between a departmental instructional team and educational professionals from CRLT in four areas: support/classroom climate, pedagogy/design, assessment/analytics, and instructional technology. The goals of course transformation are specific to each course in the initiative, driven by the vision of the departmental team, and informed by relevant institutional data and research from evidence-based, inclusive teaching practices.

In 2018-2019 CRLT consultants worked closely with the FCI's inaugural 6 courses:

- BA 200 - Business and Leaders
- ECON 101 - Principles of Econ I
- ENGR 110 - Design Your Engineering Experience
- FTVM 236 - Art of Film
- PHYSICS 140 - General Physics I
- PUBHLTH 200 - Health & Society

Meeting bi-weekly throughout the academic year, the CCD teams expanded on the visions articulated at the FCI kickoff event in May 2018, and developed initial projects that would lead to "quick wins" for improved student learning. (For a comprehensive list of activities, please see the FCI services listed by unit in Appendix B.)

- Design/Revise Assignment and Work for Goals, Scaffolding, Learning - In order to help students prepare for high-stakes, multiple-choice exams, a scaffolded meta-cognitive practice exam was built in Qualtrics as a study tool. Gender performance differences in final exam grades were absent among students who used the tool, but present among those who did not. The scaffold included asking students to identify relevant topics to each question, gauging their confidence, and allowing them to select topics

“

Thanks to the whole FCI team for putting on a great Course Design Institute. I am really feeling inspired by what we might do with our new awareness and inspiration.

”

for additional study. These were combined into a study sheet they could print out for reference at the end of the exam. This tool was piloted in fall 2018, and usage data were linked with the course gradebook and student record data. Results showed that students who used the tool showed improved outcomes on the final exam relative to their midterms,

while non-users did worse on the final exams. Furthermore, there was no gender gap in student outcomes among students who used the exam, as opposed to a large gap among students who did not.

- Stakeholder feedback provides key data that inform strategies to improve integration of a course into a department or curriculum. The Engineering 110 CCD team requested feedback from a variety of stakeholders to learn about different perspectives on the course and its role in the first-year experience for engineering students. FCI organized and conducted feedback sessions that included focus groups, facilitated group feedback sessions, and individual meetings. The stakeholders consulted included College of Engineering (CoE) advisors, faculty, department chairs, current ENGR 110 students, upper-level engineering students (some took

110; some did not), and the undergraduate student advisory board for the college. FCI staff wrote reports that summarized the various perspectives shared during these feedback sessions, discussed these findings with the CCD team, and made recommendations about course design based on the input from students, advisors, faculty, and staff within the CoE.

- **LA/GSI Training:** Large foundational courses across the university are finding ways to incorporate experienced undergraduates into their instructional teams. FCI staff consulted with course instructors about learning assistant responsibilities and, in collaboration with a former LA/undergraduate member of the CCD team, developed and presented orientations to equip LAs with the tools they needed to navigate the instructional environment and promote student success. Working with a former LA, FCI staff also developed and delivered ongoing professional development sessions for LAs; these sessions were held every other week throughout each semester. The trainings focused on inclusive teaching strategies designed to foster a sense of belonging among students in the class and in the discipline. This approach aims to ensure inclusive messaging across all levels of the instructional team.



Anne McNeil @AnneJMcNeil · Apr 11

Brilliant seminar today by Jose Vazquez (Economics) of @Illinois_Alma on using curiosity to motivate student learning, as part of the **Foundational Course Initiative** @UMich.

To inform the work of the CCD teams, as well as others on campus involved in foundational courses, CRLT organized an FCI Seminar Series. Featuring U-M and national speakers who are engaged in creative approaches to teaching or investigating the impact of large foundational courses, the series included the following topics:

- **Curiosity and the Pleasures of Learning: Leveraging Internal Student Motivation to Learn Through Curiosity**, Jose J. Vazquez, University of Illinois Urbana-Champaign
- **Modeling Authentic Dialogue in the Classroom**, Laird Kramer, Florida International University
- **Strategies for Creating Inclusive and Welcoming Classroom Environments**, Kelly Hogan, and Viji Sathy, University of North Carolina
- **Student Commitment to STEM Evidence-Based Teaching Practices: Results from Evaluation of the Summer Institutes on Scientific Teaching**, Mark Graham, Yale University
- **The Influence of Gender Stereotypes on Behavioral**

Outcomes Among Students in Group Project Teams, Denise Sekaquaptewa, University of Michigan

In May 2019, FCI welcomed a second cohort of courses:

- BA 100 - Introduction to Ross: Foundations in Learning Business
- BIO 172 - Introductory Biology: Molecular, Cellular, and Developmental
- EECS 183 - Elementary Programming Concepts
- MATH 105 - Data, Functions, and Graphs
- MVS 110 - Biological and Behavioral Bases of Human Movement



Dr. Susan Cheng @susanjcheng · May 10

BA100 made my day! After a morning of prioritizing how they will #TransformTheNorm, @MichiganRoss undergrads shared how amazing it was to hear all week @UMich_CRLT how much faculty care about their education. #FoundationalCourseInitiative #@NormBishara

Teams convened for the annual Course Design Institute, a 3-day forum for each course to launch its 3-year transformation process. At the institute, participants worked within and across their course teams on a series of scaffolded activities to develop a collective vision and plan for their course redesign. FCI consultants worked closely with the teams as they articulated and prioritized goals for student learning and considered pedagogical strategies that could facilitate more inclusive and effective learning experiences for their students. Teams will continue to meet over the summer and will present initial plans for their course transformations at a showcase in early September.

CRLT recruited a faculty advisory board to offer input on standards, policies, strategic direction, research and evaluation, to provide input on FCI job candidates, and to act as ambassadors for FCI in the broader campus community. Members serve two-year terms. In 2018-2019, the board met 7 times, including a half-day retreat in May to discuss metrics for success for the initiative. FCI Advisory Board: **Meg Bakewell**, FCI Director, CRLT; **Eric Bell**, astronomy; **Cindy Finelli**, engineering; **Brenda Gunderson**, statistics; **Matt Kaplan**, CRLT; **Gavin LaRose**, math; **Fiona Lee**, LSA Dean's Office, psychology; **Tim McKay**, physics, astronomy, education; **Vilma Mesa**, education

To expand capacity for the addition of cohort 2 courses, FCI welcomed 5 new core staff members: Andy Burkhart and Anthony King, Instructional Technology; Claudia Camerrati-Baeza, Pedagogy and Instructional Design; Elizabeth Levesque, Student Support and Classroom Climate; Susan Cheng, Assessment and Analytics.



DIVERSITY, EQUITY & INCLUSION

Through the coordinated efforts of CRLT and CRLT-Engin, we seek to advance a culture of inclusive teaching where instructors in all disciplines and at all levels have the resources and commitment to cultivate learning environments where all students feel respected and valued as learners. We support instructors in developing deliberately inclusive teaching practices: attending to a range of student differences; understanding how systemic inequities (such as racism, sexism, ableism, wealth inequality, homophobia, xenophobia, etc.) can influence dynamics and experiences in teaching-learning spaces; and fostering learning environments that seek to mitigate the effects of such inequities, with a focus on supporting the success and persistence of students who are members of groups that are underrepresented in their disciplines or have been historically underserved in higher education. We share research-based practices that instructors can use to foster a sense of academic belonging among all of their students, clearly communicate norms and expectations, employ equitable assessment practices, and carefully structure interactions -- all in order to support inclusive cultures and climates in their classrooms, studios, and labs.



What I probably love most about CRLT inclusive teaching workshops is that we come away with concrete strategies to try.



The following list describes specific ways in which CRLT staff promoted inclusive, equitable teaching at U-M during the 2018-2019 academic year:

- Consulted with a broad range of individual schools, colleges, departments, and other groups about instructor professional development in cultivating inclusive learning environments.
- Developed and facilitated 35 customized workshops and retreats for faculty and GSIs in 10 schools and colleges, including sessions for 27 individual departments and programs, enabling faculty and GSIs to build their inclusive teaching skills in conversation with others who teach in similar disciplinary settings.
- Presented an additional 17 pedagogical workshops focused on DEI topics as part of the CRLT and CRLT Engin seminar series for faculty and GSIs.
- Offered 9 workshops focused on the theme of Transparency for Equity during the May 2019 Inclusive Teaching @ Michigan workshop series (225 participants, representing 18 schools and col-

leges on the Ann Arbor campus, as well as U-M Dearborn).

- In collaboration with the Lecturers' Employee Organization and the Office of Diversity, Equity, and Inclusion, successfully implemented a six-month professional development program in inclusive teaching and course design for lecturers (18 instructors from 5 schools and colleges) and kicked off a second round of this program (17 lecturers from 5 schools and colleges).
- In consultation with a broad range of health sciences faculty, including several Liaisons for Inclusive Teaching, developed workshops and written materials to support inclusive teaching specifically in clinical health care settings.
- Offered a set of programs for instructors who teach courses that fulfill the LSA race and ethnicity (R&E) requirement, including facilitation of two GSI learning communities in both fall and winter term, lunch programs for faculty teaching R&E courses, two new R&E focused workshops for the CRLT seminar series, and customized workshops for faculty in 3 departments.
- Facilitated CRLT Players sessions focused on inclusive teaching for more than 2,000 faculty, GSI, and staff, on topics such as supporting students

CRLT developed and facilitated 35 customized workshops and retreats for faculty.

facing mental health challenges, addressing student climate concerns, and mentoring in a diverse community.

- For the fifth year, ran the Faculty Communities for Inclusive Teaching grants program funded by the Chief Diversity Officer, including support for 10 small groups of faculty (from 7 schools and colleges, see pp. 40-41) receiving new grants, and organization of a November poster fair showcasing the 10 grantees (from 8 schools and colleges) who completed their grant projects in winter 2018.

- Contributed workshops to two campuswide conferences: in collaboration with IGR and NCID, facilitated three workshops at the "Transformational DEI" fall conference which aimed to help staff, faculty, and administrators build DEI-related skills; presented two workshops at NCID's spring convening of teams of STEM faculty

to improve departmental climates and retention of underrepresented students.

- Disseminated information and resources about inclusive teaching during teaching academies, New Faculty Orientation, and GSI and undergraduate Instructional Aide (IA) teaching orientations, including plenary workshops on inclusive teaching for 1,413 GSI and IA attendees.

2018-2019 Inclusive Teaching @ Michigan Series

- **Applying Principles of Transparency to Classroom Discussions**
- **CRLT Inclusive Teaching Program for Lecturers**
- **Disability and Accessible Teaching: Current Perspectives and Best Practices**
- **Inclusive Teaching Means Inclusive Grading Practices Too**
- **Managing Emergent Crises in Diverse Student Teams**
- **Teaching About Race & Ethnicity in Predominantly White Classrooms**
- **Teaching in Tumultuous Times: Making Choices About How to Address the World Beyond Your Classroom**
- **Transparency for Equity: Principles of Transparent Assignment Design**
- **Understanding How Stereotype Threat, Impostor Syndrome, and Growth Mindset Affect Student Learning**



PLAYERS THEATRE PROGRAM

2018-2019 SEASON

- 4,414 total audience members
- 72 total performances
- 4 U-M workshops
- 14 external performances at:

- Boston University
- Indiana University
- Northwestern University
- Rochester Institute of Technology
- Siena College
- Skidmore College
- The University of Vermont
- University of Virginia

Funded primarily by the Office of the Provost, the College of Engineering, the College of LSA, and the U-M ADVANCE Program, the CRLT Theatre Program uses a combination of performance and facilitated conversation to advance U-M's institutional climate for equity and inclusion. Their offerings fall into two main categories. **Teaching/learning sketches** address issues in a range of university settings, from classrooms to labs to campus incidents. **Faculty worklife sketches** and workshops are developed in collaboration with ADVANCE and focus on topics like 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 undertake to make their practices more inclusive. To ensure offerings are aligned with client goals for the greatest effect within an academic unit, the Players provide preliminary client consultations and post-event debriefs.

The Players perform at large campuswide events like New Faculty Orientation, workshops and retreats for academic units, and special functions, such as a meeting for high-level administrators convened by the university president. The Players also maintain a busy travel schedule performing for campuses and conferences around the country.

In the 2018-2019 season, the CRLT Players grew both their staff and their repertoire. They started the year by adding a new staff member: Christine Simonian Bean, PhD, joined from Columbia University as an assistant director with significant expertise in theatre and educational development. She works with the director to design, facilitate, and assess CRLT Players programming. This staff addition, in conjunction with a decision to cluster runs of specific sketches at key points in the academic term, made it possible to develop new work, offer more sessions, and increase participation in institutional initiatives. The Players provided 72 theatre-based sessions this season, representing a 29% two-year increase in program offerings, as well as 4 non-theatre-based workshops.

In the fall, the Players significantly expanded their *Moving the Needle (MtN)* material on sexual harassment. Initially developed in response to a request from the Office of the President in March 2018, the programming has since grown to three full-length sessions



aimed at changing a unit's climate from one that tolerates sexual harassment to one that resists it. The three workshops are designed as a curriculum: the more a unit engages with the material, the further they are able to adapt and enact strategies that address community specifics. The first session, *MtN: Shifting the Conversation around Sexual Harassment*, provides a topic overview with a focus on incidence rates and impacts. The second, *MtN: Enacting Your Personal Responsibility*, explores the role an individual can play in addressing sexual harassment within their community. The third, *MtN: Creating a Climate Resistant to Sexual Harassment*, gives academic units an opportunity to brainstorm and prototype concrete, structural changes they can make to their community. Each session involves theatrical case studies that anchor the research and provoke serious contemplation on next steps. The *MtN* material draws on research published in the National Academies of Sciences, Engineering, and Medicine report on the sexual harassment of women (2018), and was developed in collaboration with leading subject matter expert Lilia Cortina, a U-M professor of psychology, women's studies, and organizational studies.

