

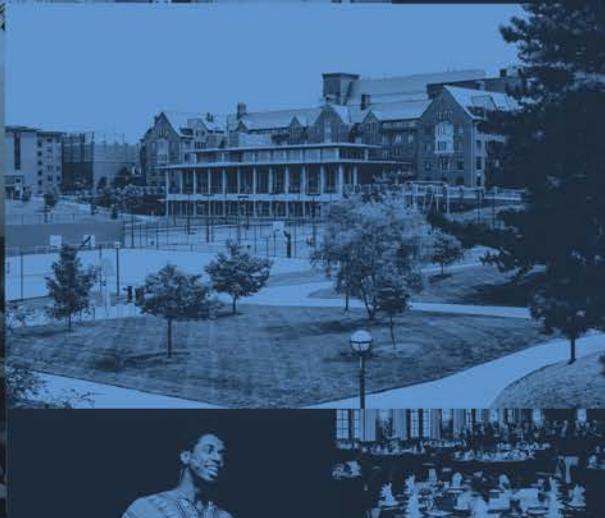


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# CRLT

CENTER FOR RESEARCH ON  
LEARNING & TEACHING  
UNIVERSITY OF MICHIGAN

2017-2018  
*Annual Report*





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

# Executive Summary

## Letter From Executive Director Matthew Kaplan

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



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

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

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

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

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

# CRLT Core Services

## Mission Statement

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

### Support for Teaching

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

### Diversity and Inclusion

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

### Digital Education

**Through consultations, workshops, and web resources, we help instructors select and integrate into their teaching the technologies that best meet their goals for student learning.** We collaborate with other offices to assess the value of emerging technologies for teaching and learning and to disseminate effective practices for teaching with technology. *2017-2018 highlights: Convened faculty communities around gameful pedagogy using Gradedcraft.*

### Theatre

**CRLT Players sessions use theatre to seed reflection about issues that negatively impact inclusive climate and to spark dialogue about strategies for addressing them.** The Players perform for faculty, graduate students, and administrators. Their repertoire focuses on both classroom and institutional climate. *2017-2018 highlights: Creation of new sketch Moving the Needle focused on sexual misconduct; first performance in Europe at a conference sponsored by the League of European Research Universities.*

### Foundational Course Initiative

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

### Assessment and Research

**CRLT focuses on projects that generate evidence useful to faculty and administrators for improving courses or curricula.** Services range from consultations about effective methods to large-scale projects that involve data collection, analysis, and facilitation of faculty discussions about results. *2017-2018 highlights: Disseminating tools for assessing engaged learning beyond TLTC projects; planning for 2020 HLC re-accreditation.*

# CRLT Year at a Glance

## SUMMARY of CRLT SERVICES

**Total Services Provided** **17,160**  
 (Some individuals receive multiple services)

**Total Services for U-M Clients** **14,727**

Campuswide programs 7,587  
 Customized programs for departments, schools, & colleges 4,708  
 Consultations 2,142  
 Instructors receiving midterm student feedback (MSF) sessions 290

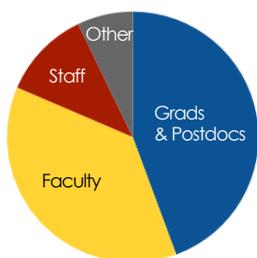
**Total Services for External Clients** **2,433**

Presentation and workshop participants 333  
 Audience members at external theatre performances 1,349  
 Consultations and other services 751

## SERVICES by SCHOOL/COLLEGE

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

## U-M Client Profiles



### 5,021 Unique Individuals

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



### Faculty by Rank

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

## CONSULTATION SERVICES

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

\*Some courses have multiple instructors.

## FACULTY GRANTS & AWARDS

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

## ONLINE

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

## CRLT PLAYERS

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

## PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

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

## RESEARCH & PUBLICATIONS

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

# GLOBAL REACH

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



# CRLT Community

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

## Senior Leadership Team

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

## CRLT-Engin

Grenmarie Agresar  
Audra Baleisis  
Emily Dahuron  
Carol Lagemann

## Theatre Program

Motoko Maegawa  
Kathryn Pamula  
Courtney Riddle

## Foundational Course Initiative

Karishma Collette  
Kairos Marquardt  
LaVonne Maxwell  
Heather Rypkema

## Admin/ Project Staff

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

## CRLT Consultants

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



## Graduate Student Instructor Consultants

See p. 19 for a description of the GSIC program.



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

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

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

Marian Schmidt  
Jeff Shi  
Lisa Walsh  
Esther Witte

## Engineering Teaching Consultants

See p. 19 for a description of the ETC program.



Francisco Aldarondo  
Jonathan Beaumont  
Amos Cao  
Liam Casey

Colleen Crouch  
Mark Dong  
Alex Douglass  
TJ Flynn

Kevin Hughes  
Ryan Kitson  
Jeff Lowe  
Raghav Reddy

Maggie Reuter  
Kathleen Ropella  
Tianlin Wang  
Phillip Yang

## CRLT Faculty Advisory Board

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



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



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



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



**Debi Khasnabis**  
Clinical Associate Professor of Education



**Victor Li**  
Professor of Civil Engineering



**Jennifer Ogilvie**  
Professor of Physics and Biophysics



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



**Trina Shanks**  
Associate Professor of Social Work



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



**Colleen Van Lent**  
Lecturer IV in Information



**Paul Walker**  
Clinical Professor of Pharmacy



**Laraine Washer**  
Associate Professor of Internal  
Medicine



**Lisa Young**  
Lecturer IV in Anthropology

# New and Noteworthy

## Foundational Course Initiative (FCI) Launches First Cohort

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

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

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

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

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

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

## Report Released on TLTC Impact

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

## Inclusive Teaching @ Michigan Series

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Expanded Collaboration for International Faculty Development

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

## Two New Programs for Lecturers

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

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

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

### Increased Demand Drives New CRLT Organizational Structure

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



### Awards and Milestones

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



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

# Support for Teaching

## Consultations

CRLT professional staff and graduate teaching consultants (GTCs) 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 2,300 individual consultations, some brief and some extensive, with U-M clients during the 2017-2018 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 2017-2018 academic year, CRLT staff conducted 290 midterm student feedback sessions for faculty and GSIs across campus. These sessions provided an opportunity for 8,744 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.

### What people are saying about Consultations and Midterm Student Feedback

"The CRLT consultant's insights on how to address some of the constructive criticism offered by the students were very illuminating, and I can't wait to put them into practice."

"Thank you so much for the MSF. Your feedback is immensely useful, and your observation on the class dynamics sheds light on things I almost never thought about. They will help me adjust for the remaining few weeks of the class and improve on my future teaching."

"The processing provided me with more candid feedback from students, which helped me to dramatically improve my teaching. The advice also turned out to be very timely."

# 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 2017, 176 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 following five concurrent sessions focused on teaching:

- 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

The New Faculty Orientation also included an information fair that featured exhibits and representatives from 44 U-M offices and programs.

## GSI & IA Teaching Orientations

CRLT organized and facilitated university-wide Teaching Orientations for over 1,100 Graduate Student Instructors and Instructional Aides at the beginning of the fall 2017 and winter 2018 terms. The fall program was attended by 670 GSIs, 169 of whom were from engineering. The winter program had a total of 161 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 work-

shops designed to address key issues. The fall orientation included the following 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
- Technology for the First Days of Class: Canvas and the Google Education Suite
- Teaching in Race & Ethnicity Courses

CRLT also organized a customized teaching orientation program for 169 new GSIs in the college of engineering in fall 2017. 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 271 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 2017, 22 international graduate students participated in the course, and during winter 2018, 18 more students participated.

# 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 2017-2018, 1,895 faculty, graduate students, and postdocs attended seminars, including the following programs:

- Blended Course Design: A Faculty Learning Community \* (x4)
- Campus Climate in Your Classroom: Responding to Student Microaggressions (x2)
- Creating Accessible Learning Environments (x2)
- Developing Your Teaching Philosophy \*\* (x2)
- Developing Your Teaching Philosophy: An Online Workshop \*\* (x2)
- Diversity and Inclusive Teaching Seminar \*\* (x4)
- Evaluating Student Writing
- Facilitating Classroom Discussions in the Social Sciences and Humanities \*\* (x2)
- Gameful Learning Community of Practice \* (x4)
- Implementing Inclusive Teaching Principles in Your Courses (x5)
- Managing Academic Identities in Digital Spaces \*\*
- Mentoring Undergraduate and Graduate Student Research: An Online Workshop
- Research-Based Practices for College Teaching: An Online Workshop
- Sharing Our Work: Insights from Faculty Communities for Inclusive Teaching
- Teaching About Race & Ethnicity in Racially Homogeneous Classrooms (x2)
- Teaching at U-M as an International Lecturer \*
- Teaching in Teams: Working with Graduate and Undergraduate Students as Instructors \*
- Teaching in Tumultuous Times: Making Choices About How to Address the World Beyond Your Classroom (x2)
- Teaching the Whole Student: Integrating Heart, Mind, and Spirit in Our Pedagogy
- Teaching with Technology: Incorporating Digital Media \*\*
- The Power of Peer Review: Collaborative Learning in the Classroom and in Canvas
- Understanding How Stereotype Threat and Growth Mindset Affect Student Learning (x2)
- Using Digital Tools to Facilitate Student Collaboration \*\*
- Using Technology to Check Student Understanding and Provide Feedback: An Online Workshop
- Writing a Diversity Statement \*\* (x2)
- Writing and Grading Exams: An Online Workshop

## CRLT in Engineering Seminar Series

During the fall 2017 and winter 2018 terms 475 faculty, graduate students, and postdocs attended the following programs and seminars offered by CRLT in Engineering:

- Engaging Students in Learning \*\*
- Engineering Education Research Day: 12th Annual Research and Scholarship in Education Poster Fair
- Engineering Education Research Day: Engineering Education Research Seminar
- Engineering Education Research Day: Your Research and the IRB: What You Need to Know
- It's Time for Action: Generating an Active Learning Plan \*\*
- Making Teamwork Work \*\*
- Motivating Engineering Students: Strategies to Increase Engagement
- Perspectives on Teaching: A Faculty Panel \*\*
- Teaching a Great Lab Class \*\*
- Teaching to Retain Students in Engineering: What Can GSIs Do? \*\*
- Understanding How Stereotype Threat and Growth Mindset Affect Student Learning

\* faculty only, \*\* graduate students and postdocs only

# Programs for Faculty

## Programs for 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 2017-2018, 48 assistant professors took part in the LSA Teaching Academy, and the Health Sciences Teaching Academy served 30 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 2017-2018, 14 faculty participated in the Academy. 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 15 faculty new to the college. 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.

## CRLT Teaching Academies

"This was an extremely useful program that was conducted efficiently and also made me excited to be part of LSA. Thank you!"

"It was a great day today! I found the presentations, exercises, and most importantly the opportunity to discuss real-life issues with peers all to be so helpful... Thanks so much!"

"The CRLT consultant did a great job with presentations and discussions. I'm very excited to implement the things I learned!"

## 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. Roundtable topics in 2017-2018 included Setting and Enacting A Vision for Change, Conversation with the Provost, and Bring What's On Your Plate: Discussing Real-Time Dilemmas. PCLP also included interactive CRLT Players theatre performances of *Managing Staff Relations* and *Distress Signals: Supporting Students Facing Mental Health Challenges*.

## Faculty Grants and Awards

In 2017-2018, CRLT administered the Provost's Teaching Innovation Prize (TIP), designed to recognize outstanding pedagogical practices, as well as six grants competitions for faculty to improve teaching and learning at the University of Michigan. The Office of the Provost and Executive Vice President for Academic Affairs funded three competitions: the Gilbert Whitaker Fund for the Improvement of Teaching, the Faculty Communities for Inclusive Teaching (FCIT) initiative, and the Lecturers' Professional Development Fund. CRLT directly funded two competitions: the Faculty Development Fund (FDF) and the Instructional Development Fund (IDF). A total of 150 faculty received grants or awards of over \$288,600 (See Appendix A for lists of grantees.)



After reviewing CRLT staff comments, CRLT's faculty advisory board members selected grantees for the Faculty Development Fund and recommended awardees to the provost for the Gilbert Whitaker Fund for the Improvement of Teaching. A panel of experienced lecturers made recommendations to the provost on proposals for the Lecturers' Professional Development Fund. CRLT staff selected grant recipients for the Instructional Development Fund. For the Provost's Teaching Innovation Prize, a panel of award-winning faculty selected recipients.

CRLT also coordinated 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 for which U-M runs an internal competition to select its nominee, the Michigan Distinguished Professor of the Year.