Over the course of the year, the Players performed 31 *MtN* sessions, accounting for 43% of the Players' season. U-M's Neuroscience Graduate Program completed the entire *MtN* cycle, while Michigan Medicine and the Rochester Institute of Technology each completed two of the three. (For preliminary data regarding the impact of this material, please see Assessment pp. 33-34 and External Initiatives p. 22.) In 2019-2020, the Players will continue to provide the three-part curriculum for academic units; several such sessions are currently scheduled.

Since the *MtN* material is at its core a call for organizational climate change, it is well-suited for academic leaders looking to increase their unit's resistance to sexual harassment. In fall 2018, the Players provided a briefer sequence of *MtN* material for the Provost's Campus Leadership Program that was cumulatively attended by 149 chairs and associate deans across 6 sessions. At the request of the Office of the Provost and in conversation with Organizational Leadership, the Players have additionally developed and will facilitate a new, daylong version of this material for U-M's academic leaders in 2019-2020.

In order to promote wide participation and implementation, academic leaders will be able to choose among 7 full-day and 4 shorter follow-up sessions.

Initiated in summer 2018, the Players developed and piloted another new session called *It's in the Syllabus and Other First-Generation College Student (FGCS) Experiences* focused on students who are the first in their family to attend college.

Given U-M's increased efforts to recruit FGCS in the past few years, this piece aims to support their retention by addressing faculty's role in this important work. The session asks faculty to confront stereotypes about who FGCS are and brainstorm ways to increase transparency and foster belonging for FGCS in their classrooms. The Players anticipate a robust roll out of this session in 2019-2020, with 8 sessions scheduled so far.

The Players director and assistant director also presented 4 non-theatre-based workshops as part of the U-M ADVANCE Program's Transition to Associate (TTA) and Transition to Full (TTF) Professor program. Topics included challenging conversations, department climate, and faculty burnout.

The Players provided a 29% two-year increase in program offerings.



DIGITAL EDUCATION

Through consultation services, faculty development programs, and service on national university-, and unit-level committees, CRLT staff help individuals and academic units explore, integrate, and evaluate the use of instructional technology (IT). Several programs from the 2018-2019 academic year are highlighted below.

Campuswide Committees and Initiatives

With their focus on best teaching practices and their experience with program evaluation, CRLT staff play a key role in university-wide initiatives around IT.

CRLT continued to collaborate with the Office of Academic Innovation (AI) on projects focused on leveraging learning analytics data to personalize education

at U-M. A key goal in 2018-2019 was continuing to increase awareness of gameful pedagogy on campus. To this end, CRLT and the Office of Academic Innovation hosted a workshop featuring a panel of faculty speakers who highlighted their use of gameful pedagogy and opportunities for participants to participate in discussions about getting started with this teaching approach in their own courses.

A further collaboration with the AI centered on the development of resources and programming to support instructors who DESIGNING and teaching courses for online degree programs at U-M. CRLT and the AI are creating a flexible, modular online course that can be used by individual instructors or departments to prepare instructors to teach online.

CRLT staff represented U-M on two Unizin committees: the Teaching and Learning Subcommittee and the Communications and Marketing Subcommittee. (U-M is a founding member of Unizin, a consortium of universities that seeks to collectively own—buying, developing, and connecting—the essential infrastructure that enables digital learning.)

CRLT’s executive director meets regularly with LSA’s Academic Technologies Services Director to review campus needs and plan collaboration across units. CRLT staff also began meeting regularly with the Associate Vice Provost for Academic and Budgetary Affairs regarding the new classroom building next to Ruthven, and CRLT’s Faculty Advisory Board served as a sounding board, exploring the kinds of preparation and lead times that might be needed for faculty to take full advantage of the innovative teaching spaces when they become available in winter 2022. CRLT’s



Faculty Advisory Board similarly provided feedback to leaders from ITS learning and teaching after a demonstration of My Learning Analytics (MyLA), a tool being piloted in Canvas to help students interpret learning analytics data and predict the impact of changing their own study behaviors. In addition, as part of Enriching Scholarship, CRLT sponsored the workshop “Using Analytics to Inform Instruction.” It featured a panel of faculty describing how they have leveraged analytics data, as well as time for faculty participants to consider how they might get started with analytics.

As a charter member of U-M’s Teaching and Technology Collaborative (TTC), CRLT co-sponsored the 22nd Annual Enriching Scholarship Conference, a week-long conference comprised of workshops and demonstrations about technologies for teaching and learning. CRLT staff co-organized the opening event, including a poster fair that featured work by recipients of the U-M Provost’s Teaching Innovation Prize, grantees of the Faculty Development and Whitaker Funds, and faculty projects done in collaboration with other members of the TTC. Dr. Sandra McGuire, Director Emerita of the Center for Academic Success and retired professor of chemistry at Louisiana State University, delivered the keynote address, “Metacognition: The Key to Equity and Excellence for All Students!” and a keynote workshop “Increasing Student Motivation: Strategies That Work.” In addition, CRLT sponsored or co-sponsored eight sessions on teaching with technology as part of the conference (see p. 62).

CRLT Programs and Resources Incorporating IT

Instructors at all stages of their careers have opportunities to explore and learn about instructional technologies through a range of CRLT programs. CRLT grants fund a wide-range of IT projects proposed by faculty. In 2018-2019, 20% of the funded grants and awards involved IT projects such as apps, blended or flipped courses, digital resources for students and instructors, online student projects, and

In 2018-2019 20% of the funded grants and awards involved IT projects.

multimedia production. (See Appendix A for a full list of grants.) CRLT’s Preparing Future Faculty (PFF) programs for graduate students and postdocs model effective use of instructional technology and focus on IT that participants may use in their own future teaching. For example, the May PFF Seminar includes presentations by faculty whose innovative pedagogies incorporate technology, and the Postdoctoral Short Course (PSC) is a hybrid experience: half of the series takes place online and half in person. Each fall and winter term, CRLT’s Seminar Series features several programs on IT topics. This year, for example, the series included

- Effective Teaching Practices for the Flipped Classroom
- Getting Started with Teaching Gamefully
- Managing Academic Identities in Digital Spaces
- Organize, Streamline, and Simplify: Teaching Efficiently with Technology
- Using Digital Tools to Facilitate Student Collaboration

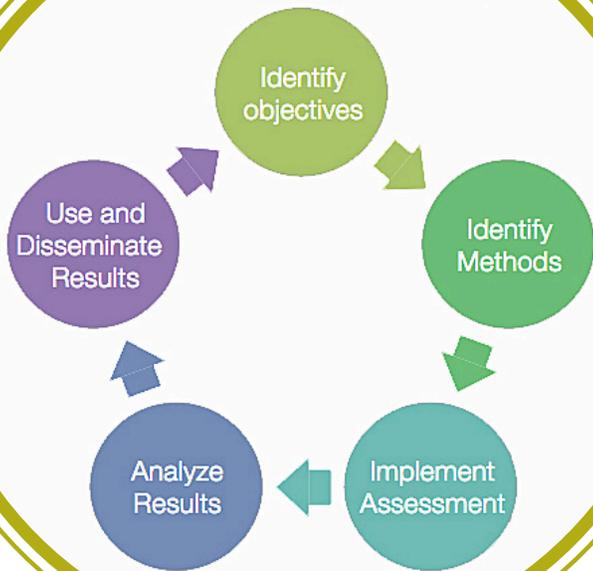
CRLT also continues to identify faculty development topics that can be engaged in a fully online setting. Our complete slate of online seminar series topics follows:

- Backward Course Design: Planning Your Course with the End in Mind
- Developing Your Teaching Philosophy
- Engaging Students with Active Learning
- Managing Academic Identities in Digital Spaces
- Mentoring Undergraduate and Graduate Student Research
- Research-Based Practices for College Teaching
- Writing and Grading Multiple Choice Exams

For new faculty and GSIs, CRLT organizes orientation programs and teaching academies that feature sessions on getting started with instructional technology at U-M. Co-facilitated by experienced instructors, these mini-workshops allow participants to choose the specific technologies (e.g., clickers, screencasting) they wish to explore in more depth. (See pp. 13-15 for more on orientations and academies.)



Assessment Cycle



ASSESSMENT AND RESEARCH

During the 2018-2019 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 7 schools and colleges, as well as the provost's office.

CAMUPSWIDE OR MULTI-UNIT SERVICES

Foundational Course Initiative (FCI)

Business Administration 200: FCI staff based at CRLT synthesized feedback from 2 focus groups and 12 individual interviews to identify common themes that could inform the course redesign, and they facilitated working sessions for the course team to discuss the feedback. Other projects included evaluation of grade distributions, development and implementation of a customized pre/post survey on student attitudes toward business, and an analysis of the differential impacts of section assignment strategies on equity.

Engineering 110: Through interviews with 7 engineering departments (including chairs, advisors, and faculty), FCI consultants gathered feedback about the course and created a report synthesizing findings to debrief with the course team. Other assessment projects included creation of a customized pre-post survey to assess student attitudes toward engineering

and gauge major decision status, analysis of previous student opinion surveys to inform course design, and analysis of a gamified assignment to gauge the impact of this new pedagogical strategy on the performance of underrepresented populations.

LSA, Economics 101: FCI consultants designed and debriefed a customized MSF, including a lecture observation report. Additionally, they interviewed students to learn about their perspectives on various aspects of the course. FCI staff instituted a longitudinal equity analysis, incorporating student performance and student evaluation data. They also analyzed the efficacy of a new study tool, along with its usage statistics.

LSA, Film, Television, and Media 236: FCI staff designed, facilitated, and debriefed a customized MSF service for the course by collecting and analyzing student feedback from all course discussion sections. Analysis of enrollment patterns identified competing courses and informed course re-branding. Usage statistics for course materials were analyzed. A customized pre-post survey documented student attitudes toward the field.

LSA, Physics 140: FCI staff provided three different assessment services for this course, including a framework for scaling studio-style instruction from 30 students to 120 by fall 2019, collecting and analyzing training program feedback from undergraduate learning assistants, and assisting with the organization of focus groups for students who are withdrawing and/or considering withdrawing from the course. Additional assessment work included data analysis for an experiment to reduce exam time pressure.

Public Health 200: FCI staff analyzed student engagement with R&E courses and implications for student motivation for taking Public Health 200. Bloom's Taxonomy was applied to exam questions. A customized pre-post survey assessed students' attitudes toward the discipline and identified career goals.

DEI Dimensions of FCI Course Assessment: In addition to customized assessment work for individual courses, FCI consultants analyzed numerous other aspects of these courses, including survey design to improve GSI training, measure changes in student experience with introductory courses, and evaluate changes in FCI faculty approaches to course design. Courses also received services on enrollment demographics, course context, and grade equity.

Accreditation 2020

Every 10 years, U-M participates in a re-accreditation process led by the Higher Learning Commission (HLC). In 2016, a coordinating team from the vice provost's office and CRLT began laying groundwork for the 2020 site visit.



HIGHER LEARNING COMMISSION

In 2018-2019, CRLT continued re-accreditation work with all 19 schools and colleges to identify data that communicates how students are learning across varied degree programs. Additionally, CRLT staff drafted the university's narrative for the 2020 accreditation report. In winter 2019, CRLT staff co-facilitated university-wide town halls which served as times for university stakeholders (students, staff, and faculty) to review the first draft. This narrative has also been reviewed by schools and colleges, and it will be reviewed by other university leaders prior to final submission to the HLC in late 2019.

Another facet of the accreditation process is the LSA Assessment Learning Community or "Lucky 9," established by the LSA Dean's Office. CRLT collaborated with the Dean's Office to assist 9 LSA departments (astronomy, chemistry, classical studies, communication studies, ecology and evolutionary biology, history, political science, romance languages and literatures, and sociology) as they drafted their assessment plans and created templates and curricular review structures. In winter 2018, LSA provided grants of up to \$10,000 to support these departments in establishing sustainable processes for program assessment. CRLT assisted faculty in Lucky 9 departments in the execution of their funded assessment plans. CRLT worked with LSA administrators in winter 2019 to roll out a plan for departments beyond the Lucky 9.

Evaluating the Needle's Movement

In 2018-2019, the CRLT Players developed and presented expanded versions of the *Moving the Needle (MtN)* sketches that focus on sexual harassment. The Players performed the new introductory session, *MtN: Shifting the Conversation Around Sexual Harassment*, 11 times for 475 faculty and graduate students in 5 schools and colleges. In post-performance surveys, approximately 80% of respondents agreed that the ses-

sion enhanced or altered their understanding of the behaviors that constitute sexual harassment, as well as the impact of harassment on individuals and communities. In addition, over 90% reported that the session provided useful resources for responding to a disclosure of sexual harassment, and close to 80% anticipated making changes to their current practices based on their participation in the session. Qualitative analysis of participants' definitions of sexual harassment before and after the workshop revealed a shift from an exclusive focus on unwelcome sexual attention or coercion to a broader recognition of gender discrimination, such as behavior that derogates people based on their gender. (Research was also conducted by colleagues regarding performances for the Rochester Institute of Technology; please see p. 22.)

Teaching Evaluation System Replacement

In collaboration with associate deans, key faculty leaders, and the provost's office, CRLT has been a part of university-wide efforts to improve the process used for student evaluations. As a new platform was used to collect these evaluations at full university scale in fall 2018, CRLT provided guidance about best practices for individual faculty to enhance student response rates and helped the Registrar's Office navigate technical challenges that the new system presented. CRLT expanded its guidance for garnering student participation in the evaluation process throughout 2019, including a blog post about how to help students form useful comments in the evaluations.