## 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. In November 2017, 115 faculty, administrators, and staff attended *Beyond Grades: How do we Represent Student Accomplishment*, which provoked conversations on-campus about how to represent learning



in undergraduate majors without using conventional grades. Faculty engaged in discussions and listened to lightning talks featuring students, alumni, employers, and faculty. Over 50 posters from this series illustrated possible futures and approaches to documenting learning. In March 2018, 52 faculty members attended *Building Structures that Encourage Interprofessional Education*. This event brought together faculty from interprofessional programs on campus (the IPE Health Science Initiative, Law School

Problem Solving Initiative, Engineering Multidisciplinary Design Program, and the Michigan Engaged Learning in the Classroom Initiative) to exchange insights and brainstorm solutions to common problems. The program included a "fishbowl" discussion among the leaders of the four programs and opportunities for participants to connect with one another in both mixed and program specific small-group conversations.

### Faculty Learning Communities (FLCs)

Launched in January 2016, this program brings together health science professionals with a strong interest in becoming change agents for interprofessional education 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 third cohort included 21 faculty from dentistry, kinesiology, medicine, nursing, pharmacy, public health, and social work, and Taubman Health Sciences Library (Ann Arbor), as well as U-M Flint. During the 18-month program, Fellows attend an off-site, "Train-the-Trainer" faculty development program created through a 2014 Josiah Macy, Jr. Foundation grant. Fellows also take part in monthly gatherings of a faculty learning community 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 include a patient care simulation centered around chronic disease management, a foundational teamwork experience, a literature review of qualitative assessment tools for evaluating IPE competencies, and a simulation based learning experience for a child with autism.



**Large Course Initiative (LCI):** CRLT sponsored a learning community for faculty who teach large enrollment courses in LSA. Ten 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, four of the faculty received small grants from LSA to revise their courses.

# 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 2017-2018 academic year. Specifically, 137 more graduate students enrolled, bringing the total number of enrollees to 1,614. This year 78 students completed the certificate requirements. Since the program's inception, CRLT and Rackham have awarded a total of 564 certificates.



## GTC+Digital Media Teacher Certificate Program

Launched in May 2014, the GTC+ program (co-sponsored by Rackham and the Institute for the Humanities) builds 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 complete five workshops, three of which must go beyond technical training to pedagogical applications of technologies or digital media. They then organize or take part in two networking experiences

related to teaching with digital media. An ePortfolio houses 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 is open to all graduate students.

## Preparing Future Faculty (PFF) Programs

In 2017-2018, CRLT offered two programs in collaboration with Rackham. The tenth iteration of the *Postdoctoral Short-Course on College Teaching in Science and Engineering* was conducted in winter 2018 for 44 postdoctoral scholars. The course was taught for the first time in a hybrid format, with 4 sessions held synchronously and 4 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 nineteenth annual *Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty* took place in May 2018, with funding provided by the provost's office and Rackham. CRLT accepted 58 graduate students as participants. The applicants represented at least 8 schools and colleges, including 14 LSA departments and programs.

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 fac-

ulty 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. Those who successfully completed all requirements of the seminar received a certificate.



## Graduate Student Instructor Consultants Program

CRLT's graduate student instructor 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 and videotaping 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. GSICs for 2017-2018 are listed on p. 6. 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.

## Engineering Teaching Consultants Program

Engineering Teaching Consultants (ETCs) are experienced GSIs recruited by CRLT in Engineering (CRLT-Engin) each semester, and prepared by CRLT-Engin to consult with GSIs and undergraduate instructional aides (IAs). ETCs consult with GSIs and IAs to collect midterm student feedback from several hundred undergraduate engineering students. ETCs also plan and conduct sessions at the engineering GSI and IA teaching orientations, as well as workshops in the CRLT-Engin Seminar Series. ETCs for 2017-2018 are listed on p. 6.

## 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 2017 and winter 2018, 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 December, 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 GSI coordinators to meet and discuss strategies and resources for supporting faculty-GSI teams. CRLT also provided multiple discipline-specific workshops as part of departmental GSI training programs.

*“I too want express my appreciation and gratitude for the good work you did, getting our GSI training off to such an excellent start. You set a positive, constructive tone for the discussions we are having in our department about teaching and learning (at every level!).”*

## 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. In June 1, 2017- May 31, 2018, the CRLT website received over 444,800 unique visitors from 225 countries. Similarly, about half of the website visitors are from the United States, with the City of Ann Arbor making up 14,959 (3.39%) of all website visitors.

### CRLT Social Media

According to Google Analytics, 322,121 (70.25%) 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 2017-2018 visitors reached CRLT's website through many keyword searches, the following are the top 5 results.

- Active Learning
- Teaching Philosophy
- Search
- Teaching Statement
- Lesson Plan

The homepage ([crlt.umich.edu](http://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 570 other blog subscribers by signing up on the CRLT website to receive new blog content as it is released. After uploading to the website, blog entries are tweeted out to our 2,518 Twitter followers. In the 2017-2018 year, CRLT produced 6 blog posts addressing the topics listed below.

- CRLT Services in Summer
- Starting a new term in the wake of Charlottesville Violence
- Understanding 'nontraditional student experiences in and out of U-M classrooms
- My 'preparing future faculty' experience
- Inclusive teaching @ Michigan series 2018: Engaging Undergraduates as Teaching-Learning Partners
- CRLT Resources on Active Learning





# Digital Education

Through consultation services, faculty development programs, and service on university- and unit-level committees, CRLT staff help individuals and academic units explore, integrate, and evaluate the use of instructional technology (IT). Several programs from the 2017-2018 academic year are highlighted below.

## Campus-Wide 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 on projects focused on leveraging learning analytics data to personalize education at U-M. A key goal in 2017-2018 was continuing to expand the use of, and provide support and resources to those already using, gameful pedagogy across the campus. To this end, CRLT and the Gameful Learning Lab facilitated a community of practice around gameful pedagogy in fall 2017 and winter 2018. The program drew on data previously collected by CRLT staff about the experiences of students, faculty, and GSIs in more than a dozen courses using Gradecraft, an app that leverages gameful pedagogy to increase student motivation and promote deep learning.

CRLT staff represented U-M on two Unizin committees: the Communications Committee and the Teaching and Learning Committee. CRLT staff also served on the Teaching Evaluation System Replacement Project coordinated by the Office of the Registrar.

As a charter member of U-M's Teaching and Technology Collaborative (TTC), CRLT co-sponsored the 21st 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 of work by recipients of the U-M

Provost's Teaching Innovation Prizes or of CRLT's Investigating Student Learning Grants and TTC projects. Dr. Katie Linder, director of the Oregon State University Ecampus Research Unit, delivered a keynote address on the topic of "Helping Students Learn in an Age of Digital Distraction" and a keynote workshop on "Creating Effective Online Activities". In addition, CRLT sponsored or co-sponsored eight sessions on teaching with technology as part of the conference (see p. 57).

## CRLT Programs and Resources Incorporating IT

CRLT incorporates opportunities for instructors to explore and learn about IT within programs for instructors at all stages of their careers.

CRLT grants fund a wide-range of IT projects proposed by faculty. In 2017-2018 25% 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 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



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In 2017-2018 25% of the funded grants and awards involved IT projects.

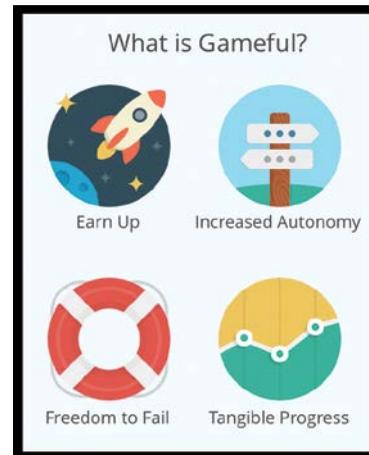
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by faculty whose innovative pedagogies incorporate technology, and the Postdoc Short Course (PSC), a hybrid experience: half of the series takes place online and half in person.

The GTC+ Digital Media Teacher Certificate Program provides graduate students with structured opportunities to engage with current scholarly conversations about the ways digital environments shape our thinking and practice as teachers and learners. (For more information, see p. 18.)

Each fall and winter term, CRLT's Seminar Series features several programs on IT topics. This year, for example, the series included:

- Gameful Learning Community of Practice
- Hybrid Faculty Learning Community
- Managing Academic Identities in Digital Spaces
- The Power of Peer Review: Collaborative Learning in the Classroom and in Canvas
- Teaching with Technology: Incorporating Digital Media
- Using Digital Tools to Facilitate Student Collaboration
- Using Technology to Check Student Understanding and Provide Feedback: An Online Workshop



CRLT also continues to identify faculty development topics that can be engaged with in a fully online setting. Strong interest in a new workshop on mentoring student research drew more than 120 registrants, with about half completing all online activities over the course of the winter 2018 spring break. Our complete slate of online seminar series topics follows:

- Developing Your Teaching Philosophy
- Mentoring Undergraduate and Graduate Student Research
- Research-Based Practices for College Teaching
- Writing and Grading Exams

For new faculty and GSIs, CRLT organizes orientation programs and teaching academies that feature sessions on getting started with IT 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 and 15 for more on orientations and academies.)



# Diversity and Inclusion



CRLT uses the term “inclusive teaching” to define a complex network of pedagogical issues and strategies supported by a large body of research, much of it foundational scholarship on teaching and learning. 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: (1) attend to student differences, (2) understand how systemic inequities can shape dynamics in teaching-learning spaces, (3) deliberately cultivate learning environments that seek to rectify those inequities, and (4) use equitable assessment practices to gauge student learning outcomes and address any patterns of differential outcomes for students across social identity groups.

The following list describes, specific ways in which CRLT staff promoted inclusive teaching and learning at U-M during the 2017-2018 academic year:

- Conducted a national search and hired a new consultant based at CRLT in support of LSA Race & Ethnicity course instructors, with funding from

the provost’s office.

- Consulted with individual schools, colleges, departments, and other groups about instructor professional development in cultivating equitable, inclusive learning environments.
- Developed and facilitated 34 customized workshops and retreats for faculty at 9 schools and colleges, including sessions for 21 individual departments and programs. These workshops and retreats focused on faculty and GSI skills in attending to social inequities in the classroom, cultivating inclusive learning environments, or handling difficult moments.
- Facilitated examination of inclusive teaching topics by more than 2,500 faculty, GSI, and staff through performances by the CRLT Players of sketches about supporting students facing mental health challenges, addressing student climate concerns, mentoring in a diverse community, and moving the needle with respect to sexual misconduct.
- In 2017-2018, CRLT continued its work with the Office of Diversity, Equity, & Inclusion on

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## Facilitated examination of inclusive teaching topics by more than 2,500 faculty, GSI, and staff...

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initiatives designed to promote inclusive teaching practices across the university. At the request of Chief Diversity Officer Robert Sellers, CRLT staff regularly convened, trained, and disseminated information and resources

to Faculty Liaisons for Inclusive Teaching from all U-M schools and colleges.

- CRLT again offered the Faculty Communities for Inclusive Teaching (FCIT) grants program (also funded by the Chief Diversity Officer). Three new schools and colleges (public health, pharmacy, and U-M libraries) participated in the November poster fair, which showcases the completed grant projects from 2017. In 2018, the FCIT grant provided support for the completion of 11 projects spanning

nine colleges and departments in the third cohort of grantees, which included, for the first time, teams from medicine, architecture and urban planning, nursing, mechanical engineering, and social work. (see p. 39). Funding for the program has been committed through 2018-2019.

- Developed several inclusive teaching programs for lecturers: a campus-wide seminar for international lecturers, customized workshops for language departments, a year-long course revision program (in collaboration with the Lecturers Employment Organization), and a new half-day orientation program for new lecturers in LSA to be offered fall 2018.
- Presented 23 pedagogical workshops as part of CRLT's seminar series, a 64% increase from 2017-2018.
- Disseminated information and resources about inclusive teaching during teaching academies, New Faculty Orientation, and GSI teaching orientations, including a required workshop on inclusive teaching for all participants attending the GSI teaching orientations.
- Promoted the use of inclusive teaching practices in classrooms and piloted programs whereby trained

undergraduate consultants provided feedback to instructors on their course materials and their practice teaching during the May 2018 Inclusive Teaching @ Michigan Series.

“*Thank you so much for leading our workshop on inclusive teaching this week.... The workshop was everything I'd hoped it would be – an open conversation, sharing of best practices and challenges, and enough formality that it caused people to really reflect on their practice.*”

- Participated as a judge in Rackham's Munger Case Competition that invited graduate and professional student teams to create action plans using a fictional \$100,000 of seed money to effectively advance U-M's diversity, equity, and inclusion strategic plan goals and objective by the year 2020.

## Inclusive Teaching @ Michigan

Join us for a series of free workshops for U-M instructors: April 30-May 4, 2018

**Sponsored by:**  
 The Center for Research on Learning & Teaching (CRLT)  
 The Center for Research on Learning & Teaching in Engineering (CRLT-Engin)

Full schedule and registration at:  
[crlt.umich.edu/inclusive\\_teaching\\_series](http://crlt.umich.edu/inclusive_teaching_series)



Sessions		
April 30	10:30a-12:30p	Implementing Inclusive Teaching Principles in Your Courses
May 1	10:00a-12:00p	Teaching in Tumultuous Times: Making Choices About How to Address the World Beyond Your Classroom
May 1	2:00p-4:00p	Teaching About Race & Ethnicity in Predominantly White Classrooms
May 2	9:00a-11:00a	Ask an Undergrad: Consulting with Students about Your Course Materials
May 2	2:30p-4:30p	Ask an Undergrad: Consulting with Students about Your Course Materials
May 3	9:00a-11:00a	Ask an Undergrad: Consulting with Students about Your Course Materials
May 3	1:30p-3:30p	Ask an Undergrad: Consulting with Students about Your Course Materials
May 3-4	10:00a-4:30p	Responding to Tumultuous Events: Practice Teaching (Faculty Only)



# CRLT Players Theatre Program

**2017-2018**

**54 U-M performances**  
**2,850 U-M audience members**  
**13 external performances at:**

- 2017 POD Network Conference
- Carnegie Mellon University
- League of European Research Universities (LERU) Gender Conference, University of Zurich, Switzerland
- Rochester Institute of Technology
- Skidmore College
- University of Delaware
- University of Virginia

The CRLT Theatre Program explores ways that the performance arts can offer insights into pedagogical practices, enhance teaching and learning, support diversity, and improve institutional climate at U-M. The program is funded primarily by the Office of the Provost, the College of Engineering, the College of LSA, and the U-M ADVANCE Program.

Using local professionals and student actors, the CRLT Players present provocative and interactive sketches, vignettes, and traditional theatre productions that fall under two main headings: teaching and faculty worklife. The teaching sketches address issues of pedagogy, diversity, and inclusion in university settings, ranging from classrooms to labs and clinics.

Sketches about faculty worklife are developed in collaboration with ADVANCE and cover topics such as faculty hiring, career advising, and the tenure decision-making process. All CRLT Players scripts are based on a solid foundation of research on the experiences of students, faculty, and administrators at U-M and nationally. The Players perform at large, campus wide

events (such as New Faculty Orientation); at workshops and retreats for academic departments, schools, and colleges; and at special events, such as a meetings organized by the dean of LSA for faculty serving on executive committees in the college. In addition, the Players are in demand nationally, performing for campuses and conferences around the country.

The CRLT Players encourage critical reflection and facilitate strategy-focused dialogues about a range of diversity, equity, and inclusion (DEI) issues. They enable units across U-M, as well as campuses across the nation to start or deepen such conversations among members of their communities. The scope of involvement encompasses not only performances of sketches and facilitation of audience discussions, but also pre-performance planning dialogues and post event debriefs centered on a unit's specific strategic goals.

The 2017-2018 season delivered an increased number and variety of performances: 18 different sketches across a total of 67 sessions, a 20% increase in output over the prior season. The receptions of *Cuts* and *Moving the Needle* have already been discussed in the New & Noteworthy section (pp. 10-11). On the right hand-side of the page is a preview of data collected at the Rochester Institute of Technology (RIT) which holds the promise of enabling cross-institutional and

longitudinal analysis of the impact of *Cuts*. It is followed by a summary of the Players' first venture to Europe.

For the fourth year in a row, the CRLT Players visited the Rochester campus. This year,

multiple units collaborated with ADVANCERIT to address student climate concerns by means of four performances for a total audience of 214 unique individuals. Two variations of the sketch *Cuts* were used: the "Mariam" vignettes show the cumulative impact of bias incidents encountered by a Muslim student, while the "Carter" vignettes give voice to an African-Amer-

“*I have attended many workshops on race/bystander issues. This was the best, period. I'd like to see the entire RIT community able to experience this.*  
-RIT Audience Member”

ican student’s concerns when an instructor ignores racially problematic comments made by other students. With funding from the National Science Foundation, ADVANCERIT 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, as well as 4 weeks later. Response rates were quite strong: over 70% for the day-of surveys and 52% for the follow up. As the graphic on the right hand-side of the page attests, the performances increased awareness of the harms associated with marginalizing behaviors and dramatically shifted the willingness of participants to engage in conversations across differences in identity.

Finally, and capping the 2017-2018 season, the League of European Research Universities (LERU) featured the Players at the second LERU Gender Conference, which spotlighted the topic of “Implicit Bias in Academia: A challenge to the Meritocratic Principle



and to Women’s Careers -- and what to do about it.” Drawing on material from several sketches, the Players explored evaluation and promotion, recruitment and hiring, and faculty climate before an international audience of over 100 people. Between each sketch the Players facilitated audience discussion about the material and the potential applications of the information. According to the trip report by a team from the University of Southern Denmark, “Particularly inspiring was the presentation by the theatre group CRLT Players from the University of Michigan on the second conference day. The group started the day by leading the conference attendees through a more interactive approach to seeing, feeling and interrupting bias. Acting out scenes demonstrating various evaluation and

assessment scenarios, the CRLT Players in a lively and constructive manner illustrated the workings of bias in how we all experience and make sense of e.g. qualifications, potential etc.”

This material is based upon work supported by the National Science Foundation under Grant No. 1209115

### Follow-up Survey Summary

- The results indicate that there were internal conceptual shifts, increased awareness, and expanded conceptions of the role that staff and faculty can play in creating a more inclusive climate.
- There was “stickiness” to attendees’ learnings, since responses rarely saw large decreases in percentages that agreed/strongly agreed, even though the question wording was more stringent.
- Some of the results are reflective of the expected developmental arc of attendees, such that as people develop more complex understandings of these issues, they may actually feel less comfortable taking action.

### How marginalizing behaviors can affect a student

	Initial	Follow-up
<b>Mariam</b>	The workshop effectively demonstrated the ways that marginalizing behaviors can affect a student mentally, physically, and/or emotionally, impacting their learning experience and/or their educational outcomes.	I have thought more about the ways that marginalizing behaviors can affect a student mentally, physically, and/or emotionally, impacting their learning experience and/or their educational outcomes.
<b>Carter</b>		

### Practice during the workshops led to increased comfort engaging in conversations, for most people

	Initial	Follow-up
<b>Mariam</b>	The workshop enabled me to practice in engaging in conversations about identity across differences in identity.	I have felt more comfortable engaging in conversations about identity, across differences in identity.
<b>Carter</b>		

■ Strongly Agree 
 ■ Agree 
 ■ Neutral 
 ■ Disagree 
 ■ Strongly Disagree

# Foundational Course Initiative



The Foundational Course Initiative (FCI) at the University of Michigan aims to revolutionize the quality and effectiveness of teaching at scale. With a focus on large enrollment foundational courses (those that introduce students to a major or discipline), CRLT's FCI consultants establish long term partnerships with instructional teams to plan and execute comprehensive course design changes informed by best practices in higher education. Consultants work closely with all members of the teaching team to learn about the course as it is currently implemented, study its history, and understand the future goals and vision the instructional team imagines and is working towards. In this intensely collaborative model, FCI consultants provide the team with the additional time, resources and infrastructure to make course transformation feasible. FCI efforts are committed to ensuring that students in large courses are treated equitably, supported in their educational aspirations, and understand that they are integral members of the inclusive community we aspire to for our third century.

As part of the President's Academic Innovation

Initiative, which committed \$5 million dollars over 5 years, FCI will be instrumental in making the University of Michigan nationally recognized as a leading model for teaching and learning at scale.

Under the umbrella of CRLT, FCI was launched in 2018 with the recruitment of its core staff. Current personnel consist of a director, 3 consultants (student support, instructional design, assessment/analytics), and an administrative assistant/event planner. (See p. 8 for more details). As part of its integration into the wider university community, FCI also partners with instructional technology experts from Information and Technology Services (ITS), LSA Instructional Support Services (LSA-ISS), and the U-M Library. Additional consultants will join the FCI team over the 2018-2019 academic year.

In its inaugural year, the FCI team at CRLT has partnered with 6 courses across 4 colleges with a combined enrollment of over 3,400 students annually. This first cohort consists of Business Administration 200, Engineering 110, Film Television and Media 236, Physics 140, and Public Health 200 and one section of Economics 101. In order to explore, plan, and implement changes, each of these courses has a dedicated Collaborative Course Design (CCD) team, which includes FCI consultants, course instructional staff (both faculty and graduate students), student support professionals, and undergraduates who have recently taken the course. By including this breadth of voices, the CCD teams are better equipped to make sure that changes are pedagogically sound, student-centered,

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the FCI team will enable the transformation of 30 courses, impacting up to 80% of undergraduate students...

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inclusive, and informed by institutional data. FCI has committed to working with each of these teams over three years in order to ensure that changes are both effective and sustainable for the long-term.

During each of the five years spanning the initiative, a new cohort of 6 courses will be added, so that the FCI team will enable the transformation of 30 courses, impacting up to 80% of undergraduate students at U-M.

In May 2018, the first cohort of CCD teams convened at CRLT for the first annual Course Design Institute (CDI), a 4-day forum for brainstorming and team-building as each course launched its 3 year transformation process. CDI encompasses a cumulative series of scaffolded activities, consultations, and working sessions designed to facilitate the development of a collective vision and plan for the course redesign. CRLT consultants worked with the teams to strategize and prioritize their goals, and propose pedagogical and logistical approaches to facilitate a more inclusive and effective learning experience for their students. The Course Design Institute culminated in a showcase that included a wider U-M audience. The 6 course teams gave 15 minute presentations sharing what they learned during CDI, reflections on the course redesign experience, and their plans going forward.

## FCI Proposals

**Instructors and departments interested in proposing foundational courses for inclusion in the second cohort of FCI can find more information at the CRLT website <http://crlt.umich.edu/fci>.**

The Foundational Course Initiative Seminar Series features speakers with experience participating in leading or studying the transformation of foundational courses. Listed below are the 2017-2018 seminars.

- Beyond Multiple Choice: Using Open-Ended Questions and Student Behavior Data to Promote Engagement and Understand Learning
- Creativity and Imagination are Foundational: EECS 183 and PoliSci 101
- Focus on the “How”, not the “What”: Using Research to Inform Teaching
- MWrite: Writing-to-Learn in Foundational Courses
- Student Commitment to STEM Education Reforms: Results from Evaluation of the Summer Institutes on Scientific Teaching



# Assessment and Research

## Services for Assessment of Student Learning [crlt.umich.edu/assessment](http://crlt.umich.edu/assessment)

During the 2017-2018 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.

## Campus-Wide and Multiple Unit Assessment Initiatives and Services

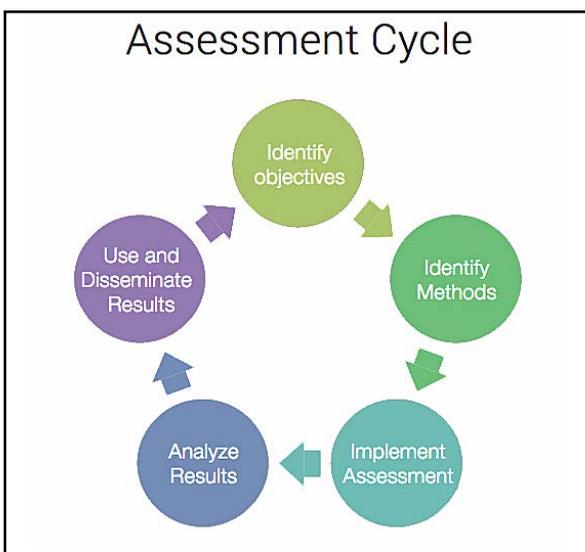
### Accreditation 2020



## HIGHER LEARNING COMMISSION

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. Accreditation Evidence Leads from each school or college and Student Life have identified and submitted evidence available (or obtainable) in their own settings. In 2017-2018, 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 first iteration of the university's narrative for the 2020 accreditation. This narrative will be reviewed by schools, colleges, and 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 nine 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 assist these LSA departments in establishing their own sustainable processes for program assessment. CRLT also assisted faculty in the development of their grant proposals.