Evaluation Research for Education Grants

CRLT staff consulted with faculty applying for internal and external grants in areas related to curricular and pedagogical innovation. Faculty sought external grants from organizations such as the Burroughs Wellcome Fund, the National Science Foundation, and the National Institutes of Health. CRLT's director of assessment and other CRLT consultants worked on grant design, implementation, and evaluation topics with a variety of departments, administrators, faculty members, and staff.

MSF Assessment Service

CRLT provides confidential, course-level assessment through its midterm student feedback (MSF) service, which allows faculty and GSIs to receive data from students on the effectiveness of their teaching during the term while they still have time to implement changes

to improve their courses. In 2018-2019, CRLT conducted MSFs for 397 instructors, allowing over 14,000 students to provide feedback on the effectiveness of their courses. For more details, see p. 12.

IRACDA Program

The Michigan Institutional Research and Academic Career Development Awards (IRACDA) is one of several NIH-supported programs that train post-doctoral fellows for research and teaching careers in academia. CRLT facilitates pedagogy workshops for fellows and mentors and conducts annual consultations with the fellows about their teaching pedagogy. CRLT also conducts interviews with the fellows and mentors and then analyzes the assessment data to put into an annual debrief about the teaching components within the IRACDA program.

Macro Graduate Program

The Macro graduate program supports interdisciplinary research in the field of polymer science and engineering. Students have the unique ability to tailor their academic program to fit individual interests while being trained by a diverse faculty body. CRLT has completed the assessment of the impact of an "Innovation" track that would add research rotations, professional development, and industrial placements that emphasize entrepreneurship and innovation. In 2018, CRLT consultants concluded their assessment work by designing and facilitating focus groups with Macro students about their experiences in the program, collecting data from the program manager and registrar's office about student achievement, and analyzing all data to include in a report about the program.

DEPARTMENT, SCHOOL, AND COLLEGE ASSESSMENT PROJECTS

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

Architecture & Urban Planning

CRLT designed, implemented, and debriefed a focus group with students to gather feedback on the latest Practice Sessions events (a continuation of one of the college's Transforming Learning for a Third Century projects).

Business

CRLT staff collaborated to design and implement a set of reflection prompts for the Identity and Diversity Organizations curriculum.

Engineering

CRLT and CRLT in Engineering collaborated on an outcomes-based assessment of the impact of inclusive teaching training for new graduate student instructors and undergraduate instructional aides. The results of the survey analysis and focus groups were used to refine the orientation and were presented at the American Society for Engineering Education Conference.

Environment and Sustainability

CRLT collaborated with Michigan Sustainability Cases to design and facilitate workshops for faculty on assessment and to consult on assessment plans.

LSA: Biology

CRLT designed an assessment plan for a National Science Foundation - IOS project to implement course-based undergraduate research experience (CURE) into the BIO 230 laboratory.

LSA: Dean's Office

CRLT consulted on and edited the Inclusive Campus Corps program assessment.

LSA: History

CRLT consulted with faculty on an assessment of student learning outcomes for the major through focus groups, and a survey of graduating seniors. The department launched the new survey for graduating seniors in May. CRLT shared a summary of results with faculty, including students' experiences with the History 202 requirement, professional development, learning outcomes, and specific experiences with the curriculum. The project was part of the larger LSA Lucky 9 initiative to foster assessment across the college.

Nursing

CRLT consulted with faculty to assess the current strengths and growth areas of NURS 457/459. The debrief of that assessment will inform future curricular changes to the course.

Public Health

CRLT designed, facilitated, and debriefed a focus group for the 2018 Big Data Summer Institute that will be combined with data from other groups from this institute. CRLT also designed two online surveys for the Big Data Summer Institute to administer independently for future iterations of the program: one survey to assess midsemester student experiences, and a follow-up survey to track outcomes for graduates of the institute.

OTHER UNITS

Michigan Center for Interprofessional Education (IPE)

CRLT consulted with the IPE Center on three assessment projects: the design, evaluation, and analysis of the Interprofessional Leadership Fellows program assessment; development of an evaluation rubric for the Awards for Innovation and Excellence in IPE; and analysis of participant survey data and preparation of an evaluation report on the 2019 Health Professionals Education Day.

Office of the Provost: Assessment of Inclusive Teaching for Lecturers Program

CRLT used multiple sources of data to assess this program. Participants evaluated their strengths and areas for growth two times, after an initial meeting in April and at the end of the fall 2018 semester. After the program, they also completed an online evaluation survey and wrote reflection essays addressing experience and learning. Finally, they provided annotated versions of their revised syllabi. Almost all survey respondents highlighted the opportunity to engage with peers and support each other's learning as their most valued aspect of the program. Instructors also appreciated having the dedicated time to think more deeply about their teaching practice and emphasized the access to inclusive teaching resources (i.e. scholarship, examples, practice opportunities, and CRLT support) during the program. The change in teaching practice most emphasized was academic belonging, with almost every instructor mentioning greater awareness and sensitivity to students feeling like they had a place in the classroom and their discipline.

Office of the Provost: FCIT Evaluation

CRLT staff conducted an assessment of the first three years of the Faculty Communities for Inclusive Teach-

ing initiative (2015-2017). This assessment garnered a high response rate, and 81% of respondents reported that their projects had lasting effects, such as increasing awareness of DEI issues, the ongoing promotion of inclusive teaching practices, and creating a greater sense of community among faculty. Additionally, 73% of respondents reported that elements of their projects continued on after the funding period had ended. In fall 2018, these findings were delivered as a poster presentation at the 43rd annual POD conference and as a report for the Office of Diversity, Equity & Inclusion at U-M.

Office of the Provost: Launch of a DBER Grant Program

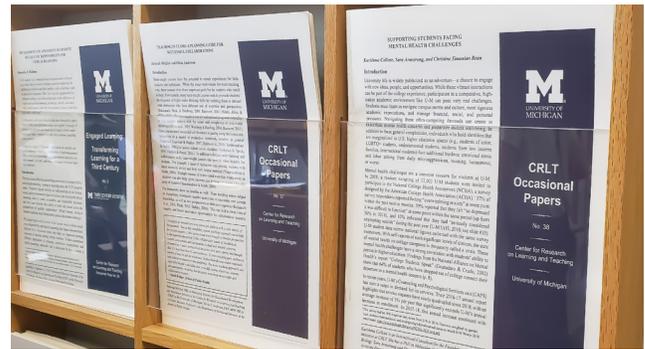
CRLT staff collaborated with the Office of the Provost and faculty leads in dentistry and chemistry to develop a grants program for Disciplinary-Based Educational Research (DBER). The program was announced at the winter Provost's Seminar on Teaching. This grant is designed to support faculty who wish to conduct research on teaching and learning in their discipline or across disciplines. Funding may support investigation of the impact of engaged teaching and learning strategies or studies investigating a particular teaching and learning phenomenon; activities that aid in better understanding how to design a study, collect data, and analyze data, such as attending a workshop or conference, inviting a speaker or facilitator to provide a learning opportunity on campus; or hiring students to collect and/or analyze data for an existing education research project.

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 on p. 68.

CRLT Occasional Papers summarize the research on specific topics in teaching and learning and offer examples from courses at U-M. Notably, the two published in 2018 (described in the next two paragraphs) were further disseminated via *Tomorrow's Professor eNewsletter*. Sponsored by the Stanford Center for Teaching and Learning, this moderated list reaches over 65,000 subscribers at more than 1,000 universities. *Tomorrow's Professor* generally provides concise excerpts for “desktop faculty development.” However, in both cases, the

editor selected longer excerpts than usual (and provided links to the full originals) due to the importance of the issues and the richness of the resources.



Teaching in Teams: A Planning Guide for Successful Collaborations

Occasional Paper No. 37 focuses on teaching in teams. Team-taught courses have the potential to enrich experiences for both students and instructors, but positive outcomes are not guaranteed in the absence of careful planning and implementation. This paper identifies practices and resources to support the successful development and implementation of team-taught courses. It highlights key features of a range of team teaching models and shares strategies for mitigating common challenges. Included in the paper are a planning questionnaire for evaluating the success of team-taught courses. Read more at crlt.umich.edu/resources/occasional.

Supporting Students Facing Mental Health Challenges

Balancing the often-competing demands of navigating campus norms and culture, meeting rigorous academic expectations, and managing financial, social, and personal pressures can create or exacerbate students' mental health concerns and jeopardize their well-being. Occasional Paper No. 38 addresses these issues, beginning with a presentation of research conducted at U-M and nationally that describes the prevalence and nature of mental health issues students face. The paper then offers research-based strategies for proactively supporting student mental well-being, and presents principles for productive interactions with students who disclose a mild to moderate level of distress, as well as best practices for responding to students in severe distress. Read more at crlt.umich.edu/resources/occasional.

Developing Undergraduate Scientists by Scaffolding the Entry into Mentored Research

Abstract from the article published in the *Scholarship and Practice of Undergraduate Research* in fall 2018: For many college students, joining a research group is a critical step toward developing strong mentor-mentee relationships that help shape their science identities and research self-efficacy. ReBUILDeetroit, a program that seeks to diversify the biomedical research workforce, uses a scaffolded process to help its scholars transition into research. The first-year curriculum includes a research methods course and a course-based undergraduate research experience that prepare ReBUILDeetroit Scholars for entering a research group. Curricular and cocurricular elements prepare scholars for faculty interactions and diminish barriers that might otherwise prevent diverse students from obtaining these research experiences. The program facilitates research placements through student coaching and speed-pairing events. Quantitative and qualitative data on the scholars show strong perceived gains in science identity, enhanced research self-efficacy, and greater research preparedness.

Guiding CTLs with Four Rs

Findings of this study were published in *To Improve the Academy: A Journal of Educational Development* in July 2018. The authors offer a framework for guiding an effective center for teaching and learning, filling a gap in the literature on guidance for CTL leadership. These four principles—responsiveness, relationships, resources, and research—are grounded in both scholarly and experiential evidence, drawing from multiple CTL directors with a range of experience levels at different center and institutional types.

Teaching Awards: Do They Have Any Impact?

This paper published in the *Journal of Faculty Development* presents a study assessing the impact of a specific teaching award. The study examines the impact of a teaching innovation prize on faculty and discusses disseminations of innovative teaching practices and uses of award funds. The study employs thematic analysis to analyze the data collected from an online survey and interviews. The findings are presented in a large framework of general teaching awards, and implications for effectively administering teaching awards are

discussed along with questions for future research on teaching awards. The study ends with suggestions for leveraging teaching awards to create a culture of teaching excellence in colleges and universities.

The Role of Teaching in Academic Hiring

CRLT collaborated with Carnegie Mellon University to replicate a CRLT study on how teaching is evaluated in the academic hiring process. This work included defining the study, determining a process for identifying a survey sample, gathering contact information for the survey sample, and consulting on survey development and implementation.

Appendix A: Grants and Awards

Provost's Teaching Innovation Prize (TIP)

The Provost's Teaching Innovation Prize was created and funded jointly by the provost's office, the university library, and CRLT. TIP recognizes faculty who have developed innovative approaches to teaching that incorporate creative pedagogies, and it encourages the dissemination of best practices by sharing promising innovations with faculty more broadly. In 2018, five teaching innovations were chosen from among 47 nominations. Winning faculty received a \$5,000 award for their original approaches to teaching and creativity in the classroom.

Provost's Teaching Innovation Prize Recipients, Winter 2019

- » Matthew Diemer, Education
Advancing Diversity, Equity, and Inclusion via Advanced Quantitative Courses
- » August Evrard, Physics, LSA
Problem Roulette: A Stress-Free Practice Zone Supports Student Success
- » Elisabeth R. Gerber, Public Policy
ViewPoint: Simulating Decision Makers' Choices in Classrooms and Online
- » Ginger Shultz, Chemistry, LSA, Anne Ruggles Gere, English Language and Literature, Sweetland Center for Writing, LSA
M-Write: Making Writing-to-Learn Pedagogies Practical and Sustainable
- » Stephanie Tharp, Art & Design, Eric Svaan, Business
Design Charrette: Hacking Health Through Community Engagement, Innovation, and Entrepreneurship

Faculty Development Fund

This fund provides grants for innovative projects that enhance teaching and learning. CRLT awards up to \$6,000 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 student learning. Grant awards up to \$10,000 are available to departments, programs, and other large faculty groups who want to collaborate on more extensive projects, such as curriculum development and evaluation, inclusive classrooms, novel applications and evaluations of instructional technology, non-traditional approaches to teaching, and GSI mentorship and training programs.

Faculty Development Fund Recipients, Fall 2018

- » Danielle Belen, Music, Theatre & Dance
The Recording Studio is the World's Best Practice Room
- » Nicole Boucher, Nursing
Teaching APRN Students to Auscultate and Diagnose Common Heart Murmurs Using a Virtual Classroom
- » Michael Mendez, Nathan Houchens, John Osterholzer, Medicine
Compassionate Conversations Curriculum for Michigan Medicine
- » Endi Poskovic, Art & Design
Exploring the Art of Japanese Papermaking and Water Printing in Interdisciplinary Collaborative Contexts with Artists Hisashi Kano and Tomomi Kano

- » Bryan Roby, Judaic Studies, LSA
Jewish Literature in the Global South
- » Jonathan Rule, Architecture & Urban Planning
Augmented Tectonics: Immersive Technologies for Building Construction
- » Priscilla Tucker, Daniel Rabosky, Hernan Lopez-Fernandez, Alison Davis Rabosky, Benjamin Winger, Ecology and Evolutionary Biology, LSA
Using 3-D Printed Anatomical Models of Specimens from the Museum of Zoology Research Collections to Transform Experiential Learning in Six Vertebrate Biodiversity Laboratory Courses
- » Catherine A. Walker, Music, Theatre & Dance
Vocal Health Lab, Somatic Bodywork & Curriculum Development for the Contemporary Musical Theatre Performer
- » Ruth Zielinski, Megan Deibel, Lee Roosevelt, Nursing; James Ashton-Miller, Biomedical Engineering; John DeLancey, Helen Morgan, Medicine; Joanne Bailey, Women's Studies, LSA;
Designing and Implementing a Structured Process and Task Trainer for Teaching Digital Vaginal Examination in Labor

Gilbert Whitaker Fund for the Improvement of Teaching

The Office of the Provost finances the improvement of teaching through the Gilbert Whitaker Fund, which is administered by CRLT. This fund provides grants for innovative projects that enhance teaching and learning. CRLT awards up to \$6,000 to individual faculty members or small groups of faculty who propose innovative revisions to courses or innovative course development (e.g., interdisciplinary courses) or who initiate other projects that improve the learning of students. Grant awards up to \$10,000 are available to departments, programs, and other large faculty groups who want to collaborate on more extensive projects, such as curriculum development and evaluation, inclusive classrooms, novel applications and evaluations of instructional technology, nontraditional approaches to teaching, and GSI mentorship and training programs.