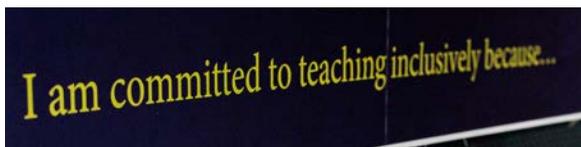


### Teaching Evaluation System Replacement Project

In collaboration with associate deans, key faculty leaders, and the provost's office, CRLT has been working on the improvement of the process used for student evaluations. As a result of a process to select a new vendor for student evaluations, a challenge surfaced in how to transition the more than 1600 additional questions that had been added by individual faculty or departments over the last 25 years. CRLT co-chaired a faculty committee that recommended to the Provost changes to make the system more manageable, including limits on the number of questions students must answer. Recommendations were approved by the Vice Provost and Associate Dean's Group and will be implemented in fall 2018.

### Transforming Learning and Teaching for a Third Century

Since 2013, CRLT staff have consulted with nearly 50 teams about assessment for their TLTC proposals or funded grants. In 2017-2018, the focus was on two goals: 1) supporting the sustainability of teams' efforts and the other projects that have developed because of the TLTC initiative, and 2) completing an assessment of the institutional impact of the initiative, which was completed in winter 2018 (see p.9, for more information). Summaries from the institutional report were captured in an article by the *Chronicle of Higher Education*.



### Inclusive Teaching 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.

### Midterm Student Feedback and Course-Level Assessment

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 2017-2018, CRLT conducted MSFs for 290 instructors, allowing nearly 8,800 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 trains post-doctoral fellows for research and teaching careers in academia. CRLT facilitates interviews and pedagogy workshops for fellows and mentors and conducts annual consultations with the fellows about their teaching pedagogy. CRLT 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 is assessing 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 designed and facilitated focus groups with MACRO students about their experiences in the program, collected data from the program manager and registrar's office about student achievement, and analyzed 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 page, individual schools, colleges, and departments worked with CRLT on the projects that follow.

### Education

CRLT consulted on strategies and resources for evaluating reliability of assessment tools used for specialized accreditation for the teacher education program.

### Engineering

CRLT staff consulted on and suggested resources for the assessment of student learning outcomes in the Global Health Design Initiative.

CRLT-Engin has also been assessing the inclusive teaching components of their DEI initiatives in orientations, the CRLT-Engin seminar series, and customized workshops for engineering departments. To assess the effectiveness of the GSI and IA teaching orientations CRLT-Engin staff surveyed present and former GSIs/IAs and conducted focus groups during the summer and fall of 2017 to evaluate what changes need to be made in order to help GSIs/IAs teach more inclusively. Data gathered from this assessment will be scaffolded into the fall 2018 orientation cycle, integrated into the STEM DEI website, and included in revisions to the Canvas website for engineering GSIs. In 2018-2019, CRLT-Engin will survey groups again to monitor whether the changes were effective.



From 2016-2018, CRLT-Engin collected data about their seminar series and customized workshops through program evaluation data. Although treated as separate assessments, both analyzed inclusive teaching. These assessments are gathering data

to find out if participants increased their awareness about inclusive teaching methods and gained the ability to use inclusive teaching practices. The CoE customized workshop assessment is developing benchmarks for inclusive teaching efforts, and the seminar series assessment is evaluating all sessions, even those that are not specifically DEI related. In 2018-2019 CRLT-Engin plans to debrief the assessment data with the college and CRLT and implement changes to their programming.

### Engineering: Biomedical engineering

CRLT consulted on pedagogical practices that can be shared with instructors participating in the instructional incubator project and provided assessment strategies and resources for evaluating the instructional incubator.

### Environment and Sustainability

CRLT collaborated on a study of SEAS to support the new curriculum as the school opens under its new brand. CRLT interviewed alumni and employers about the previous curriculum; these groups discussed their experiences and provided feedback for curriculum revisions.

### Law

CRLT had follow-up meetings about a TLTC transformation project to share assessment findings that offer information about accomplishments to date and challenges that remain. The project, Reimagining Legal Education, is an experiential learning opportunity for hundreds of law students to provide over 15,000 hours of free legal services each year to low-income community members in Washtenaw County and beyond.

CRLT collaborated with the associate dean on the school's new Problem Solving Initiative. Assessment work included two components: collecting midterm student feedback for instructors of each of the three courses in the project, and surveying students across the initiative about their experiences to inform future directions for the program. Findings about student preparation and disciplinary diversity have informed the pedagogy of problem solving being applied to this initiative.

CRLT designed, implemented, and debriefed an assessment on the impact of the new Writing Support Program (WSP) co-curriculum within the Law School, including surveys of students and interviews of Law School faculty. This program was a new initiative focused on helping students adapt writing from academic writing to styles more useful for legal settings and client advocacy.

## **Literature, Science, and the Arts (LSA)**

### **LSA: Anthropology**

CRLT consulted, implemented, and debriefed an assessment for engaged learning practices in Anthro 458, including an MSF and a report on engaged learning practices from education research literature and the implications for this particular course.

### **LSA: Instructional Support Services**

CRLT collaborated with ISS to plan and improve services in Chemistry A859 and Weiser Hall's Active Learning Classrooms (ALCs). CRLT consultants surveyed students and interviewed faculty regarding their experiences in, as well as the advantages and disadvantages of, these unique learning spaces.

### **LSA: Japanese Studies**

CRLT consulted on the assessment plans for Japanese Immersion courses using 360-VR videos.

### **LSA: Lecturer Needs Assessment**

In winter 2018, CRLT reviewed LSA's efforts to support the success and professional development of new lecturers. Twenty-five individuals participated in focus groups representing a variety of disciplines in the humanities, social sciences, and natural sciences. The data collected led to the development of two new programs: the Inclusive Teaching for Lecturers Program and the LSA New Lecturer Orientation. (See pp. 10-11 for more information.)

### **LSA: Lloyd Hall Scholars Program**

CRLT designed and implemented a survey about faculty's experiences as members of the program. This assessment was part of a larger series of LSA



Living-Learning Program studies commissioned by both the LSA Associate Dean for Undergraduate Affairs and the Lloyd Hall Scholars Program.

### **LSA: Romance Languages and Literatures**

CRLT consulted with two Whitaker grantees on the development and assessment of an innovative addition to the Spanish 231 curriculum called "Miniconferencias," designed to show students the diversity within Spanish and Hispanic culture. The assessment included pre- and post-surveys with students, including a small control group.

### **LSA: Women in Science and Engineering (WISE)**

CRLT designed and implemented an assessment about WISE class sizes. This assessment asked students about their experiences with faculty and peer interaction as part of an MSF survey. The assessment is part of an extended series of LSA Living-Learning Program studies commissioned by the LSA Associate Dean for Undergraduate Affairs and the WISE program.

### **Medicine**

CRLT designed and facilitated a set of retreats for faculty to discuss the Clinical Veterinary Residency curriculum revision, based on an assessment done in 2016-2017.

## Public Health

Commissioned by the SPH Office of Undergraduate Education, CRLT designed and facilitated seven focus groups with faculty, GSIs, BA and BS students to assess the first year of the new Public Health undergraduate degree curriculum. CRLT staff, as part of a Faculty Development Fund grant, provided support for a school-wide curricular development and assessment project to prepare for 2019 accreditation by the Council on Education for Public Health (CEPH).

## Other Units

### Health Infrastructures and Learning Systems (HILS)

In fall 2016, this new Rackham graduate program admitted its first cohort of students. CRLT, at the request of HILS, gathered assessment data from both faculty and students about their experiences in the program and how to improve it for future cohorts. In 2017, CRLT debriefed the focus group and interview data from faculty and students with HILS program administrators.

## 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.

### Measuring the impact of the LSA Teaching Academy

This paper published in *International Journal for Academic Development* presents a quasi-experimental evaluation of a required, teaching-focused, new faculty program at a large research university. The study makes use of institutional data, including student evaluations of teaching and faculty participation in educational development activities, which are available on many campuses yet rarely used in program evaluation. Results show positive impacts. Faculty found the program valuable and reported increases in their preparation for a range of teaching tasks. In comparison to earlier cohorts, program participants received



stronger student evaluations on two global items, and demonstrated significantly more connections with the teaching center in their early careers.

### Assessing the Long-Term Impact of the Preparing Future Faculty Seminar.

An article by CRLT staff appeared in *To Improve the Academy* in June 2017. The Preparing Future Faculty (PFF) initiative for graduate students was launched in the United States in 1993 as a partnership between the Council of Graduate Schools and the Association of American Colleges and Universities to prepare graduate students for faculty careers at different institutional types and to provide them with teaching-related professional development. PFF programs have proliferated at U.S. universities over the last two decades, but there has been limited research on the long-term impact of these programs. This study at the University of Michigan examines the career paths and attitudes of graduate students who participated in an annual, intensive, five-week PFF seminar between 2007 and 2013. The descriptive study explores the following research questions: (a) What are the career outcomes for PFF seminar participants compared with nonparticipants? (b) Does the exposure to a variety of institutional types in the PFF seminar lead to a greater appreciation of and openness to job opportunities at diverse institutions? and (c) Does the PFF seminar assist graduate students in their job searches and their chosen career paths? The results of this study contribute to our understanding of what universities can do to effectively prepare graduate students for their future careers.

### **Advancing Diversity Through Strategic Multilevel Leadership**

Calls to advance diversity and inclusion on our campuses often stem from different constituencies, including presidents, faculty, and students. Advancing diversity and inclusion involves working at multiple levels, from the individual faculty member to the entire institution. Bridging these levels of work requires managing complexity. Published in a *Liberal Education* special issue, this article describes how five campuses (including U-M) have employed the dynamic relationship between university-wide leadership efforts (the macro level); interactions and initiatives within the school, college, or department (the meso level); and efforts by individual instructors and activists (the micro level) to create change at their institutions.

### **The Four Rs: Guiding CTLs with Responsiveness, Relationships, Resources, and Research**

Findings were published in *To Improve the Academy: A Journal of Educational Development* in 2018. We offer a framework for guiding an effective Center for Teaching and Learning: Responsiveness, Relationships, Resources, and Research. Our intention is to fill a gap in the literature on guidance for CTL leadership. These four principles 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.

### **Decreased class size, increased active learning? Intended and enacted teaching strategies in smaller classes**

This article appeared in the October 2017 issue of *Active Learning in Higher Education*. Small class size is often used as an indicator of quality in higher education, and some research suggests that instructors in smaller classes more often use activities that are learner-centered and that involve physical and mental activity on the part of learners, such as group work, simulations, and case studies. However, we have little information on

how instructors change their pedagogical practice when they teach in large- versus small-class settings. In this study, we examine alignment between intended and enacted teaching strategies, or initial plans and specific ways in which instructors reported altering their teaching in the context of a university policy shift to smaller classes. Furthermore, we examine instructional challenges in this shift to call attention to professional development needs of small-class teaching and to best leverage the benefits of such activities for student performance and retention.

## Appendix A: Grants and Awards (see also p. 16)

### 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 49 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 2018

1. Barry Belmont, *Biomedical Engineering*  
Telling Human Stories, Creating Human Engineers
2. Shahnaz Broucek, *Business*  
Peer Coaching of First-Year Students at Scale
3. Jesse Hoffnung-Garskof, *History, LSA*  
Designing "Problem Sets" and Flipping Humanities Courses
4. Colleen Seifert, *Psychology, LSA*  
Creative Challenges: Contributing Real-World Solutions from Classroom Learning
5. Megan Tompkins-Stange, *Public Policy*  
Bringing Philanthropy to Life Through Critical Pedagogy

### 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 2017

1. Angela Beck, *Public Health*  
MPH Core Curriculum Design and Evaluation
2. Anil Camci, *Music, Theatre, & Dance*  
Applications of Immersive Media Technologies in Performing Arts

3. Cindy Lustig, Taraz Lee, Bennet Fauber, *Psychology, LSA*  
Neuroimaging Data, Concepts, and Computer Skills
4. Anita Malone and Brittany Allen, *Medicine*  
Development of an Interprofessional Education Curriculum to Prepare Medical Students for Residency
5. Joi-Lynn Mondisa and Okwudire Chinedum, *Engineering*  
Designing a Curriculum for Discipline-Based Student-Faculty Mentoring Programs in Engineering
6. Priyanka Rao, Elizabeth Hill, Melissa Cousino, *Medicine*  
Innovations in Communication with Patients and Families: Communication Coach Curriculum
7. Kazuhiro Saitou, *Mechanical Engineering*  
Eng401: Engineering Programming for (Respectfully) “Dummies”
8. Stephen Sterlitz and Dennis Fasbinder, *Dentistry*  
Enhancing Student Learning of Dental Anatomy with 3D Computer-Aided-Design Software
9. Matthew Thompson, *Music, Theatre, & Dance*  
Teaching Private Piano Lessons Using Video Game Piano Transcriptions
10. Nina White and Fernando Carreon, *Mathematics, LSA*  
Engaged Mathematics Teaching: Building a Video Library for Instructor Training Across Programs

### 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 2018

1. B. Kathleen Alsup and Glenn Fox, *Medicine*  
Layering Film Into Anatomy Curricula
2. Eric Bell and Michael LoPresto, *Astronomy, LSA*  
Understanding Student Learning in Introductory Astronomy Classes
3. Chris Chapman, Charisse Loder, Joanne Bailey, *Medicine, Lee Roosevelt, Nursing*  
Reproductive Justice Education: Collaborating With Reproductive Justice Advocates to Create a Video-Based Teaching

4. Jeremy Edwards, Paul Dooley, Christopher Burns, *Music, Theatre, & Dance*  
Technology-Driven Curricular Innovation for Performing Arts Technology 200/201/2024.
5. Bonnie Hagerty, *Nursing*  
Evaluating a New Undergraduate Curriculum
6. P. Sol Hart, *Communication Studies, LSA*  
The Design and Implementation of Case Studies for Marketing for Social Change
7. Mar Freire Hermida, *Romance Languages and Literatures, LSA*  
Standardizing Language Instruction in Spanish 280
8. Aileen Huang-Saad, *Biomedical Engineering*  
Improvement of Teaching: Fostering Graduate and Faculty Development Through an Instructional Incubator and Teaching Apprenticeship Model
9. Shanna Kattari, Lorraine Gutierrez, *Psychology, LSA*, Barry Checkoway, Larry Gant, Joseph Galura, Odessa Gonzalez Benson, Beth Reed, Katie Richards-Schuster, William Vanderwill, Amber Williams, *Social Work*  
Lessons from the Front Lines: Piloting an Online Platform for Strengthening Community Organization Courses in the School of Social Work Via a Michigan Organizers Video Archive
10. John Kieffer, *Materials Science and Engineering*  
e-Book Widgets for Experimenting with Materials Processes, Functionality, and Fundamental Concepts
11. Elaine Lande, *Comprehensive Studies, LSA*, Hanna Bennett, Fernando Carreon, Paul Kessenich, Gavin LaRose, *Mathematics, LSA*  
Inclusion and Understanding: Assessment and Quantification of Mathematics Exam Problem Characteristics
12. Timothy McKay, *Physics, LSA*  
Working with Graduate Students to Modernize Physics Laboratory Curriculum
13. Briana Mezuk, *Public Health*  
Learning From Our Mistakes: Addressing Stigma Toward Mental Disorders in Undergraduate Public Health Education
14. Rada Mihalcea and Laura Wendlandt, *Electric Engineering and Computer Science*  
Girls Encoded Class: Promoting Diversity Within Computer Science and Engineering
15. Sonal Owens and James Cooke, *Medicine*  
Integration of a Virtual Reality Curriculum for Medical Students, Pediatric Residents, and Pediatric Cardiology Fellows for Cardiac Anatomy and Congenital Heart Defects
16. Shari Saunders, *Education*, Julia Seng, *Nursing*, Todd Herrenkohl, *Social Work*  
Trauma-informed Practice Certificate for Prospective Teachers, Social Workers, and Nurses
17. Ali Shapiro, *English Language and Literature, LSA*, Laura Hirshfield, *Engineering*, Katie Rubin, *Art & Design*, Jeremy Edwards, *Music, Theatre, & Dance*, Jono Sturt, *Architecture and Urban Planning*  
UARTS 150: Intro to Creative Process-Creating a More Integrative Experiential Teaching and Learning Environment

## 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 2018

1. Kathleen Alsup and Glenn Fox, *Medicine*  
A series of monthly discussions and workshops related to inclusive pedagogy in Anatomy courses
2. Ashley Bigham, *Architecture & Urban Planning*  
A series of faculty presentations on diverse case studies (specifically, work by female, African-American, and non-Western architects) to help diversify the curriculum in architecture courses
3. Patricia Coleman-Burns and Nadia Charania, *Nursing*  
The development of a tool for nursing faculty to use to evaluate their own inclusive teaching practices
4. Paul Fleming and Amy Schulz, *Public Health*  
A series of gatherings and consultations to identify ways to make the Health Behavior & Health Education graduate curriculum more inclusive
5. Michael Gurevich, *Music, Theatre, & Dance*  
The development of a faculty program for peer-to-peer teaching support with an explicit focus on inclusivity
6. Andrew Herscher, *Architecture & Urban Planning*, Ana Maria Leon, *History of Art, LSA*  
A series of meetings focusing on how instructors in multiple disciplines can decolonize their courses, guided by the Standing Rock Syllabus
7. Amy Hortop and Karl Grosh, *Mechanical Engineering*  
A working group of instructors and technicians integrating departmental DEI goals across five courses in two required course sequences
8. Gavin LaRose and Nina White, *Mathematics, LSA*  
A learning community for instructors in the Department of Mathematics and the School of Education focusing on a range of topics related to inclusive teaching in mathematics
9. Shawna Lee and Addie Weaver, *Social Work*  
A learning community revising the curriculum of a core graduate course in order to place a greater emphasis on DEI topics from a U.S. social welfare policy perspective
10. Rebecca Wollenberg, *Judaic Studies, LSA*  
A departmental teaching circle sharing techniques for integrating matters of race, gender, and sexuality into courses not explicitly dedicated to these topics
11. Melanie Yergeau and Stacy Coyle, *English Language & Literature, LSA*  
An English and Sweetland learning community focusing on how to best meet the learning needs of working-class students

## 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 2017

1. Viola Ago, *Architecture and Urban Planning*  
Facades Plus - Integrating Practice and Discipline
2. Laura Alford, *Naval Architecture and Marine Engineering*  
Participation in the 2018 American Society of Engineering Education Conference
3. Maria Esther Angulo Blanco, *Romance Languages and Literatures*  
Teaching with Technology workshop
4. Drew DeOrio, *Electric Engineering and Computer Science*  
SIGSE 2018 – Special Interest Group on Computer Science Education Conference
5. Robin Fowler, *Technical Engineering*  
Attendance/ Presenting at ASEE 2018
6. David Frye, *Anthropology, LSA*  
2018 Latin American Studies Association Conference
7. Mary Gell, *Germanic Languages and Literatures, LSA*  
Attendance at the 2018 Comic Salon Erlangen
8. Lisa Grimble, *Technical Communication, LSA*  
Attendance at academic conference to present preliminary work with client-based projects
9. Jonathan Hanson, *Public Policy*  
iPad Pro and Stylus for Classroom Teaching and Research
10. Mari Johanna Kira, *Psychology, LSA*  
Organizational Psychology: Positive and Identity Perspectives
11. Jinyi Li, *Asian Languages and Cultures, LSA*  
Tonal Language Visualizer (Mandarin Chinese version)
12. Catherine Marquardt, *Germanic Languages and Literatures, LSA*  
Travel to Germany to research new German 232 course on "Wellness"
13. Yuta Mori, *Asian Languages and Cultures, LSA*  
Increasing Reading Engagement: Development of a Visual Novel Game for Novice Learners
14. Susan Rosegrant, *Residential College, LSA*  
Attendance at 2018 Power of Narrative Conference

15. Jeffrey Stanzier, *Education*  
Michigan Student Caucus Design Thinking Project
16. David Stone, *Classical Studies, LSA*  
Participation in 2018 International Association of Classical Archaeology Conference
17. Laura Thomas, *Residential College, LSA*  
Editorial assistance for "An American Pageant," a novel manuscript
18. Howard Tsai, *Anthropology, LSA*  
Using 3D Modeling and Printing for Teaching Archaeology and Ancient History
19. Hans Peter Tursack, *Architecture and Urban Planning*  
Between Frames: The Pedagogical Research of Robert Slutzky in Art and Architecture
20. Ramona Uritescu-Lombard, *Germanic Languages and Literatures, LSA*  
Presenting at the German Studies Association Conference and the Modern Languages Association Conference
21. Ilya Volkovich, *Electric Engineering and Computer Science*  
Attendance and paper presentations at two international academic conferences (Computational Complexity Conference in San Diego and the Symposium on Theory of Computing)
22. Elaine Wisniewski, *Technical Communication*  
Attendance at academic conferences to present pedagogy in engineering communication classrooms

## 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, 2017-2018

1. Cass Adair, *English Language and Literature, LSA*  
Transgender Writers / Artist Talks: English / Women's Studies 314
2. Olivia Anderson and Dave Bridges, *Public Health*  
Improving the Gameful Learning Experience in Public Health Students
3. Matthew Bengtson, *Music, Theatre & Dance*  
Online Resources for Piano Literature
4. Anne Berg and Matthew Countryman, *History, LSA*  
Teach-In on the Global Histories of White Supremacy
5. Ashley Bigham, *Architecture and Urban Planning*  
Incorporating Digital Technology in the Architecture Classroom

6. Nachiket Chanchani, *History of Art, LSA*  
Exhibiting Asian Art: Challenges and Opportunities in the 21st-Century
7. Caroline Coade, *Music, Theatre, & Dance*  
Primrose International Viola Competition "Field Trip"
8. Debotri Dhar, *Women's Studies, LSA*  
Gender and Health in Literature Course
9. Deborah Gordon-Gurfinkel, *Residential College, LSA*  
Proposal to Present at the International Conference for the Association of Experiential Educators
10. Robert Grijalva, Wayne Petty, Samantha Kao, Zian Zhou, Connor Austell, Iris Kwak,  
Theron Masters, *Music, Theatre, & Dance*  
Field Trip to the Steinway Piano Factory
11. Paul Hoff, Kevin Kovatch, John Hanks, Syed Ali, Kelly Sayre, Jeffrey Stanley, *Medicine*  
Resident Sialoendoscopy Training Workshop
12. Carla Iglesias Garrido, *Romance Languages and Literatures, LSA*  
The Classroom as a Learning Space: Tools for an Educative Transformation in the Spanish as a Second Language Class
13. Stuart Kirsch, *Anthropology, LSA*  
Bring a guest speaker to campus to talk about a new book -- Spain Unmoored, Migration Conversation, and the Politics of Islam (University of Indiana Press, 2017)
14. Danai Koutra, *Electric Engineering and Computer Science*  
Poster Session for EECS 598-008: Mining Large-Scale Graph Data
15. Shuwen Li, *Sweetland Writing Center, LSA*  
Developing Translingual Activities to Support Sweetland's Multilingual Writing Curriculum
16. Frank Marsik, *Engineering*  
Design of Reflection-based assignments to enhance Self-Authorship in Engineering 110 (Design Your Engineering Experience)
17. Julia McMorrough, *Architecture and Urban Planning*  
Architecture for All: Complexity Made Simple
18. Stefano Mengozzi, *Music, Theatre, & Dance*  
Live performance of Renaissance instrumental music
19. Ann Miller, *Molecular, Cellular, and Developmental Biology, LSA*  
Developing interactive "workshops" for the discussion sections for a new cell biology course
20. Christianne Myers, *Music, Theatre, & Dance*  
Fabrication in the Fiber Arts

21. Savithry Namboodiripad, *Linguistics, LSA*  
Social Justice Ling 101
22. Shobita Parthasarathy, *Public Policy*  
IEDP Senegal
23. Bruce Palfey, *Medicine*  
webZyme - a tool for teaching kinetics
24. Donald Peurach, *Education*  
Leading Educational Innovation and Improvement
25. Stephen Rush, *Music, Theatre, & Dance*  
Performance by Digital Music Ensemble in the Delaware Copper Mine (Upper Peninsula)
26. Shelly Schreier, *Psychology, LSA*  
Psychological Development Through Children's Literature
27. Naomi Silver, *Sweetland Writing Center, LSA*  
Visiting Artist Residency in LHSP 230, "Writing in Motion: Composing with Bodies, Words, and Other Media"
28. Louise Stein, *Music, Theatre, & Dance*  
The Early Hispanic Harp as an Accompaniment Instrument
29. Matthew Stiffler, *American Culture, LSA*  
Cultural Trip to Dearborn
30. Fred Terry, *Electric Engineering and Computer Science*  
Gamefully Connecting Students With Mentors for Exploration of the Engineering Discipline
31. Emily Wilcox, *Asian Languages and Cultures, LSA*  
Balinese Puppetry and Japanese Butoh Practice as Research Workshops

## Appendix B: Disciplinary-Based, Customized Services for Schools, Colleges, and Other Units

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 2017-2018, CRLT served all 19 of U-M's schools and colleges, more than 41 departments and programs in LSA, as well as 11 other units, including the Office of the Provost.