Gilbert Whitaker Fund Recipients, Winter 2019

- » Sara Ahbel-Rappe, Carrie Wood, Classical Studies, LSA
Great Books for the 21st-Century Student
- » Beth Ammerman, Elizabeth Kuzma, Deborah Lee, Nursing
Healthcare Theatre: Taking Human Simulation to the Next Level
- » Patrick Barry, Law
Good with Words: Speaking and Presenting
- » Sophia Brueckner, Art & Design
Digifab Process Library
- » Vicki Dischler, Mary Gell, Germanic Languages and Literatures, LSA
Moving Forward with a Backward Design: Revision of German 221/231
- » Adam Eickmeyer, Health Sciences Scholars Program, LSA
Transformation of Health Sciences Scholars Program Core Curriculum toward Team- and Problem-Based Learning, Interprofessional Education, and Humanism
- » Johannes Foufopoulos, Environment and Sustainability
Acquisition of Remote Access Technologies to Advance Student Learning in Wildlife Ecology

- » Glenn Fox, Kathleen Alsup, Medicine
Virtual Anatomy
- » Ryan Hendrickson, Janaya Lasker-Ferretti, Amaryllis Rodriguez Mojica, Romance Languages and Literatures, LSA; Qian Liu, Asian Languages and Cultures, LSA
Continuing Implementation of Gameful Pedagogies and Gradecraft in Second Language Classes
- » Laura Hirshfield, Chemical Engineering; Pauline Khan, Technical Communications, Engineering
Measuring Sense of Belonging in the Engineering Classroom
- » Diane Hoelscher, Tracy de Peralta, Carol Anne Murdoch-Kinch, Vidya Ramaswamy, Romesh Nalliah, Dentistry
A Holistic Approach to Calibrating Clinical Dental Faculty for Assessments that Support a “Growth Mind-Set”
- » Irene Hwang, Reetha Raveendran, Joana Dos Santos, McLain Clutter, Architecture & Urban Planning
Design-Specific Leadership in Architecture
- » Nasuh Malas, Kelcey Stratton, Janice Firn, Kathleen Robertson, Katie Feder, Patricia Keefer, Medicine
Debriefing Training for Healthcare Learners: Learning to Process Distressing Events Together
- » Amy Porter, Music, Theatre & Dance
Anatomy of Sound: Optimal Airflow Dynamics for Producing a High Quality Woodwind Tone
- » Ginger Shultz, Chemistry, LSA
Improving Chemistry Teaching Through Instructional Coaching
- » Matthew Zawistowski, Public Health
Training Data Savvy Public Health Practitioners: A Proposal to Modernize Computer Labs for Biostatistics 521

Faculty Communities for Inclusive Teaching

This initiative builds faculty capacity for supporting an inclusive campus climate through their teaching in classrooms, clinics, studios, or labs. Funds of up to \$1,000 are available for projects that assemble small groups of faculty to discuss and learn together about campus diversity and inclusive teaching practices. Project leads gather twice: once to discuss their plans and once again at the end of the funding period to share key insights and dissemination plans.

Faculty Communities for Inclusive Teaching, Winter 2019

- » Olivia Anderson, Kendrin Sonnevile, Public Health
A focus group and series of planning meetings to develop a workshop on weight stigma and pedagogy for nutritional sciences faculty
- » Doreen Bradley, U-M Library
A working group for library instructors who teach credit-bearing courses to read, discuss, and revise teaching materials with inclusive teaching principles in mind
- » Cat Cassel, Naomi Silver, Sweetland Center for Writing, LSA
A series of monthly meetings to develop an anti-racist taskforce that examines the pedagogy, practice, and curriculum coming out of the Sweetland Center for Writing
- » Meg Dobson, Family Medicine
A series of planning meetings and workshops for the Department of Family Medicine in order to increase faculty understanding of inclusive teaching practices/strategies

- » Robin Fowler, Technical Communication, Engineering
 - Monthly lunch meetings for a multidisciplinary group of 10-15 faculty to discuss best practices for guiding student teamwork, with a focus on the DEI issues that affect teams
- » Monica Hakimi, Law
 - Series of lunch meetings for 5 junior faculty in Law School, facilitated by the Liaison for Inclusive Teaching. Conversations will focus on common challenges in law school classrooms utilizing materials shared in past inclusive teaching sessions in the school
- » Gavin LaRose, Nina White, Mathematics, LSA
 - Learning Community on Inclusive Teaching in mathematics for instructors in mathematics and School of Education: includes discussion of readings and an external speaker
- » Mark Moldwin, Sue Lepri, Climate and Space Sciences and Engineering
 - Four winter-term meetings to discuss readings around inclusive teaching and develop relevant teaching strategies as well as peer teaching observations among participants
- » Daicia Price, Social Work
 - A series of working meetings for field faculty and community partners to prepare case studies and learning experiences, grounded in inclusive teaching principles, to better support students enrolled in field
- » Svitlana Rogovyk, Slavic Languages and Literatures, LSA
 - A series of meetings for faculty teaching the five different Slavic languages to share teaching experiences, strategies and activities, specifically focused on less commonly taught topics around religion, sexuality, gender, race, and poverty

Lecturers' Professional 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.

Lecturers' Professional Development Fund Recipients, Fall 2018

- » Laida Aguirre, Architecture & Urban Planning
 - Research and professional training in the field of advanced digital fabrication techniques and sustainable material innovation
- » Molly Beer, English Language and Literature, LSA
 - Biographers international conference attendance
- » Angela Berkley, English Language and Literature, LSA
 - Behind the Scaffolding: a podcast about the hows and whys of teaching writing: insights, practical ideas, and philosophies from writing teachers at the University of Michigan
- » Jeremiah Chamberlin, English Language and Literature, LSA
 - Attendance and panel presentations at the 2019 AWP Writers Conference
- » Susanna Coll Ramirez, Romance Languages and Literatures, LSA
 - Conference for Catalan instructors who teach Catalan around the world

- » April Conway, English Language and Literature, LSA
 - “You Have to Act...’: An Intersection of Teaching, Mothering, and Activism.” Conference on College Composition and Communication, Pittsburgh, PA, March 2019. (Accepted Proposal)
- » Abigail Dumes, Anthropology, LSA
 - Participation in the 2018 American Anthropological Association Conference
- » Jeffrey Halstead, Architecture & Urban Planning
 - Superflat Frit: Cross Disciplinary Research In Print Making & Graphic Applications In Building Panels
- » Ryan Hendrickson, Romance Languages and Literatures, LSA
 - Participation at the 2018 American Council on the Teaching of Foreign Languages (ACTFL) Conference
- » Carla Iglesias Garrido, Romance Languages and Literatures, LSA
 - Attendance to course: “From Movies to Literature in the Spanish as a Second Language Classroom”
- » Bohuslava Jelinkova, Music, Theatre, & Dance
 - Character Dance Curriculum
- » Rachel Klingelhofer, Education
 - Attendance at the 2019 International Literacy Association (ILA) Conference
- » John Kloosterman, Electrical Engineering and Computer Science
 - Attendance at SIGCSE 2019 Conference
- » Steven Lauritano, Architecture & Urban Planning
 - Architecture and Embodied Cognition - 2019 Swiss Congress of Art Historians Presentation
- » Toby Millman, Film, Television, and Media, LSA
 - Book and Paper Intensive Workshop
- » David Stone, Classical Studies, LSA
 - Participation in archaeological fieldwork at the Olynthos Project
- » Chris Teplovs, Information
 - Analysis of Reflective Writing in Computable Textbooks
- » Brittany Utting, Architecture & Urban Planning
 - WORK-PLAY-LEARN
- » Ilya Volkovich, Electrical Engineering and Computer Science
 - Attendance and paper presentations at an international academic conference (Computational Complexity Conference) in New Brunswick, NJ
- » Isaac Wingfield, Residential College, LSA
 - Society for Photographic Education annual conference
- » Troy Wymore, Chemistry, LSA
 - Participation in the 9th Molecular Quantum Mechanics Conference

Instructional Development Fund

Through its Instructional Development Fund (IDF), CRLT awards small grants of up to \$500 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, 2018-2019

- » Karen Alofs, Environment and Sustainability
Online lectures on Great Lake Science and Management
- » Ella August, Olivia Anderson, Public Health
Public Health WORKS: A searchable, web-based collection of documents for teaching, professional development, and student recruitment
- » Sophia Brueckner, Art & Design
Bits and Atoms Project Archive
- » Antonio Corona, Medicine
Eliciting and Documenting Goals of Care for End Stage Renal Disease Patients
- » Daniel Cronin, Medicine
M2ENTOR Video Series
- » Shanna Daly, Mechanical Engineering; Erika Mosyjowski, Education
Incorporating Interdisciplinary Perspectives in an Interdisciplinary Graduate Program: Leveraging Expertise in Education and Engineering in the Development of an Engineering Education Graduate Course on Theoretical Frameworks
- » Hussein Fancy, History, LSA
De-Centering the Global Middle Ages
- » Margot Finn, Undergraduate Education, LSA
What does a conventional dairy farm look like?
- » Brian Hayden, Center for Entrepreneurship, Engineering
Entrepreneurship Case Study Podcasting
- » Katie Jodl, Psychology, LSA
The Innovative Teaching of Psychology
- » So Yeon Kim, Asian Languages and Cultures, LSA
Tester Certification for the ACTFL Oral Proficiency Interview
- » Petra Kuppers, English Language and Literature, LSA
Class Visit Eco/Queer/Feminist Art Practices: Experiential Approaches
- » Elaine Lande, Comprehensive Studies, LSA
Mindset Mathematics
- » Olga Lopez-Cotin, Residential College, LSA
The Nicaragua Solidarity Caravan: A Roundtable Discussion with Grassroots Activists
- » Jonathan Marwil, History, LSA
Visiting Lecturer to Class

- » Rebekah Modrak, Art & Design
Cyanotype Prints at Matthei Botanical Garden
- » Damani Partridge, Anthropology, LSA
Filming the Future of Detroit: Who Decides the Future of the City?
- » Becca Pickus, Residential College, LSA
Inside-Out Prison Exchange Program Course: Reading Materials
- » Selena Smith, Earth and Environmental Sciences, LSA
The Art of Plant Evolution and Structure: a STEAM approach to teaching plant paleobiology
- » Nancy Uffner-Elliott, Music, Theatre, & Dance
USITT Conference attendance
- » Anthony Vecchiarelli, Molecular, Cellular and Developmental Biology, LSA
Facilitating the publication of a review paper written by the MCDB 401 class
- » Susan Waltz, Public Policy
Beyond the Cities: Experiential Learning about the Sustainable Development Goals in Morocco
- » Amber Williams, Social Work
Invisible citizens feed the world: Implications of structural inequalities on the livelihood of farmworkers
- » Lisa Young, Anthropology, LSA
Learning about museum exhibits and collections from source communities
- » Mariah Zeisberg, Pamela Brandwein, Robert Mickey, Political Science, LSA
Developing curricula on local history of Black Civil Rights

Appendix B: Disciplinary-Based, Customized Services

CRLT responds to units based on their particular teaching and learning needs. Services include support for assessment of student learning, customized seminars and retreats, support for unit-wide graduate student instructor (GSI) training, consultations offered to individual faculty at the request of a specific unit, and consultations with deans and chairs focusing on unit-wide activities. In 2018-2019, CRLT served all 19 of U-M's schools and colleges, 35 departments and programs in LSA, as well as 16 other units, including the Office of the Provost.