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

#### Architecture & Urban Planning

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- \* Design and facilitation of a series of workshops on inclusive teaching in consultation with the college's Diversity Committee. Workshop topics included cultural variations, inclusive teaching, and teaching in tumultuous times
- \* Grants received by Viola Ago, Ashley Bigham, Andrew Herscher, Julia McMorrough, Hans Peter Tursack, and Jono Sturt

#### Art & Design

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- \* Consultation on evaluation of engagement course
- \* Design and facilitation of a workshop for faculty on evaluating student writing
- \* Grant received by Katie Rubin

#### Business

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- \* Consultation on student evaluation of teaching questions related to diversity
- \* Consultation with Diversity and Inclusion Director about assessment methods
- \* Facilitation of Zell Lurie Institute board retreat to identify and map entrepreneurial learning goals
- \* Grant received by Shahnaz Broucek
- \* Participation as a site for students participating in Rackham's Mellon Immersives Experience
- \* Participation of BA 200 instructional course team in Foundational Course Initiative, including course design institutes and multiple consultations
- \* Planning, facilitation, and evaluation of an August teaching academy for newly hired faculty, in consultation with the dean's office

#### Dentistry

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- \* Design and facilitation of workshops for faculty on backward design and online teaching
- \* Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meetings with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- \* Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2017)
- \* Grants received by Dennis Fasbinder and Stephen Sterlitz
- \* Organization, implementation, and evaluation of a 2-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting

## Education

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- \* Design and facilitation of a workshop on inclusive teaching for CPEP faculty
- \* Design, facilitation, and debrief of cohort-wide evaluation of the first-year of educational studies program
- \* Grants received by Donald Peurach, Shari Saunders, and Jeffrey Stanzier
- \* Presentation about accreditation to CSHPE masters class

## Engineering

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- \* Collaboration with Associate Dean for Undergraduate Education on strategic direction for CRLT in Engineering
- \* Consultation on feedback for Integrative Systems and Design (ISD) assessment proposal and capacity building
- \* Consultation with Associate Dean for Graduate Education on engineering non-Rackham graduate program reviews
- \* Consultation with a faculty member on the development and assessment of safety modules for chemical engineering
- \* Consultation with Whitaker grantee on pedagogical practices for Instructional Incubator project
- \* Design and facilitation of a diversity, equity, and inclusion teaching circle for engineering first-year courses
- \* Design and facilitation of a full-day teaching orientation program for new engineering faculty
- \* Design and facilitation of an evaluation of the Macromolecular Science and Engineering Program, including focus groups and surveys of students, faculty, and mentors
- \* Facilitation of New Faculty Foundations monthly lunches
- \* Grants received by Laura Alford, Barry Belmont, Okwudire Chinedum, Drew DeOrio, Robin Fowler, Lisa Grimble, Karl Grosh, Laura Hirshfield, Amy Hortop, Aileen Huang-Saad, John Kieffer, Danai Koutra, Frank Marsik, Rada Mihalcea, Joi-Lynn Mondisa, Kazuhiro Saitou, Fred Terry, Ilya Volkovich, Laura Wendlandt, and Elaine Wisniewski
- \* Meeting with CoE Associate Deans and ADVANCE Director to plan CRLT Players performances for college in 2018-19
- \* Organization of Engineering Education Research Day, including a seminar, panels, and poster fair
- \* Participation in departmental meetings and faculty retreats on inclusive classroom climate, inclusive teaching, and active learning
- \* Participation of Engineering 110 instructional course team in Foundational Course Initiative, including course design institutes and multiple consultations.
- \* Planning and facilitation of workshops for faculty and GSIs on student motivation, navigating department politics, backward course design, and understanding the impact of stereotype threat on student learning
- \* Players Theatre Performances
  - Interactive theatre performance for CLASP faculty and graduate students about responding to student climate concerns
  - Interactive theatre performance for faculty about managing conflict in the classroom
  - Interactive theatre performances on cultivating successful mentoring relationships in STEM labs for faculty and graduate students
  - Multiple interactive theatre presentations on how gender and faculty rank influence dynamics and the decision-making process of tenure committees
- \* Presentation to department chairs about customized workshop offerings

*GSI-related services*

- \* Design and facilitation of a customized IA orientation program, fall and winter terms
- \* Design and facilitation of customized GSI orientation programs prior to fall 2017, including theatre performances and practice teaching
- \* Design and facilitation of NextProf sessions on developing a teaching philosophy
- \* Design and facilitation of seminars for GSIs and postdocs on generating an action plan, active learning, perspectives on teaching from faculty, retaining students in engineering, motivating engineering students, and designing a great lab class.
- \* Design of a lunch session for GSIs and IAs with the Engineering Teaching Consultants
- \* Training workshop for undergraduate consultants on providing feedback to faculty about responding to events and incidents beyond the classroom
- \* Workshop for GSMs and GSI Coordinators on observing their GSI's classes and collecting student feedback

**Environment and Sustainability**

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- \* Consultations on Michigan Sustainability Cases project and participation on advisory board
- \* Design and facilitation of PiTE faculty retreat on core competencies
- \* Design, implementation, and debrief of curriculum assessment, including student and alumni surveys

**Information**

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- \* Consultation with associate dean about fall faculty DEI programing
- \* Design and facilitation of a workshop for faculty on inclusive syllabus design
- \* Organization and facilitation with Academic Innovation of a 4-session community of practice for gameful learning for faculty

**Kinesiology**

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- \* Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meetings with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- \* Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2017)
- \* Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
- \* Planning for assessment of May anatomy study abroad project in Italy

**Law**

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- \* Consultation with Assistant Dean for International Affairs on using active learning practices in intensive summer Master's program
- \* Consultation with associate dean on Writing Support Program next steps
- \* Design and facilitation of a workshop on writing a teaching statement for the Research Scholar Group
- \* Design, facilitation, implementation, and debrief of Law Problem Solving Initiative courses, including course planning consultations, kick off sessions for the initiative in fall 2018 and winter 2018, end-of-term evaluations, and attending capstone session. Courses include Autonomous Vehicles, Sustainable Agriculture Foods, and Refugee Trafficking

## Literature, Science, and the Arts

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- *Afroamerican and African Studies*
  - \* Design and facilitation of a workshop on co-teaching in DAAS 111
- *American Culture*
  - \* Grant received by Matthew Stiffler
- *Anthropology*
  - \* Consultation and discussion of engaged learning practices in Anthro 458
  - \* Grants received by David Frye, Stuart Kirsch, and Howard Tsai
  - \* Interactive theatre performance for faculty and graduate students about responding to student climate concerns
- *Asian Languages and Cultures*
  - \* Design and facilitation of a workshop for faculty on leveraging student diversity
  - \* Grants received by Jinyi Li, Yuta Mori, and Emily Wilcox
- *Astronomy*
  - \* Consultation with department administration about GSI inclusive teaching training needs
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the college's Lucky 9 program
  - \* Grants received by Eric Bell and Michael LoPresto
  - \* Interactive theatre performances about sexual harassment for faculty and graduate students
- *Biological Station*
  - \* Design and facilitation of two workshops on inclusive teaching for faculty, graduate students, and staff
- *Chemistry*
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the college's Lucky 9 program
  - \* Design and facilitation of a workshop for GSIs on inclusive teaching in the lab
  - \* Two Interactive theatre performances about sexual harassment, one for faculty and one for graduate students
  - \* Two interactive theatre performances on cultivating successful mentoring relationships in STEM labs for graduate students
- *Classical Studies*
  - \* Consultation with department administration about GSI training needs
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the college's Lucky 9 program
  - \* Design and facilitation of a workshop for faculty on inclusive teaching
  - \* Design and facilitation of a workshop for GSIs and postdocs on using current events in the classroom
  - \* Grant received by David Stone
- *Communication Studies*
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the college's Lucky 9 program
  - \* Grant received by P. Sol Hart
  - \* Interactive theatre performance for faculty about responding to student climate concerns

- *Comparative Literature*
  - \* Design and facilitation of a workshop for second-year graduate students on inclusive teaching
  - \* Design and facilitation of orientation session for GSIs
  - \* Design and facilitation of two workshops on inclusive teaching for faculty
- *Comprehensive Studies Program*
  - \* Design and facilitation of an active learning workshop for undergraduate students at the Peer Tutor Summit
  - \* Grant received by Elaine Lande
- *Dean's Office*
  - \* Co-sponsorship of Foundational Course Initiative, including 3 design group dinners and a seminar series, "Beyond Multiple Choice: Using Open-Ended Questions and Student Behavior Data to Promote Engagement and Understand Learning," "Creativity and Imagination are Foundational: EECS 183 and PoliSci 101," "Focus on the "How", not the "What": Using Research to Inform Teaching," "MWrite: Writing-to-Learn in Foundational Courses," and "Student Commitment to STEM Education Reforms: Results from Evaluation of the Summer Institutes on Scientific Teaching"
  - \* Consultation and planning to develop New Lecturer Orientation to launch fall 2018
  - \* Coordination and facilitation of fall and winter luncheons for faculty who teach courses fulfilling the Race & Ethnicity distribution requirement
  - \* Debrief and assessment of residential learning communities (Health Science Scholars, Lloyd Hall Scholars, and Women in Science and Engineering)
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours for faculty in nine departments as part of the college's Lucky 9 program
  - \* Design and facilitation of a faculty retreat to discuss the goals of the LSA core curriculum
  - \* Design and facilitation of a workshop for non-tenured faculty of color who teach graduate seminars
  - \* Design and facilitation of the winter 2018 LSA Large Course Initiative, including a 4-session faculty learning community and coordination of follow-up grants
  - \* Facilitation of a workshop on disrespect and disruption in the classroom for LSA's seminar series
  - \* Interactive theatre performance preview for department chairs about responding to student climate concerns
  - \* Multiple interactive theatre presentations on how gender and faculty rank influence dynamics and the decision-making process of tenure committees
  - \* Organization and facilitation of FCI Seminar Series for faculty on promoting engagement with data, foundational importance of creativity and imagination, using research to inform teaching, write-to-learn in foundational courses, creating transparent assignments to increase student success, and understanding learning organization
  - \* Planning, facilitation, and evaluation of a teaching academy for newly hired faculty, in consultation with associate dean, including August academy, classroom observations, and winter-term reunion meetings
- *GSI-related services*
  - \* Collaboration with English Language Institute to develop and facilitate a three-week intensive course in August 2017 and a winter 2018 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 strategies for training GSIs, consulting with GSIs, observing classes and collecting student feedback, and running practice teaching sessions
- \* Design and facilitation of NextProf session on developing your teaching philosophy
- \* Organization and facilitation of GSI orientation training programs prior to fall 2017 and winter 2018 terms, including theatre performances
- *Earth and Environmental Sciences*
  - \* Overview of assessments for summer session at biostation (NSF funded)
- *Ecology and Evolutionary Biology*
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the college's Lucky 9 program
  - \* Interactive theatre performance for faculty, graduate students, and staff about responding to student climate concerns
- *Economics*
  - \* Design and facilitation of two workshops on inclusive teaching for GSIs
  - \* Interactive theatre performance for graduate students on productively addressing classroom conflict while attending to student diversity
  - \* Participation of one section of Econ 101 instructional course team in Foundational Course Initiative, including course design institutes and multiple consultations
- *English Language and Literature*
  - \* Grants received by Cass Adair, Stacy Coyle, Ali Shapiro, and Melanie Yergeau
  - \* Consultation on program assessment
- *Film, Television, and Media*
  - \* Participation of Film, Television, and Media 237 instructional course team in Foundational Course Initiative, including course design institutes and multiple consultations
- *Germanic Languages and Literatures*
  - \* Design and facilitation of a workshop for faculty and GSIs on teaching in tumultuous times
  - \* Grants received by Mary Gell, Catherine Marquardt, and Ramona Uritescu-Lombard
- *Health Sciences Scholars Residential Program*
  - \* Design, implementation, and debrief of assessment for program
- *History*
  - \* Collaboration with Sweetland Writing Center on a workshop for HIST 195 GSIs on syllabus design
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the colleges Lucky 9 program.
  - \* Design and facilitation of a workshop on inclusive teaching principles for GSIs and Postdocs
  - \* Grants received by Anne Berg, Matthew Countryman, and Jesse Hoffnung-Garskof
- *History of Art*
  - \* Grants received by Nachiket Chanchani and Ana Maria Leon
- *Judaic Studies*
  - \* Grant received by Rebecca Wollenberg

- *Linguistics*
  - \* Grant received by Savithry Namboodiripad
- *Lloyd Hall Scholars Residential Program*
  - \* Design, implementation, and debrief of assessment for program
- *Mathematics*
  - \* Design and facilitation of a workshop for graduate students on teaching philosophies
  - \* Grants received by Hanna Bennett, Fernando Carreon, Paul Kessenich, Gavin LaRose, and Nina White
- *Michigan Center for Global and Intercultural Study*
  - \* Planning for assessment of May anatomy study abroad project in Italy
- *Molecular, Cellular, and Developmental Biology*
  - \* Grant received by Ann Miller
- *National Center for Institutional Diversity*
  - \* Design and facilitation of a concurrent session on constructing just classrooms and deconstructing whiteness for Reclaiming Our Campus teach-in
- *Near East Studies*
  - \* Design, implementation, and debrief of assessment for Ancient Worlds TLTC project
- *Organizational Studies*
  - \* Consultation on assessment plan for Barger Leadership Institute
- *Philosophy*
  - \* Presentation for GSIs about CRLT services
- *Physics*
  - \* Collaboration on publication examining the impact of offering extra time on exams
  - \* Grant received by Timothy McKay
  - \* Participation of Physics 140 instructional course team in Foundational Course Initiative, including course design institutes and multiple consultations
- *Political Science*
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the colleges Lucky 9 program
- *Psychology*
  - \* Design and facilitation of a workshop on inclusive teaching for CPEP faculty
  - \* Design and facilitation of a workshop on responding to hot moments in a classroom setting for graduate students as part of the Psychology Teaching Academy
  - \* Grants received by Bennet Fauber, Lorraine Gutierrez, Shanna Kattari, Mari Johanna Kira, Taraz Lee, Cindy Lustig, Shelly Schreier, and Colleen Seifert
- *Residential College*
  - \* Grants received by Deborah Gordon-Gurfinkel, Susan Rosegrant, and Laura Thomas
  - \* Workshop for faculty on engaging with campus incidents in the first-year seminar classroom
- *Romance Languages and Literatures*
  - \* Consultation with Whitaker grantees for development and assessment of Spanish 231 curriculum revision, including pre- and post- surveys

- \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the college's Lucky 9 program
- \* Design and facilitation of a workshop on disrespect and disruption for instructors
- \* Grants received by Maria Esther Angulo Blanco, Mar Freire Hermida, and Carla Iglesias Garrido
- \* Presentation about graduate teacher certificates and CRLT services for ROMLANG 681 graduate students
- *Science Learning Center*
  - \* Consultation with tutoring program manager about focus group techniques
  - \* Design and facilitation of an active learning workshop for undergraduate students at the Peer Tutor Summit
- *Sociology*
  - \* Design and facilitation of 4 sessions on assessment plus 2 sets of office hours as part of the college's Lucky 9 program
  - \* Evaluation of Dynamic Systems Science Modeling for Public Health workshop curriculum
  - \* Interactive theatre performance for faculty and graduate students about responding to student climate concerns
- *Sweetland Center for Writing*
  - \* Design and facilitation of an active learning workshop for undergraduate students at the Peer Tutor Summit
  - \* Grants received by Shuwen Li and Naomi Silver
- *Women in Science and Engineering Residential Program*
  - \* Design, implementation, and debrief of assessment for program, including feedback from students
- *Women's Studies*
  - \* Design and facilitation of a workshop for faculty on how to best support students of color and student activists
  - \* Grant received by Debotri Dhar

## Medicine

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- \* Design and facilitation of a workshop on inclusive teaching for anatomical sciences
- \* Design and facilitation of a workshop on peer observation of clinical teaching for faculty who are part of the Academy of Medical Educators
- \* Design and facilitation of case-based teaching workshop for ophthalmology grand rounds
- \* Design and facilitation of focus groups with HILS faculty on program and course expectations and program resources and HILS graduate students on their program experiences
- \* Design and facilitation of two faculty retreats for clinical veterinary residency
- \* Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meetings with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- \* Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2017)
- \* Grants received by Syed Ali, Brittany Allen, Kathleen Alsop, Joanne Bailey, Chris Chapman, James Cooke, Melissa Cousino, Glenn Fox, John Hanks, Elizabeth Hill, Paul Hoff, Kevin Kovatch, Charisse Loder, Anita Malone, Sonal Owens, Bruce Palfey, Priyanka Rao, Kelly Sayre, and Jeffrey Stanley

- \* Interactive theatre performances about responding to student climate concerns for graduate medical education faculty/staff and directors/ coordinators
- \* Interactive theatre performances on breaking bad news for first-year medical students, including role plays
- \* Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
- \* Provision of tailored professional development opportunities to IRACDA postdoctoral fellows, assessment of impact on teaching and professional goals, and planning and facilitation of a workshop for community college faculty partners
- \* Staffing of CRLT resource table at Medical School New Faculty Orientation

### **Music, Theatre & Dance**

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- \* Consultation on assessment for potential community engagement opportunities for ensemble participants
- \* Consultation on curriculum review and revision process for Theatre Design and Production
- \* Consultation on NSF IUSE proposal - performative coding
- \* Consultation on prospective grants for Viola Primrose Competition
- \* Grants received by Connor Austell, Matthew Bengtson, Christopher Burns, Anil Camci, Caroline Coade, Paul Dooley, Jeremy Edwards, Robert Grijalva, Michael Gurevich, Samantha Kao, Iris Kwak, Theron Masters, Stefano Mengozzi, Christianne Myers, Wayne Petty, Stephen Rush, Louise Stein, Matthew Thompson, and Zian Zhou

### **Nursing**

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- \* Consultation on assessment of the curriculum's service learning component
- \* Consultation on evaluation plan for training grant
- \* Design and facilitation of a workshop for faculty on team teaching
- \* Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meetings with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- \* Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2017)
- \* Grants received by Nadia Charania, Patricia Coleman-Burns, Bonnie Hagerty, Lee Roosevelt, and Julia Seng
- \* Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
- \* Participation in T32 training grant advisory committee discussions
- \* Planning and facilitation of two workshops for faculty on team-teaching

### **Pharmacy**

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- \* Design and facilitation of a retreat for faculty on refining their use of team-based learning
- \* Design and facilitation of a workshop for residents and faculty on facilitating discussions
- \* Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meetings with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- \* Design, implementation, and debrief of a longitudinal assessment for Pharmacology 603
- \* Interactive theatre performance for faculty about how to encourage critical thinking in the clinic
- \* Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2017)

- \* Interactive theatre performances for faculty, staff and preceptors (at the preceptor symposium) about how to help students with mental health challenges
- \* Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting

### **Public Health**

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- \* Consultation on assessment for new undergraduate course on obesity
- \* Consultation on undergraduate curriculum revision and Faculty Development Fund application
- \* Consultations and planning sessions for the assessment and course design of new Council on Education for Public Health (CEPH) assessment standards for MPH students, including committee work, taskforce meeting, and curriculum planning.
- \* Design and facilitation of a workshop for faculty on assignment design
- \* Design and facilitation of a workshop for faculty on teaching in tumultuous times
- \* Design and facilitation of a workshop for graduate students about writing a teaching philosophy
- \* Design and Facilitation of a workshop helping faculty improve and iterate on team-based learning instructional materials
- \* Design and facilitation of course design retreats for core curriculum instructors
- \* Design and facilitation of focus groups with faculty, GSIs, and students to gather information on the implementation of the new undergraduate curriculum
- \* Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meetings with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- \* Design, implementation, and debrief of evaluation on the Big Data Summer Institute
- \* Facilitation of Masters of public health core curriculum kickoff meeting
- \* Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2017)
- \* Grants received by Olivia Anderson, Angela Beck, Dave Bridges, Paul Fleming, Briana Mezuk, and Amy Schulz
- \* Interactive theatre performance about diversity, equity, and inclusion strategies for Environmental Health Sciences faculty, staff, and graduate students at their departmental retreat
- \* Interactive theatre performance for faculty and staff about responding to student climate concerns
- \* Interactive theatre performance for faculty and staff about supporting students facing mental health challenges
- \* Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting
- \* Participation of Public Health 200 instructional course team in Foundational Course Initiative, including course design institutes and multiple consultations

### **Public Policy**

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- \* Consultation with the dean on CRLT services
- \* Grants received by Jonathan Hanson, Shobita Parthasarathy, and Megan Tompkins-Stange

### **Rackham Graduate School**

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- \* Collaboration on development of a writing diversity statements workshop for the job market for graduate students

- \* Design and facilitation of an online workshop on developing your teaching philosophy, offered twice in the fall
- \* Design, implementation, and evaluation of 5-session program on diversity and inclusive teaching for GSIs, with the Program on Intergroup Relations
- \* Interactive theatre performance about graduate student mentoring for graduate students across campus
- \* Interactive theatre performance for graduate students about responding to student climate concerns
- \* Interactive theatre performances on cultivating successful mentoring relationships in STEM labs for graduate students
- \* Organization and implementation of a blended version of an eight-session Postdoctoral Short-Course on College Teaching in Science and Engineering, winter 2018
- \* Organization, implementation, and evaluation of the month-long, 10-session Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty for advanced doctoral students
- \* Participation in the Rackham Merit Fellowship Connection Informational Fair for new graduate students
- \* Presentation of CRLT services, supports, and resources for graduate students at the Munger Graduate Student Resource Fair
- \* Presentation of CRLT's GSI programming and resources to the Graduate Coordinators Forum
- \* Presentation of Rackham Outstanding GSI Award

### **Social Work**

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- \* Consultation on assessment plan for SW530
- \* Consultation on Whitaker grant for masters MOOC
- \* Design and facilitation of a teaching workshop for faculty on integrating current events into the classroom
- \* Design and facilitation of a workshop for faculty on engaging with campus Incidents in the classroom
- \* Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meetings with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- \* Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2017)
- \* Grants received by Barry Checkoway, Joseph Galura, Larry Gant, Odessa Gonzalez Benson, Todd Herrenkohl, Shawna Lee, Beth Reed, Katie Richards-Schuster, William Vanderwill, Addie Weaver, and Amber Williams
- \* Organization, implementation, and evaluation of a two-day teaching academy for newly hired faculty in health science disciplines, including reunion breakfast meeting

## **Customized Services for Other Units at U-M**

### **Academic Innovation**

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- \* Consultations on how to assess reach and impact of MOOCs and teach outs
- \* Consultation with staff on unit policies
- \* Design and facilitation of 4-session faculty community of practice for gameful learning

### **ADVANCE**

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- \* Consultations and planning for CRLT Players performances for 2017-2018 and 2018-2019 seasons
- \* Design, facilitation, and briefing of interactive theatre performances for two LIFT events, transition to full professor, and transition to associate professor

- \* Interactive theatre performance about faculty recruitment, hiring, and retention practices for attendees of STRIDE workshop
- \* Interactive theatre performance about graduate student mentoring for faculty as part of LSA seminar series
- \* Interactive theatre performance about responding to student climate concerns for the Network to Advance Women Scientists and Engineers
- \* Interactive theatre performance about supporting students facing mental health challenges for faculty as part of LSA's seminar series
- \* Multiple interactive theatre performances on how gender and faculty rank influence dynamics and the decision-making process of tenure committees (with LSA dean's office)

### **Institute for Social Research**

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- \* Interactive theatre performance about responding to student climate concerns for faculty and staff

### **Libraries**

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- \* Consultation on library undergraduate intern program assessment
- \* Design and facilitation of a workshop on microaggressions

### **Life Sciences Institute**

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- \* Consultation on planning a customized workshop for postdocs

### **Michigan Center for Interprofessional Education**

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- \* Consultation on assessment for class about student communication with patients
- \* Consultation on assessment for pilot clinic rotation class
- \* Consultation on assessment plan for fellows program
- \* Design, facilitation, and evaluation of faculty development for two cohorts of Interprofessional Leadership Fellows, including recruitment of fellows, meetings with project teams, and facilitation of monthly dinner meetings of the faculty learning community
- \* Facilitation of reunion dinner for Health Science Teaching Academy cohorts (2011-2017)
- \* Meeting on agenda and expected outcomes for new IPE Assessment Committee
- \* Provision of CRLT resource table at June 2017 and April 2018 Health Professions Education Days

### **Office of the President**

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- \* Consultation and development of *Moving the Needle*, a theatre sketch about combating sexual misconduct, and presentation of the sketch for academic leaders at the president's all-chairs meeting