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

Architecture & Urban Planning

- » Consultation with curriculum committee representative about the use of student portfolios
- » Design and facilitation of a workshop for Taubman faculty on inclusive teaching
- » Design and facilitation of a workshop for urban planning faculty on critical race pedagogies
- » Grants received by Laida Aguirre, McLain Clutter, Jeffrey Halstead, Irene Hwang, Steven Lauritano, Reetha Raveendran, Jonathan Rule, Joana Dos Santos, and Brittany Utting

Art & Design

- » Design and facilitation of a workshop for faculty on inclusive teaching
- » Grants received by Sophia Brueckner, Rebekah Modrak, and Endi Poskovic
- » Teaching innovation award received by Stephanie Tharp

Business

- » Design of reflection prompts for Identity and Diversity Organizations curriculum
- » Participation of BA 200 in Foundational Course Initiative (cohort 1)
 - › Assessment of course features and context
 - Administration and analysis of pre/post attitude survey
 - Analysis of grade distribution consistency across instructors
 - Design and facilitation of 2 focus groups (Core Course Coordinators and Faculty Council for Undergraduate Programs), 13 individual interviews with area chairs, feedback sessions for all ~600 students, and a visioning session with ~300 BA200 students. Synthesis of results and identification of common themes to inform the course redesign for fall 2019
 - Study of potential impacts of section assignment strategies on grade equity
 - › Design and creation of course materials
 - Development of classroom participation guidelines and student group practices
 - Collaboration on a plan for Canvas accommodation of grade moderation to support a 40-person instructional team
 - Collaboration on the design of the Canvas course site
 - Consultation and design of consistent grading policies and practices
 - Design and support for sustainable instructional team practices

- Design of a session on peer feedback and independent learning
 - Planning, design, and creation of assignment structure, prompts, and rubrics for individual assignments and student group projects
 - Support for regular instructional team meetings
 - Development of resources for undergraduate teaching assistant training and peer mentoring
 - Design and creation of visual syllabus
 - Collaboration on proposal to the dean's office to change the in-class hours, class size, and team-learning structure
 - Design of initial team meeting for the new fall 2019 instructional team to present overall direction of course redesign, new lesson plan structure, new teamwork model, summer design timeline, and instructional team responsibilities
 - Design and facilitation of a series of distributed design sessions with full instructional team for 2 course redesign cycles, including course goals, unit goals and outcomes, peer feedback on goals and outcomes, comprehensive assessment portfolio, course mapping, and compilation of unit materials into cohesive course arc
 - Training for Coursetune software to be used in aligning and assessing course structure and components
- » Participation of BA 100 instructional course team in Foundational Course Initiative (cohort 2), including participation in May, 3-day course design institute
 - › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - » Planning, facilitation, and evaluation of an August teaching academy for newly hired faculty, in consultation with the dean's office
 - » Players interactive theatre performances
 - › Responding to student climate concerns (for faculty and staff)
 - › Sexual harassment and misconduct (for faculty and upper-level staff)
 - » Teaching innovation award received by Eric Svaan

Dentistry

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Design and co-facilitation with a faculty member of a workshop on inclusive teaching in the dental clinic
- » Grants received by Diane Hoelscher, Carol Anne Murdoch-Kinch, Romesh Nalliah, Tracy de Peralta, and Vidya Ramaswamy
- » Orientation
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2018)

Education

- » Design and facilitation of a workshop for GSIs in the Combined Program in Education and Psychology on inclusive teaching

- » Grants received by Rachel Klingelhofer and Erika Mosyjowski
- » Teaching innovation award received by Matthew Diemer

Engineering

- » Collaboration with Associate Dean for Undergraduate Education on strategic direction for CRLT in Engineering
- » Customized workshops
 - › Design and facilitation of a workshop for graduate student members of the student chapter of the American Society for Engineering Education on developing your teaching philosophy
 - › Design and facilitation of departmental workshops for faculty focused on flipped classrooms, growth mindset, classroom climate, and stereotype threat
- » Design and facilitation of a diversity, equity, and inclusion teaching circle for faculty teaching laboratory courses
- » Grants received by James Ashton-Miller, Shanna Daly, Robin Fowler, Brian Hayden, Laura Hirshfield, Pauline Khan, John Kloosterman, Sue Lepri, Mark Moldwin, and Ilya Volkovich
- » GSI-related services
 - › Design and facilitation of customized IA orientation programs, fall and winter
 - › Design and facilitation of fall customized GSI orientation program, including theatre performances and practice teaching
 - › Facilitation of an American Society for Engineering Education abstract review session in collaboration with the Engineering Education Research Program and the Program in Technical Communications Committee
 - › Interactive theater performance for IAs, GSIs, and postdocs about responding to student climate concerns
- » Meeting with CoE Associate Deans and ADVANCE Director to plan CRLT Players performances for college in 2019-2020
- » Orientation
 - › Design and facilitation of a full-day teaching orientation program for new engineering faculty
 - › Facilitation of New Faculty Foundations monthly lunches
- » Participation of Engineering 110 in Foundational Course Initiative (cohort 1)
 - › Assessment of course features and context
 - Analysis and synthesis of survey data preceding an earlier course redesign
 - Analysis of grade-equity impact of gamified homework assignment
 - Design and mechanisms to gather feedback from stakeholders in the college, including advisors, faculty, department chairs, current ENGR 110 students, upper-level students, and the undergraduate student advisory board for the CoE
 - Creation of a report synthesizing stakeholder feedback to share with the course team and the Associate Dean for Undergraduate Education
 - Collaboration with an undergraduate CRLT DEI consultant to review wording and instructions on existing homework assignments with a focus on tone, inclusivity, and transparency
 - Collaboration with former undergraduate teaching assistant to identify characteristics of most successful guest lecturers in the course
 - Design pre/post survey and analysis of student attitudes toward the discipline

› Design and creation of course materials

- Consultation on and creation of learning goals for redesigned course
- Consultations on, design and creation of revised homework assignments for fall 2018 and fall 2019
- Collaboration on developing online learning modules
- Collaboration to create advisor information sheets for ENGR 110 orientation
- Consultation on instructional design models most appropriate to the course, including advantages and shortcomings of different models and their representations
- Creation of a working group to explore implementation of gameful design in the course
- Design of visualization of course structure and student project scaffolding to communicate to students and other CoE stakeholders for fall 2018
- Design and facilitation of a 2-day retreat for ENGR 110 course team to discuss progress and set goals for year 2 of the project
- Design and support for sustainable instructional team practices
- Integration of course assignments into cohesive final student project for fall 2018

› Planning and coordination of long-term change effort

- Collaboration on creating multiple proposals for potential long-term curriculum plans, presented to the associate dean
- Collaboration with CCD team members on curriculum mapping of existing course components to inform redesign priorities and projects
- Meeting with course design team, director, and faculty from the Center for Socially Engaged Design to discuss incorporation of design thinking models
- Observations of lecture and discussion section to inform redesign process and decisions
- Collaboration with CCD team member and instructor to create a Gantt chart for fall 2018 and winter 2019 course design process timeline

» Participation of Electrical Engineering and Computer Science 183 instructional course team in Foundational Course Initiative (cohort 2), including participation in May, 3-day course design institute

› Planning and coordination of long-term change effort

- Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation

» Players interactive theatre performances for faculty

- › How identity and faculty rank influence dynamics and the decision-making process of tenure committees
- › Sexual harassment and misconduct
- › The experiences of first-generation college students

Environment and Sustainability

- » Collaboration with Michigan Sustainability Cases to design and facilitate workshops for faculty and consult on assessment plans for new masters program
- » Consultation with director of the Program in the Environment (PitE) about potential inclusion of course in Foundational Course Initiative (cohort 2)
- » Consultations on creating masters level competencies, a curriculum map, and core curriculum for new masters degree, including how to lead workshops with faculty members who will accomplish this work
- » Grants received by Karen Alofs and Johannes Foufopoulos
- » Interactive theatre performance for faculty about responding to student climate concerns

Information

- » Consultation with faculty member on useful questions to include in student evaluations of new 4-week courses that are completed in rapid succession and taught by different instructors
- » Consultation with online Master of Applied Data Science (MADS) program about Communities of Practice
- » Consultations (19) for individual faculty as part of an inclusive teaching initiative
- » Grant received by Chris Teplovs

Kinesiology

- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Orientation
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2018)
- » Participation of Movement Science 110 instructional course team in Foundational Course Initiative (cohort 2), including participation in May, 3-day course design institute
 - › Planning and coordination of long-term change effort
 - Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation

Law

- » Consultation on Law Problem Solving Initiative - Autonomous Vehicles class
- » Grants received by Patrick Barry and Monica Hakimi
- » Presentation about U-M Graduate Teacher Certificate program for SJD/Research Scholar Program

Literature, Science, and the Arts

- » Anthropology
 - › Consultations with chair about potential inclusion of courses in Foundational Course Initiative (cohort 2)
 - › Grants received by Abigail Dumes, Damani Partridge, and Lisa Young
- » Asian Languages and Cultures
 - › Design and facilitation of a workshop for faculty and GSIs on inclusive teaching and instructor authority
 - › Design and facilitation of a workshop for GSIs about managing 'hot moments' in the classroom
 - › Design and facilitation of a workshop for GSIs about navigating high-stakes conversations
 - › Grants received by Qian Liu and So Yeon Kim
- » Astronomy
 - › Consultation with faculty to develop rubrics to evaluate scientific writing
- » Biological Station
 - › Design and facilitation of a workshop for instructors on inclusive teaching principles and practices
- » Biology
 - › Consultation on an assessment plan for funded NSF-IOS project for implementing course-based undergraduate research experience (CURE) into BIP 230 laboratory

- › Consultation with faculty to develop an assessment and dissemination plan for NSF-IOE proposal to revise MCDB: Topics in Cellular and Molecular, Neurobiology
- › Participation of Biology 172 instructional course team in Foundational Course Initiative (cohort 2), including participation in May, 3-day course design institute
 - Planning and coordination of long-term change effort
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Center for Global and Intercultural Study
 - › Interactive theatre performance for various U-M campus advisors about responding to student climate concerns
- » Chemistry
 - › Design and facilitation of a workshop for GSIs and postdocs on inclusive mentoring
 - › Design and facilitation of a workshop for GSIs and postdocs on writing a diversity statement
 - › Grant received by Troy Wymore
 - › Interactive theatre performances (2) for graduate students about managing mentoring relationships in STEM labs
 - › Planning and facilitation of an inclusive teaching module for the Peer Coaching Initiative
 - › Teaching innovation award received by Ginger Shultz
- » Classical Studies
 - › Consultation with Lucky 9 representative on rubrics for the assessment of student portfolios
 - › Grants received by Sara Ahbel-Rappe, David Stone, and Carrie Wood
- » Comparative Literature
 - › Design and facilitation of a workshop for GSIs on inclusive discussion facilitation
- » Comprehensive Studies
 - › Grant received by Elaine Lande
- » Dean's Office
 - › Consultations
 - Editing of Inclusive Campus Corps program assessment
 - Sharing of specification grading syllabi and VALUE rubrics for Applied Liberal Arts class
 - With associate deans on LSA DEI plan
 - With dean about CRLT services
 - › Customized workshops and presentations
 - Design and facilitation of a workshop for faculty on inclusive teaching
 - Design and facilitation of a workshop on active learning for undergraduate peer tutors in the Science Learning Center, Sweetland Center for Writing, and Comprehensive Studies Program at the Peer Tutor Summit
 - Design and facilitation of a workshop on developing your teaching philosophy for NextProf LSA
 - Presentation to graduate and undergraduate on the ODEI Student Advisory Board about GSI training
 - › Faculty learning communities

- Coordination and facilitation of fall and winter luncheons for faculty who teach courses fulfilling the Race & Ethnicity distribution requirement
- Design and facilitation of the winter 2019 LSA Large Course Initiative, including a 4-session faculty learning community and coordination of follow-up grants
- › Orientations
 - Development and facilitation of a teaching academy for all new assistant professors in the college, including a two-day orientation, facilitation of midterm student feedback sessions, facilitation of peer observation of senior colleagues, a winter interactive theatre performance of *Distress Signals*, and a final program on teaching issues arising in the first year of teaching
- › Participation in interviews for LSA Assessment Coordinator
- › Participation in LSA external review of the English Language Institute
- › Playwright interactive theatre performances for faculty
 - How identity and faculty rank influence dynamics and the decision-making process of tenure committees (multiple sessions)
 - Part of the LSA seminar series
 - » Managing mentoring relationships in STEM labs
 - » Responding to student climate concerns
 - » Sexual harassment and misconduct
- › GSI-related services
 - Collaboration with the English Language Institute to develop and facilitate a three-week intensive course in August 2018 and a winter 2019 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA, including interactive theatre performances about gender climate issues in the classroom
 - Design and facilitation of a workshop series for GSMs and GSI Coordinators including collecting student feedback, conducting MSFs, consulting with GSIs, development of teaching philosophy statement, observing classes, running practice teaching sessions, and strategies for training GSIs, including a lunch for networking and sharing strategies
 - Organization and facilitation of GSI orientation training programs prior to fall 2018 and winter 2019 terms, including theatre performances
- » Earth and Environmental Sciences
 - › Grant received by Selena Smith
 - › Interactive theatre performance for GSIs and postdocs about sexual harassment and misconduct
 - › Interactive theatre performance for faculty about sexual harassment and misconduct
- » Ecology and Evolutionary Biology
 - › Grants received by Hernan Lopez-Fernandez, Alison Davis Rabosky, Daniel Rabosky, Priscilla Tucker, and Benjamin Winger
- » Economics
 - › Participation of instructional course team from one section of Econ 101 in the Foundational Course Initiative (cohort 1)
 - Assessment of course features and context
 - » Comprehensive analysis of student use, engagement, outcomes, and effectiveness of a customized metacognitive study tool
 - » Design, facilitation, and summary of a customized MSF, including lecture observation report

- » Design and facilitation of email interviews with students to learn about their perspective on various aspects of the course
- » Longitudinal analysis of course grade equity
- » Longitudinal analysis of trends in student evaluation data
- Design and creation of course materials
 - » Collaboration regarding the integration of M-Write, including drafting rubrics for written assignments, observation of M-Write Fellows grading practices and feedback on student work, collection of feedback from Fellows, and collaboration with the M-Write team
 - » Design and construction of an online scaffolded metacognitive study tool
 - » Participation in Problem Roulette Stakeholders Meetings, with a focus on the needs of ECON 101
- Planning and coordination of long-term change effort
 - » Identification of potential projects for incorporating active learning in lectures and integrating lectures and discussion sections
 - » Interactive theatre performance for faculty about responding to student climate concerns
- » English Language and Literature
 - › Design and facilitation of a workshop for faculty on R&E pedagogies
 - › Grants received by Molly Beer, Angela Berkley, Jeremiah Chamberlin, April Conway, and Petra Koppers
 - › Interactive theatre performance for faculty about sexual harassment and misconduct
 - › Teaching innovation award received by Anne Ruggles Gere
 - › Year-long support for departmental R&E initiative aimed at developing more R&E courses and supporting instructors teaching those courses
- » Film, Television, and Media
 - › Grant received by Toby Millman
 - › Participation of FTVM 236 instructional course team in the Foundational Course Initiative (cohort 1)
 - Assessment of course features and context
 - » Analysis of results of student survey on in-class engagement technologies
 - » Collection and analysis of student feedback from all discussion sections
 - » Distribution and analysis of pre/post student attitude survey
 - » Gathering of feedback from GSIs on course content and instructional team practices
 - » Longitudinal analysis of enrollment trends against other benchmark courses
 - » Observation of and report on backchannel implementation practices
 - » Observation of classes and documentation of new content and pedagogical approaches
 - Design and creation of course materials
 - » Assistance with implementation of Canvas, DUO, and video access for digital exams for 126 students
 - » Assistance with reworking exams to focus on higher order thinking skills
 - » Design and implementation of modified course design for winter 2019, including creation of new course goals, newly designed student-facing syllabus, restructured grading scheme to communicate progression of skills, redesign of Canvas architecture, Canvas setup
 - » Design and support for sustainable instructional team practices

- » Development of a media analysis guide, a library of student work, an initial outline of a course manual, slide templates for inclusive and active learning
- » Weekly consultations with instructional team on topics such as implementation of new technology in the classroom (Piazza, backchannel strategies for enhancing student engagement), development of instructional strategies for lecture, course publicity and communication, creation of transparency in course materials
- Planning and coordination of long-term change effort
 - » Design and support for a new model of regular instructional team meetings, including goals, structure, agendas, facilitation
 - » Meeting with lead GSI to document course operations and activities pertinent to end of semester showcase (FTVM 236 Film Festival)
 - » Planning and coordination for special events and sessions, including making a guide for future instructors
 - » Planning and facilitation of summer and fall meetings with department chair
 - » Design of a working session with ITS for effectively leveraging MiVideo features in AV Essays
- » Germanic Languages and Literatures
 - › Design and facilitation of a workshop for GSIs on framing and facilitating high-stakes discussions
 - › Grants received by Vicki Dischler and Mary Gell
- » Health Sciences Scholars Program
 - › Grant received by Adam Eickmeyer
- » History
 - › Design and facilitation of a syllabus workshop for History 195 GSIs in collaboration with the Sweetland Center for Writing
 - › Design and facilitation of student focus groups for history program assessment as part of Lucky 9 grant received
 - › Facilitation of a session to discuss midterm student feedback with History 195 GSIs
 - › Grants received by Hussein Fancy and Jonathan Marwil
- » Instructional Support Services
 - › Standing meeting with Academic Technologies Services Director to review campus needs and plan collaboration across units
- » Judaic Studies
 - › Grant received by Bryan Roby
- » Linguistics
 - › Consultations with chair about potential inclusion of course in Foundational Course Initiative (cohort 2)
 - › Interactive theatre performance for faculty about responding to student climate concerns
- » Mathematics
 - › Consultation on assessment of Inquiry Based Learning (IBL) project for mathematics education
 - › Grants received by Gavin LaRose and Nina White
 - › Interactive theatre performance for faculty, staff, and graduate students about responding to student climate concerns
 - › Participation of Mathematics 105 instructional course team in Foundational Course Initiative (cohort 2), including participation in May, 3-day course design institute

- Planning and coordination of long-term change effort
 - » Bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
- » Molecular, Cellular and Developmental Biology
 - › Grant received by Anthony Vecchiarelli
- » National Center for Institutional Diversity
 - › Design and facilitation of a workshop for faculty about inclusive teaching
- » Philosophy
 - › Presentation about CRLT resources for prospective graduate students
- » Physics
 - › Interactive theatre performance for faculty, staff, GSIs, and postdocs about responding to student climate concerns
 - › Participation of Physics 140 instructional course team in the Foundational Course Initiative (cohort 1)
 - Assessment of course features and context
 - » Assistance with planning focus groups for students who are withdrawing and/or considering withdrawing from course
 - » Collection and analysis of training program feedback from undergraduate learning assistants
 - » Extensive analysis of student time usage on exams, including correlation between outcomes and student identity
 - Design and creation of course materials
 - » Collaboration on design of a studio-style version of 140, including templates for lesson plans, structure for coordinating classroom interactions between student groups and instructional team, facilitation strategies for problem-based team learning classroom, scaling from spring term pilot (~30 students) to fall term large section (~120 students), back-channel strategies
 - » Design and support for sustainable instructional team practices
 - » Collaboration with LSA-ISS on possible technology needs and opportunities
 - » Custom-built application for merging gradebooks from external assessment software into Canvas-compatible format
 - » Planning and debrief of an MSF
 - » Planning, development, and facilitation of a training program for undergraduate learning assistants
 - » Review of training agenda and activities for physics GSIs
 - » Training of faculty in custom gradebook application
 - Planning and coordination of long-term change effort
 - » Consultations on topics including grade equity and expanded exam time experiments, research on frequent testing, revision of course materials, group formation strategies, merging external assessments with Canvas gradebook, M-Write strategies, assessment of team-based-learning outcomes
 - » Planning for spring term implementation and long-term plans for sustaining studio-style format, including identification of scale-up challenges and creation of new course materials, such as an advisor FAQ document, student flyer, semester plan, syllabus, lesson plan templates, and initial goals and outcomes
 - » Planning and facilitation of an inclusive teaching module for the Peer Coaching Initiative

- › Teaching innovation award received by August Evrard
- » Political Science
 - › Grant received by Pamela Brandwein, Robert Mickey, and Mariah Zeisberg
- » Psychology
 - › Consultation with departmental representatives on effective GSI-faculty teams
 - › Design and facilitation of a workshop for faculty on engaging students in large courses
 - › Design and facilitation of a workshop for faculty on facilitating seminar courses
 - › Design and facilitation of a workshop on inclusive teaching for GSIs in the Combined Program in Education and Psychology
 - › Grant received by Katie Jodl
- » Residential College
 - › Grants received by Olga Lopez-Cotin, Becca Pickus, and Isaac Wingfield
- » Romance Languages and Literatures
 - › Grants received by Ryan Hendrickson, Carla Iglesias Garrido, Janaya Lasker-Ferretti, Amaryllis Rodriguez Mojica, and Susanna Coll Ramirez
 - › Presentation about U-M Graduate Teacher Certificate program and CRLT resources for graduate students in the Intro Grad Seminar
- » Slavic Languages & Literatures
 - › Grant received by Svitlana Rogovyk
- » Sociology
 - › Design and facilitation of workshop for faculty on inclusive syllabus design
 - › Design and facilitation of workshop for GSIs about managing ‘hot moments’ in the classroom
- » Sweetland Center for Writing
 - › Consultations with faculty on focus group design and protocol about creating a new minor in writing
 - › Grants received by Cat Cassel and Naomi Silver
- » Undergraduate Education
 - › Grant received by Margot Finn
- » Undergraduate Research Opportunity Program (UROP)
 - › Design and facilitation of a workshop for faculty, graduate, and postdoc students about implementing inclusive teaching principles
 - › Design and facilitation of a workshop for undergraduate peer facilitators about providing effective feedback
- » Women’s Studies
 - › Grant received by Joanne Bailey

Medicine

- » Assessment
 - › Discussion of core competency development for PIBS program
- » Customized workshops and presentations for faculty
 - › Design and facilitation of a workshop on doctoring faculty development
 - › Design and facilitation of a workshop on identity and authority in the classroom

- › Design and facilitation of workshops on inclusive teaching and, separately, inclusive teaching in the clinical setting, and inclusive teaching in family medicine (part 1 & part 2)
- › Presentation for new faculty on CRLT grants
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Facilitation of a meeting focused on clinical teaching settings for Liaisons for Inclusive Teaching
- » Grants received by Kathleen Alsup, James Ashton-Miller, Antonio Corona, Daniel Cronin, John DeLancey, Meg Dobson, Katie Feder, Janice Firn, Glenn Fox, Nathan Houchens, Patricia Keefer, Nasuh Malas, Michael Mendez, Helen Morgan, John Osterholzer, Kathleen Robertson, and Kelcey Stratton
- » Orientations
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2018)
- » Players interactive theatre performances
 - › Breaking bad news, including role plays (2 performances for first-year medical students)
 - › Sexual harassment and misconduct (7 performances for neuroscience faculty and graduate students)
 - › Sexual harassment and misconduct (family medicine faculty and residents)
- » Staffing of CRLT resource table at Medical School New Faculty Orientation

Music, Theatre & Dance

- » Assistance with evaluation of student experience in jazz camp
- » Consultations on teachout about the arts and new Michigan Online technology
- » Grants received by Danielle Belen, Bohuslava Jelinkova, Amy Porter, Nancy Uffner-Elliott, and Catherine A. Walker
- » Interactive theatre performance for faculty about sexual harassment and misconduct
- » Presentation for faculty on providing CRLT support to a curricular project on core values and common student learning goals

Nursing

- » Assessment and evaluation consultations
 - › Analysis of exam answers to determine student response patterns
 - › Assessment of NURS 457/459
 - › NURS 234 course redesign with instructional team for enhancing student success in Adult Gerontology-Acute Care Nurse Practitioner program
 - › Summative evaluation data plan for Complexity: Innovations for Promoting Health and Safety (CIPHS)
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Grants received by Beth Ammerman, Nicole Boucher, Megan Deibel, Elizabeth Kuzma, Deborah Lee, Lee Roosevelt, and Ruth Zielinski
- » Interactive theatre performance for faculty about responding to student climate concerns

» Orientations

- › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
- › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2018)

Pharmacy

» Design and facilitation of a workshop for residents and faculty about facilitating discussions

» Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community

» Orientations

- › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
- › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2018)

Public Health

» Assessment

- › Design and facilitation of a student survey to assess teaching effectiveness in a flipped course for PH 511
- › Evaluation of Big Data Summer Institute

» Customized workshops

- › Design and facilitation of a workshop for faculty, GSIs, and postdocs on disability and accessible teaching
- › Design and facilitation of a workshop for faculty on peer review of teaching

» Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community

» Grants received by Olivia Anderson, Ella August, Kendrin Sonnevile, and Matthew Zawistowski

» Orientations

- › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
- › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2018)

» Participation of Public Health 200 instructional course team in the Foundational Course Initiative (cohort 1)

› Assessment of course features and context

- Comprehensive analysis of Public Health 200 student engagement with R&E courses over their undergraduate careers
- Development, distribution, and analysis of a customized pre-post survey to assess student attitudes and identify goals
- Evaluation of exam questions and essays according to alignment with course goals and Bloom's taxonomy

› Design and creation of course materials

- Collaboration on design of exam and essay prompts to reach higher order thinking and demonstration of learning
- Coordination with LSA Instructional Support Services on the use of Gradescope for exam analysis
- Planning for Guest Lecturer Toolkit

- Prioritization and timeline development for the course redesign process, including curriculum mapping, revision of learning goals, examination of alignment between learning goals and course components, discussion of transparency in grade scheme, discussion of ways to minimize work for GSIs
- › Design and support for sustainable instructional team practices
- › Support and observation of instructional team/GSI meetings
- › Development of recommendations for integrating lecture/discussion
- › Observation of instructional practices to inform design decisions for fall 2019
- › Training of instructional team in utilizing customized grade schemes developed for Canvas
- » Players interactive theatre performances
 - › How to support students facing mental health challenges (for faculty)
 - › Sexual harassment and misconduct (for faculty, staff, and graduate students)
- » Presentation for faculty on CRLT resources at the Biostatistics Teaching Seminar
- » Review of progress for CEPH accreditation-related curriculum updates and argument writing

Public Policy

- » Grant received by Susan Waltz
- » Teaching innovation award received by Elisabeth R. Gerber

Rackham Graduate School

- » Consultations
 - › New Rackham Teaching Fellows program (with associate dean)
 - › CRLT involvement in sexual harassment programming
 - › Questions to be included in the Michigan Doctoral Experience Survey related to doctoral students' teaching experiences
 - › Pathways for professional staff growth and advancement (with the Director of Graduate Student Professional and Academic Development)
- » Design, implementation, and evaluation of a 5-session program on diversity and inclusive teaching for GSIs, with the Program on Intergroup Relations
- » Interactive theatre performances (2) for graduate students about responding to student climate concerns
- » Preparing Future Faculty Programs
 - › Co-presentation of workshops on writing diversity statements (fall and winter)
 - › Facilitation of workshops on developing a teaching philosophy (delivered online fall and face-to-face fall and winter)
 - › Organization and implementation of a blended version of an eight-session Postdoctoral Short-Course on College Teaching in Science and Engineering, winter 2019
 - › Organization, implementation, and evaluation of the month-long, 10-session Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty for advanced doctoral students
- » Presentation of CRLT resources at the Rackham Welcome Fair
- » Presentation of Rackham Outstanding GSI Award
- » Service on the GSI award committee
- » Service on the Michigan Doctoral Experience Survey advisory committee

Social Work

- » Design and facilitation of a workshop for faculty about teaching in tumultuous times
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Grants received by Daicia Price and Amber Williams
- » Orientations
 - › Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
 - › Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2018)

Customized Services for Other Units at U-M

Academic Innovation

- » Collaborations
 - › Discussing potential reconfigurations of Duderstadt Center space to increase access to teaching support on north campus
 - › Increasing awareness of gameful pedagogy on campus by hosting a faculty panel
 - › Planning for flexible, modular online course preparing U-M instructors to teach online

ADVANCE

- » Consultations and planning for CRLT Players performances for 2018-2019 and 2019-2020 seasons
- » Planning and facilitation of workshops (4) for faculty on transitioning to associate professor and to full professor
- » Players interactive theatre performances for faculty
 - › About sexual harassment and misconduct for the Network to Advance Women Scientists and Engineers
 - › How identity and faculty rank influence dynamics and the decision-making process of tenure committees (multiple sessions)

Information and Technology Services

- » Collaboration on increasing faculty use of new teaching and learning data visualization tools available in Canvas
 - › Discussion with CRLT Faculty Advisory Board about student-facing learning analytics tools
 - › Enriching Scholarship workshop including a panel of faculty using tools
- » Consultation on potential collaboration for NameCoach project, including possible grant funding
- » Participation on ITS Teaching and Learning Advisory Group

Libraries

- » Design and facilitation of workshops (2) for faculty and staff about implementing inclusive teaching principles
- » Grant received by Doreen Bradley

Life Sciences Institutes

- » Design and facilitation of a workshop for the postdoctoral association on campus climate

Michigan Center for Interprofessional Education

- » Consultations and creation of an IRB application for Interprofessional Education Fellows assessment
- » Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meeting with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- » Participation on faculty development committee that developed new awards for IPE innovation and excellence (faculty and student)

Michigan Medicine

- » Players interactive theatre performances for members of leadership
 - › Creating a climate resistant to sexual harassment
 - › Sexual harassment and misconduct

Office of Academic Multicultural Initiatives

- » Consultation about assessment of Men of Color (M-CLIC) program

Office of the President

- » Collaboration with the first cohort of collaborative course design teams under the Foundational Course Initiative and recruitment of a second cohort (Biology 172, Business Administration 100, Electrical Engineering and Computer Science 183, Mathematics 105, and Movement Science 110)
- » Participation in Educational Advisory Group charged with rapidly developing mandatory, campuswide training module on sexual and gender-based misconduct

Office of the Provost and Executive Vice President for Academic Affairs

- » 2020 Re-accreditation
 - › Consultation with U-M Dearborn regarding accreditation
 - › Design and facilitation of a series of town hall meetings on U-M campus focused on three arguments as part of the university reaccreditation
 - › Participation in peer reviewer training for the Higher Learning Commission
 - › Participation on the accreditation working group to create a full draft of the argument to be presented to the Higher Learning Commission
- » Assessment
 - › Attendance at VPADG, including presentation on the Foundational Course Initiative and participation in U-M Accreditation Team's overview of the accreditation process, framing, timeline, and logistics, along with presentations for feedback on U-M's draft arguments for criteria 2, 3, and 4
 - › Discussion of next steps for studying bias in student evaluations of teaching
 - › Launch of Disciplinary-Based Educational Research (DBER) grant program at winter 2019 Provost's Seminar on Teaching
 - › Review of results of university-wide implementation of Blue system for student evaluation of teaching and discussion of next steps

- » Organization and facilitation of FCI seminar series for faculty, including “Curiosity and the Pleasures of Learning: Leveraging Internal Student Motivation to Learn Through Curiosity”, “Modeling Authentic Dialogue in the Classroom”, “Student Commitment to STEM Evidence-based Teaching Practices: Results from Evaluation of the Summer Institutes on Scientific Teaching”, “Strategies for Creating Inclusive and Welcoming Classroom Environments”, and “The Influence of Gender Stereotypes on Behavioral Outcomes Among Students in Group Project Teams”
- » Orientations
 - › Organization and facilitation of New Faculty Orientation, including interactive theatre performance
 - › Organization, facilitation, and evaluation of the Provost’s Campus Leadership Program (orientation and monthly roundtables) for chairs and associate deans, including A Conversation with the Provost, Moving the Needle series of roundtables: Reporting Sexual Harassment (2), Responding to Sexual Harassment Disclosures (2), Creating Cultures Resistant to Sexual Harassment (2), Demonstrating Commitment to Reducing Sexual Harassment
- » Planning and facilitation of Provost’s Seminars on Teaching:
 - › What’s a Master’s Degree? (fall 2018)
 - › Building a Community Around Disciplinary Approaches to Investigating Student Learning (winter 2019)
- » Regular meetings with the Vice Provost for Global Engagement and Interdisciplinary Academic Affairs on teaching awards and accreditation
- » Support for Diversity, Equity, & Inclusion (DEI) efforts including
 - › Coordination and facilitation of 9 workshops as part of the May Inclusive Teaching @ Michigan series (see p. 27)
 - › Coordination of Faculty Communities for Inclusive Teaching grants, orientation lunch for project leads, interviews with grantees, and organization of poster fair to share grantees’ work
 - › Design and facilitation of public workshop for Investing in Abilities week, “Disability and Accessible Teaching: Current Perspectives and Best Practices”
 - › Presentation for DEI liaisons about the LEO Inclusive Teaching Program
- » Support for teaching award and grant competitions, including
 - › Administration of Gilbert Whitaker Fund for the Improvement of Teaching grants completion
 - › Administration of Lecturers’ Professional Development Fund program for LEO lecturers
 - › Coordination of campuswide Provost’s Teaching Innovation Prize, including creation of posters for sharing innovations, and organization of poster fair before opening keynote of the Enriching Scholarship Conference
 - › Coordination of nomination for U-M’s candidate for Michigan Distinguished Professor of the Year
 - › Organization of competition to select Thurnau Professors and dinner honoring 2019 recipients

Office of Student Life

- » Consultations about accreditation listing of qualified educational staff, and measurement of Student Life First Year Experience

Program on Intergroup Relations (IGR)

- » Consultation about an assessment of dialogue for discussion sections in Anthropology 101

SACUA Student Relations Advisory Committee

- » Presentation for faculty on CRLT programs for GSIs and graduate students

Teaching and Technology Collaborative

- » Collaboration with other instructional technology units to organize and facilitate the Enriching Scholarship Conference, a university-wide, one-week program of workshops, demonstrations, and presentations, including opening and closing keynotes and the following sessions: “Considerations for Using Social Media in Teaching”, “Empirical Data Collection and Analysis in the Classroom”, “Integrating Themes of Social Justice in the Classroom”, “Let’s Make a Screencast”, “Promoting Effective Group Work: Forming and Evaluating Groups and Teams with Technology”, and “Using Analytics to Inform Instruction”, “Using Hypothes.is for Class Discussion and Participation”
- » Coordination of poster fair preceding the Enriching Scholarship keynote to disseminate work by winners of the Provost’s Teaching Innovation Prize, CRLT grantees, and TTC members

Appendix C: Collaborations and Committee Work

Collaboration with Other Units

Collaboration with other U-M offices is a key component of CRLT services. During 2018-2019, CRLT worked with all schools and colleges on teaching improvement projects. Additionally, CRLT collaborated with:

- » Academic Innovation
- » ADVANCE Program
- » CoE Office of the Associate Dean for Undergraduate Education
- » English Language Institute
- » Gameful Learning Lab
- » Ginsberg Center
- » Information and Technology Services
- » LSA Dean's Office
- » LSA Instructional Support Services
- » Michigan Center for Interprofessional Education
- » Michigan Medicine
- » Office of Diversity, Equity, and Inclusion
- » Office of the Ombuds
- » Office of the President
- » Office of the Provost
- » Program on Intergroup Relations
- » Rackham Graduate School
- » SEISMIC
- » Sweetland Center for Writing
- » Teaching and Technology Collaborative
- » University Library
- » University of Michigan Biological Station

Committee Work

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

- » Advisory committee on the Rackham Doctoral Experience Study
- » Association of Chinese Professors at U-M
- » CoE DEI Implementation Committee
- » Council for Non-Traditional Students
- » Disability Taskforce, pedagogy subcommittee
- » Education Advisory Group (EAG) for U-M Sexual Misconduct initiative
- » Enriching Scholarship Keynote Committee
- » Faculty Senate Assembly Committee for an Inclusive University
- » GSI Award committee
- » Michigan Center for Interprofessional Education
 - › Curriculum Committee
 - › Executive Committee
 - › Faculty Development Committee
- » Michigan Doctoral Experience Survey advisory committee
- » Michigan Sustainability Cases Curricular Advisory Board
- » Program on Intergroup Relations Advisory Board

- » Program on Intergroup Relations co-director search committee
- » Rackham Outstanding GSI Awards committee
- » Research, Innovation, Service and Entrepreneurship (RISE) committee
- » School of Nursing T-32 doctoral program advisory committee
- » School of Public Health advisory team for CEPH disciplinary accreditation
- » Spectrum Center Advisory Board
- » Student Evaluation of Teaching Advisory Committee
- » Teaching & Learning Advisory Group
- » Teaching and Technology Collaborative
- » U-M Accreditation Central Team
- » UROP Associate Director search committee
- » Vice Provosts and Associate Deans Group

External Committee Participation

- » American Geophysical Union Education Section Communications Working Group
- » American Geophysical Union Publications Committee
- » ASEE Faculty Development Constituency Committee
- » Assessment and Evidence-Based Practice Working Group of the POD Graduate Student, Professional Student, and Postdoctoral Scholar Development Special Interest Group
- » Big Ten Academic Alliance Teaching Center Directors Group
- » Instructional Technology and Education in Digital Spaces Committee
- » Improving Undergraduate STEM Education (IUSE)
- » Ivy Plus Teaching Center Directors Group
- » National Women's Studies Association Governing Council
- » POD Network Session Chairs
- » POD Scholarship of Teaching & Learning Committee
- » POD STEM SIG
- » POD Teaching with Technology SIG
- » SEISMIC working group
- » Unizin Centers for Teaching and Learning Subcommittee
- » Unizin Communications and Marketing Subcommittee

Appendix D: External Colleges, Universities, and Organizations Served

Because of its national reputation, representatives of many other institutions contact CRLT for advice and information. In 2018-2019, CRLT provided 3,014 services to external clients who represent 191 colleges and universities, and 16 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 inclusive teaching into the work of a teaching center, and requests to use CRLT publications and web resources. Additionally, 1,058 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.

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

Colleges and Universities within the U.S.

- » Alabama A&M University
- » Angelo State University
- » Arizona State University
- » Baylor University
- » Bethune-Cookman University
- » Boise State University
- » Boston University
- » Brandeis University
- » Brown University
- » Bryn Mawr College
- » California Institute of Technology
- » California Polytechnic State University
- » Carnegie Mellon University
- » Case Western Reserve University
- » Central College
- » Clemson University
- » College for Creative Studies
- » Colorado State University
- » Columbia University
- » Cornell University
- » Dartmouth College
- » Des Moines Area Community College
- » Eastern Michigan University
- » Elon University
- » Ferris State University
- » Florence-Darlington Technical College
- » George Washington University
- » Georgia Institute of Technology
- » Georgia Southern University
- » Harvard University
- » Henry Ford Community College
- » Humboldt State University
- » Indiana University
- » Indiana University–Purdue University Indianapolis
- » Iowa State University
- » LaGuardia Community College
- » Lawrence Technological University
- » Liberty University
- » Louisiana State University
- » Macomb Community College
- » Marian University
- » Marshalltown Community College
- » Massachusetts Institute of Technology
- » Miami University
- » Michigan State University
- » Moraine Valley Community College
- » Mount Holyoke College
- » New Mexico State University
- » North Carolina State University
- » North Iowa Area Community College
- » Northern Arizona University
- » Northwestern State University of Louisiana
- » Northwestern University
- » Oakland University
- » The Ohio State University
- » Oklahoma State University
- » Olin College of Engineering
- » Palm Beach State College
- » The Pennsylvania State University
- » Portland State University
- » Princeton University
- » Purdue University
- » Rensselaer Polytechnic Institute
- » Rochester Institute of Technology
- » Rose-Hulman Institute of Technology

- » Rowan University
- » Rutgers, The State University of New Jersey
- » Sacred Heart Seminary and School of Theology
- » Saint Louis University
- » San Francisco State University
- » Santa Clara University
- » Seattle University
- » Siena College
- » Simmons University
- » Skidmore College
- » Spelman College
- » Stanford University
- » Stony Brook University
- » Swarthmore College
- » Texas A&M University
- » Tulane University
- » United States Naval Academy
- » United States Army War College
- » University at Buffalo, The State University of New York
- » The University of Arizona
- » University of California, Davis
- » University of California, Irvine
- » University of California, Los Angeles
- » University of California, San Diego
- » The University of Chicago
- » University of Colorado Boulder
- » University of Delaware
- » University of Denver
- » University of Florida
- » University of Georgia
- » University of Houston
- » University of Illinois at Chicago
- » The University of Kansas
- » University of Kentucky
- » University of Louisville
- » University of Maryland
- » University of Massachusetts Lowell
- » University of Minnesota
- » University of Mississippi
- » University of Nevada, Reno
- » University of North Carolina, Chapel Hill
- » University of North Carolina at Charlotte
- » University of Notre Dame
- » The University of Oklahoma
- » University of Oregon
- » University of Pennsylvania
- » University of Southern Indiana
- » The University of Texas at Austin
- » The University of Texas at Dallas
- » The University of Texas at El Paso
- » The University of Texas of the Permian Basin
- » The University of Toledo
- » The University of Utah
- » The University of Vermont
- » University of Virginia
- » University of Washington
- » University of West Florida
- » University of Wisconsin–Madison
- » Vanderbilt University
- » Virginia Commonwealth University
- » Virginia Polytechnic Institute and State University
- » Washington University in St. Louis
- » Wayne County Community College District
- » Western Michigan University
- » Western Washington University
- » Yale University
- » York College of Pennsylvania

Colleges and Universities outside the U.S.

- » Aligarh Muslim University, India*
- » Babasaheb Bhimrao Ambedkar University, Lucknow, India*
- » Beijing Institute of Technology, China*
- » Chaudhary Charan Singh Haryana Agricultural University, India*
- » Chongqing University, China
- » Concordia University, Montréal, Canada*
- » Deenbandhu Chhotu Ram University of Science & Technology, India*
- » East China University of Political Science and Law*
- » Hanken School of Economics, Finland
- » Harbin Institute of Technology, China*
- » Hasanuddin University, Indonesia
- » Indian Institute of Technology (BHU) Varanasi, India*
- » Indian Institute of Technology-Roorkee, India*
- » Ivane Javakhishvili Tbilisi State University, Georgia
- » J.C. Bose University of Science and Technology, YMCA, India*
- » Lanzhou University, China*
- » Maharshi Dayanand University-Rohtak, India*
- » Maulana Azad National Institute of Technology, India*
- » Makerere University, Uganda*
- » McGill University, Canada

- » Memorial University of Newfoundland, Canada
- » Mizoram University, India*
- » Motilal Nehru National Institute of Technology, India*
- » National Institute of Technology-Hamirpur, India*
- » National Institute of Technology Karnataka, India*
- » National Institute of Technology, Puducherry, India*
- » National Research University Higher School of Economics, Russia*
- » Ningxia University, China*
- » Northwestern Polytechnical University, China*
- » Peking Union Medical College, China
- » Polytechnic University of Milan, Italy
- » Pondicherry University, India*
- » Qingdao University, China
- » Renmin University of China*
- » Royal Military College of Canada
- » Sant Longowal Institute of Engineering & Technology, India*
- » Shandong University of Technology, China*
- » Shanghai JiaoTong University, China*
- » Shanghai Technology University, China*
- » Sher-e-Kashmir University of Agricultural Sciences & Technology, India*
- » Stockholm University, Sweden
- » Tsinghua University, China*
- » Universiti Teknologi MARA, Malaysia
- » University of British Columbia, Canada
- » University of Costa Rica
- » University of Ghana*
- » University of Hertfordshire, England
- » University of Horticultural Sciences, Bagalkot, India*
- » University of Kerala, India*
- » University of Manitoba, Canada
- » University of Toronto, Canada
- » University of Windsor, Canada
- » University of Zurich, Switzerland
- » Vancouver Island University, Canada
- » Wuhan University, China*
- » Xi'an Euroasian University, China*
- » Zakir Husain College of Engineering and Technology, AMU, India*
- » Zhejiang Chinese Medical University, China*

Other Organizations and Associations

- » Advance - Gender Equality in Business
- » Alan Alda Center for Communicating Science
- » American Society for Engineering Education
- » Ann Arbor Public Schools
- » Association of American Colleges & Universities
- » Association of American Universities
- » Association of Public Land Grant Universities
- » The Chronicle of Higher Education
- » Howard Hughes Medical Institute
- » The Kavli Foundation
- » Knowles Teacher Initiative
- » Madison Elementary School
- » Madison Middle School
- » National Science Foundation ATE Centers
- » Virgin Media
- » West Lutheran High School

Appendix E: Publications and Presentations

CRLT again distributed the publication *Departmental GSI Development: A Handbook for Faculty and GSIs Who Work with GSIs*. The handbook and a series of Occasional Papers are available on CRLT's website. <http://crlt.umich.edu/resources/publications>.

Publications by CRLT Staff

- » Collette, K., Armstrong, S., & Simonian Bean, C. (2018). Supporting students facing mental health challenges. CRLT Occasional Paper No. 38. Ann Arbor, MI: Center for Research on Learning and Teaching, University of Michigan.
- » Collette, K., Armstrong, S., & Simonian Bean, C. (2019, Jan 3). Supporting students facing mental health challenges. Excerpts in R. Reis (Ed.), *Tomorrow's Professor eNewsletter #1686*. Retrieved from tomprof.stanford.edu/posting/1686
- » McIntee, F., Evans, K. R., Andreoli, J. M., Fusaro, A. J., Hwalek, M., Mathur, A., & Feig, A. L. (2018). Developing undergraduate scientists by scaffolding the entry into mentored research. *Scholarship and practice of undergraduate research*, 2(1), 4-14.
- » Meizlish, D., & Anderson, O. (2018). Teaching in teams: A planning guide for successful collaborations. CRLT Occasional Paper No. 37. Ann Arbor, MI: Center for Research on Learning and Teaching, University of Michigan.
- » Meizlish, D., & Anderson, O. (2018, Oct 11). Teaching in teams: A planning guide for successful collaborations. Excerpts in R. Reis (Ed.), *Tomorrow's Professor eNewsletter #1671*. Retrieved from tomprof.stanford.edu/posting/1671
- » Pinder-Grover, T., & Baleisis, A. (submitted). Discovering the possibilities: Exploring disciplinary and institutional contexts for teaching. In J. Gilmore & M. Hatcher (Eds.), *Preparing for college and university teaching: Competencies for graduate and professional students*. Sterling, VA: Stylus Publishing, LLC.
- » Zhu, E., & S. Turcic II (2018, September). Teaching awards: Do they have any impact? *Journal of Faculty Development*, 32(3), 7-18.
- » Wright, M. C., Lohe, D. R., Pinder-Grover, T., & Ortquist-Ahrens, L. (2018, July). The Four Rs: Guiding CTLs with Responsiveness, Relationships, Resources, and Research. *To Improve the Academy: A Journal of Educational Development*, 37(2), 271-286.

Presentations

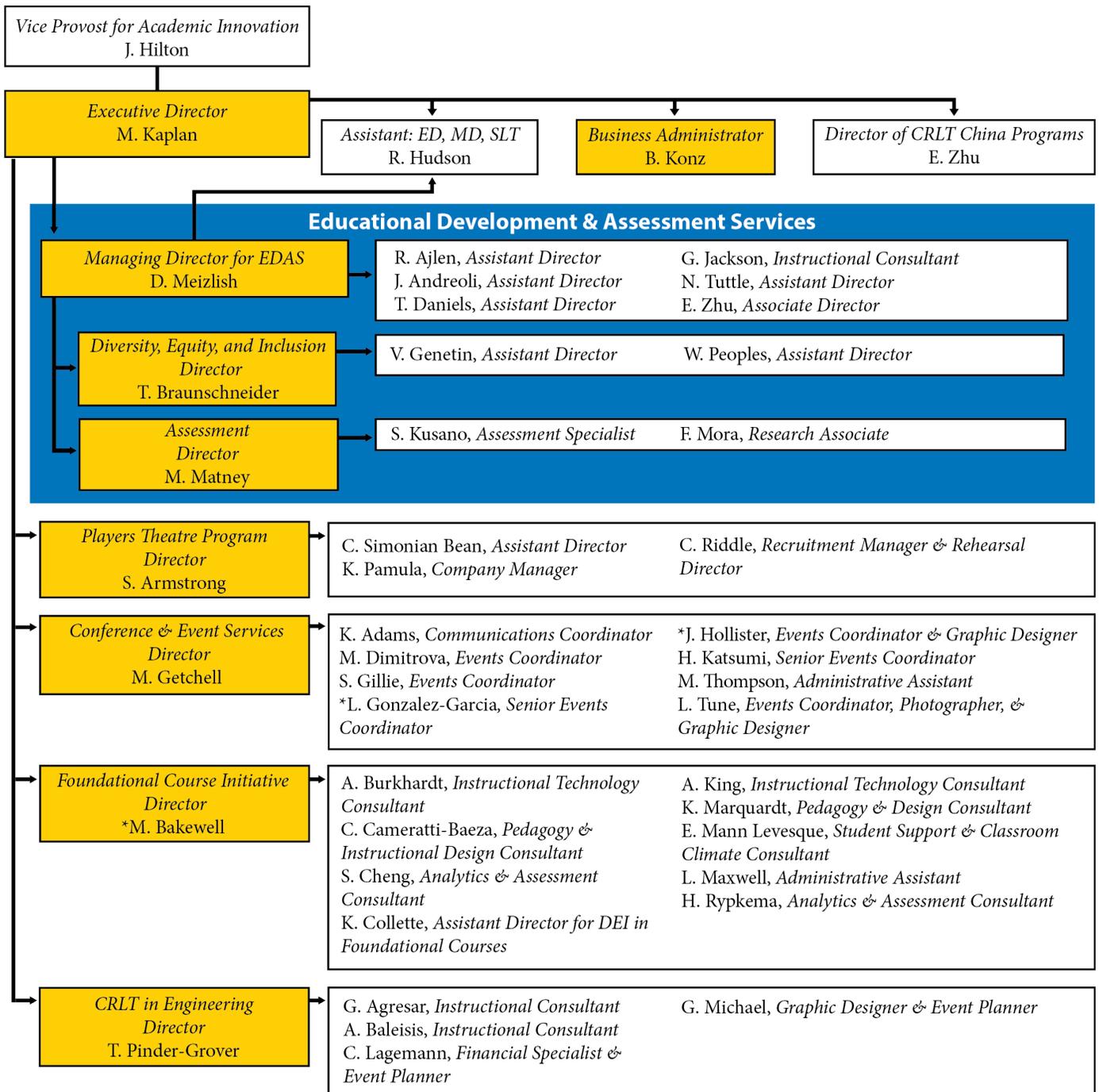
- » Ajlen, R., Matney, M., & Meizlish, D. (2018, November). Navigating the current assessment landscape: Challenges and opportunities. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Armstrong, S. (2019, March). Setting the stage for institutional change: Embodied research as faculty development. Presentation for the Interdisciplinary Committee on Organizational Studies, Ann Arbor, MI.
- » Baleisis, A. (2019, May). Challenging the culture and teaching practices of academic STEM. Presentation at the Network of STEM Education Centers, Omaha, NE.
- » Bean Simonian, C. (2018, November). Pursuing campus culture change: Critical connections for inclusive teaching. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Braunschneider, T. (2019, January). Cultural transitions: Teaching, learning and leadership. Presentation at the College Board Colloquium, Delray Beach, FL.

- » Braunschneider, T., & Genetin, V. (2018, November). Teaching in tumultuous times: Helping instructors engage emerging events. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Collette, K., & Bakewell, M. (2018, November). Forming cross-functional instructional teams to change course design and delivery. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Cook-Sather, A., Kaplan, M., & Takayama, K. (2018, Nov 5). Advancing diversity and inclusivity through multilevel strategic leadership. Webinar collaboration between the Association of American Colleges and Universities and the POD Network.
- » Genetin, V., Braunschneider, T., & Jackson, G. (2018, November). Faculty communities for inclusive teaching: Building capacity to lead change. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Ham, M., & Daniels, T. (2018, November). Bridging the gap through interprofessional education. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Jackson, G. (2018, November). Open-mindedness in intergroup dialogue: Varying levels, varying experiences. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Kaplan, M. (2019, April). Remote presentation at the SJTU-U-M Joint Institutional Program for Faculty Development. Shanghai, China.
- » Little, D., Lohe Rudder, D., Ortquist-Ahrens, L., Pinder-Grover, T., Springborg, M., Watson, E. C., & Wright, M. C. (2019, January). Developing educational development: Guidelines for creating or re-vitalizing a CTL. Presentation at AAC&U Organizational Development Institute, Atlanta, GA.
- » Marquardt, K., & Collette, K. (2018, November). Launching collaborative course reform: Shared frameworks and individualized action plans. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Meizlish, D. (2019, April 2). Measuring the impact of a new faculty program using institutional data. Presentation to POD Scholarly Reads.
- » Meizlish, D., & Grooters, S. (2018, November). Inclusive teaching means inclusive grading practices too. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Minonne, F., & Tuttle, N. (2018, November). Increasing access and engagement: Developing online programming for instructors. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Pinder-Grover, T. (2019). Engineering Inclusive Classrooms Part 1: Cultivating a Positive Climate. Presentation of a two-part webinar for ASEE members.
- » Pinder-Grover, T. (2019). Engineering Inclusive Classrooms Part 2: Guiding Principles and Strategies. Presentation of a two-part webinar for ASEE members.
- » Pinder-Grover, T., Kusano, S., & Agresar, G. (2018, June). Work in progress: Engineering student instructors: What are their needs and how can we best prepare them? Presentation at the ASEE Annual Conference & Exposition, Salt Lake City, UT.
- » Sanders, E., & Kaplan, M. (2018, October). Productive partnerships between academic departments and centers for teaching and learning. Panel at the AAU STEM Network Department Chair Workshop, "Effective STEM Education: The Role of the Academic Department and Department Chair," Laguna Beach, CA.
- » Takayama, K., Kaplan, M., & Cook-Sather, A. (2019, April). Advancing diversity and inclusion through multilevel strategic leadership. Pre-conference workshop at Accelerating Systemic Change Network (ASCN) Transforming Institutions Conference, Pittsburgh, PA.
- » Tapp, S., Rudder Lohe, D., Pinder-Grover, T., Craig, J., Ellis, D. E., Little, D., & Berg, J. (2018, November). Getting started: Workshop for new educational developers part I & part II. Presentation at the 43rd Annual POD Conference, Portland, OR.
- » Tuttle, N. (2018, November). Development of a diversity statement workshop. Presentation at the 43rd Annual POD Conference, Portland, OR.

Review and Editorial Work

- » AAC&U Network for Academic Renewal 2018 conference: Transforming STEM Education (J. Andreoli)
- » External review of University-wide DEI strategic planning (T. Braunschneider)
- » Higher Learning Commission (M. Matney)
- » International Journal for Academic Development (M. Kaplan, D. Meizlish)
- » International Journal of Public Sector Management Performance (D. Meizlish)
- » International Journal of the Scholarship of Teaching and Learning (M. Kaplan)
- » Journal of Academic Development (M. Kaplan, D. Meizlish)
- » Journal of Education Technology and Society (E. Zhu)
- » Journal of Student Affairs Research and Practice (M. Matney)
- » Manuscript Reviews for ASEE Conference (T. Pinder-Grover)
- » Oracle (M. Matney)
- » Professional and Organizational Development Network in Higher Education Conference Proposal Review (J. Andreoli, T. Braunschneider, G. Jackson, D. Meizlish, W. Peoples)
- » Review of POD 2019 Interactive Session Proposals (R. Ajlen)

Appendix F: Regular Staff Organizational Chart, 2018-2019



Yellow: Senior Leadership Team Members

* No longer at CRLT

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