### **Office of the Provost and Executive Vice President for Academic Affairs**

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- \* Assessment of course evaluation platform EvaluationKit and eXplorance Blue
- \* Attendance at VPADG, including presentations on Foundational Course Initiative, draft of reaccreditation plans, and revisions to course evaluation system
- \* Cofacilitation of accreditation working group in preparation for 2020 reaccreditation visit, including drafting arguments for Higher Learning Commission and consultation on design of assessment website
- \* Consultation on assessment data available from Enrollment Management
- \* Consultation on assessment of global awareness MOOC

- \* Consultation on data storage plans for 2020 accreditation
- \* Consultation on Engaged Michigan kickoff meeting
- \* Consultation on potential set of university-wide learning goals
- \* Consultation with Registrar's office staff on CRLT assessment work and university-wide reach
- \* Consultations on assessment for study abroad safety modules
- \* Design and facilitation of New Faculty Orientation, including an interactive theatre performance and concurrent workshops on teaching
- \* Design and implementation of campuswide assessment of institutional impact of TLTC, including a summary report for internal and external distribution
- \* Facilitation of public workshop for Investing in Abilities Week on universal design and active participation of all students
- \* Facilitation of December meeting of Faculty Liaisons for Inclusive Teaching
- \* Interactive theatre performance about responding to student climate concerns for members of the Big Ten Academic Alliance's Academic Leadership Program
- \* Interactive theatre performance about responding to student climate concerns for members of the International Education Network and the Advising Council
- \* Interactive theatre performance on sexual harassment for department chairs and university leaders
- \* Organization, facilitation, and evaluation of Provost's Campus Leadership Program (both orientation and monthly roundtables) for chairs and associate deans, including Bring What's On Your Plate, Conversation with the Provost, and Setting and Enacting a Vision for Change
- \* Participation in working group reviewing questions in student online evaluations
- \* Planning and facilitation of Provost's Seminars on Teaching:
  - Beyond Grades: How Do We Represent Student Accomplishment? (Fall 2017)
  - Building Structures That Encourage Interprofessional Education (Winter 2018)
- \* Regular meetings with the Vice Provost for Global Engagement and Interdisciplinary Academic Affairs on TLTC initiatives, teaching awards, and accreditation
- \* Support for teaching award and grant competition, including
  - Administration of Gilbert Whitaker Fund for the Improvement of Teaching grants competition
  - 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
  - Organization of dinner honoring 2018 and all prior Thurnau Professors upon 30th anniversary of award
- \* Support for Diversity, Equity, & Inclusion (DEI) efforts including
  - Administration of Faculty Communities for Inclusive Teaching program, including organization of poster fair disseminating projects by 2016 grantees, and luncheon for 2017 grantees
  - Consultation with Chief Diversity Officer and the Vice Provost for Academic Innovation to discuss options for expanding professional development around DEI for GSIs and faculty
  - Coordination and facilitation of Inclusive Teaching @ Michigan series
  - Planning and facilitation of gatherings of Faculty Liaisons for Inclusive Teaching

**Office of Student Life**

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- \* Collaboration with Ginsberg Center Director on design of post-doc positions, including appropriate duties
- \* Consultation on community assessment for Trotter Center and University Unions
- \* Consultation on expanded first-year experience for undergraduate students
- \* Consultations regarding assessment-related projects
- \* Debrief and assessment of residential learning communities (Health Science Scholars, Lloyd Hall Scholars, and Women in Science and Engineering)
- \* Presentation of research on the role of residential facilities in student academic success

**Spectrum Center**

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- \* Consultation with department administration about CRLT services
- \* Meeting with Advisory Committee, including discussion of research and inclusive teaching

**Teaching and Technology Collaborative**

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- \* 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: Creative Uses of Technology to Assess Students, Digital Pedagogy Innovations and Workshop, Flipping Your Classroom: The Nuts and Bolts, Let's Make a Screencast, Paperless Teaching, Pedagogies For Developing Students' Computer Programming Skills, Promoting Effective Group Work: Forming and Evaluating Groups and Teams with Technology, and Teaching with Accessibility in Mind
- \* Coordination of tenth, campus-wide Provost's Teaching Innovation Prize, in collaboration with the provost's office and the university library, including creation of posters for sharing innovations

# Appendix C: Collaborations and Committee Work

## Collaboration with Other Units

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Collaboration with other U-M offices is a key component of CRLT services. During 2017-2018, CRLT worked with all schools and colleges on teaching improvement projects. Additionally, CRLT collaborated with:

- \* Academic Innovation
- \* ADVANCE Program
- \* Center for Engaged Academic Learning
- \* Center for Engineering Diversity and Outreach
- \* Center for the Study of Higher and Postsecondary Education
- \* Central Student Government Mental Health Taskforce
- \* CEW+ formerly the Center for the Education of Women
- \* COE Office of the Associate Dean for Undergraduate Education
- \* English Language Institute
- \* Engineering Education Research Program
- \* Gameful Learning Lab
- \* Ginsberg Center
- \* Information Technology Services
- \* Institute for the Humanities
- \* Instructional Support Services
- \* Language Resource Center
- \* LSA Dean's Office
- \* Michigan Sustainability Cases
- \* News Services
- \* Office of the Provost
- \* Office of the Vice President for Student Life
- \* The Program on Intergroup Relations
- \* Rackham Graduate School
- \* Registrar's Office
- \* Sweetland Center for Writing
- \* Teaching and Technology Collaborative
- \* University Library
- \* University of Michigan Biological Station
- \* University of Michigan Institutional Learning Analytics (faculty group)
- \* Women in Science and Engineering

## Committee Work

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

- \* Accreditation Core Committee
- \* ADVANCE Internal/External Review Committees
- \* College of Engineering DEI Implementation Committee
- \* College of Engineering Diversity, Equity, and Inclusion Working Group
- \* College of Engineering Responsible Conduct of Research and Scholarship and Diversity Leadership Committee
- \* Council for Non-Traditional Students
- \* Enriching Scholarship Keynote Committee
- \* Faculty Senate Assembly Committee for an Inclusive University
- \* LSA New Instructional/New Initiatives Grant Review Committee
- \* LSA Race and Ethnicity Working Group

- \* Michigan Center for Interprofessional Education
  - Curriculum Committee
  - Curriculum Mapping Workgroup
  - Faculty Development Committee
  - IPE 101 Taskforce
  - IPE approval process workgroup
  - Leadership Fellows workgroup
- \* Michigan Sustainability Cases Curricular Advisory Board
- \* The Program on Intergroup Relations Advisory Board
- \* Rackham Outstanding GSI Awards Committee
- \* Search Committee for Digital Pedagogy Librarians
- \* Sexual Misconduct Working Group
- \* Spectrum Center Advisory Board
- \* Student Evaluation of Teaching Advisory Committee
- \* Teaching and Technology Collaborative
- \* University Accreditation Committee
- \* Vice Provosts and Associate Deans Group

### External Committee Participation

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- \* 2017 POD award selection 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
- \* Dissertation Committee, Arizona State University
- \* Indiana University Center for Innovative Teaching and Learning External Review Committee
- \* Ivy Plus Teaching Center Directors Group
- \* Metacognition and Engineering Education NSF Grant Advisory Committee
- \* National Women's Studies Association's Women of Color Caucus
- \* Unizin Communications Committee
- \* Unizin Teaching and Learning Committee

# 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 2017-2018, CRLT provided 2,433 services to external clients who represent 102 colleges and universities, and 10 associations, foundations, and other organizations in the United States and abroad (see below). Most frequently, CRLT staff provided information on topics such as how to develop a new teaching center and evaluate its programs, how to work with faculty at a research university, how to embed inclusive teaching into the work of a teaching center, and requests to use CRLT publications and web resources. Additionally, 1,349 people from external institutions attended performances by the CRLT Players. 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.

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Arizona State University	Massachusetts Institute of Technology
Boise State University*	Michigan State University
Boston College	New College of Florida
Boston University	New York University
Bowling Green State University	North Carolina Agricultural and Technical State University
Bridgewater State University	North Carolina State University
Brown University	Northeastern University
California Institute of Technology	Northwestern University
Carnegie Mellon University	The Ohio State University
Case Western Reserve University*	The Pennsylvania State University
Colorado State University	Princeton University
Columbia University	Purdue University*
Cornell University	Purdue University Global
Dartmouth College	Rochester Institute of Technology
Delta College	Rutgers University-New Brunswick
Duke University	Siena College
Elon University	Skidmore College
Florida Agricultural and Mechanical University	Stanford University
Georgetown University*	Texas A&M University
Georgia Institute of Technology	Texas Tech University
Grand Rapids Community College	University at Buffalo, The State University of New York*
Harvard University	University of Alabama
Henry Ford Community College	University of California, Berkeley
Indiana University	University of California, Davis
Johns Hopkins University	University of Chicago*
Kansas State University	
Louisiana State University	

University of Colorado Boulder  
University of Delaware  
University of Florida  
University of Illinois Urbana-Champaign  
University of Iowa  
University of Maryland  
University of Maryland Baltimore County  
University of Massachusetts Amherst  
University of Minnesota\*  
University of Missouri  
University of Nebraska-Lincoln  
University of Pennsylvania  
University of South Carolina

University of South Florida  
University of Southern Indiana  
University of Tennessee  
The University of Utah  
The University of Vermont  
University of Virginia  
University of Washington  
University of Wisconsin  
University of Wisconsin–Madison  
Vanderbilt University  
Wayne County Community College District  
Western Michigan University  
Yale University

## Colleges and Universities outside the U.S.

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East China University of Political Science and Law  
Fundação Dom Cabral, Brazil  
Harbin Institute of Technology, China \*  
Hebei University, China  
International College of Hunan Agricultural  
University, China  
Korea University  
McMaster University, Canada  
Nanjing Agricultural University, China  
Nanjing University, China\*  
Naresuan University Phitsnulok, Thailand  
National Chung Hsing University, Taiwan  
Noordwes-Universiteit (Potchefstroom Campus),  
South Africa

Northwestern Polytechnical University, China \*  
Pontificia Universidad Católica de Chile  
Shanghai JiaoTong University, China\*  
Shanghai Technology University, China \*  
Shantou University Medical College, China \*  
Universidad de los Andes, Columbia  
Universidad de los Andes: Inicio, Chile  
University of Electronic Science and Technology of  
China  
University of Zurich, Switzerland  
Xi'an Euroasian University, China \*  
Zhejiang Chinese Medical University, China \*

## Other Organizations and Associations

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Alan Alda Center for Communicating Science  
Alfred P. Sloan Foundation  
Canadian Association of Schools of Nursing  
Centre for Environment Education \*  
Chinese Higher Education Association  
Lawrence Berkeley National Laboratory  
Lawrence Livermore National Laboratory  
National Science Foundation  
New York Times  
State of Delaware Public Schools

## Appendix E: Publications and Presentations

CCRLT again distributed two publications for GSI development: *A Guidebook for University of Michigan Graduate Student Instructors: Strategies and Resources for New and Experienced GSIs and Departmental GSI Development: A Handbook for Faculty and GSIs Who Work with GSIs*. The guidebook, handbook, and a series of Occasional Papers are available on CRLT's website. <http://crlt.umich.edu/resources/publications>.

### Publications by CRLT Staff

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- Matney, M. (2018). *Hazing: Destroying Young Lives, Eliminating Band Hazing: What Must Be Done* (pp. 88-99). Bloomington, IN: Indiana University Press.
- Meizlish, D. S., Wright, M. C., Howard, J., & Kaplan, M. L. (2018). Measuring the impact of a new faculty program using institutional data, *International Journal for Academic Development*, 23(2), 72-85, DOI: 10.1080/1360144X.2017.1364644
- Paprzycki, P., Tuttle, N., Czerniak, C. M., Molitor, S., Kaderavek, J., & Mendenhall, R. (2017). The impact of a framework-aligned science professional development program on literacy and mathematics achievement of K-3. *Journal of Research in Science Teaching*, 54(9), 1174-1196.
- Pinder-Grover, T., Baleisis, A. (2018). Discovering the possibilities: Exploring teaching practices and faculty careers. In J. Gilmore & M. Hatcher (Eds.), *Preparing for College and University Teaching: Competencies for Graduate and Professional Students*. Manuscript submitted for publication.
- Schram, L. N., Pinder-Grover, T., & Turcic II, S. (2017). Assessing the long-term impact of the preparing future faculty seminar. *To Improve the Academy*, 36(2).
- Takayama, K. M., Kaplan, M., & Cook-Sather, A. (2017). Advancing diversity and inclusion through strategic multilevel leadership. *Liberal Education special issue*. 103 (3/4).
- Tuttle, N., Mentzer, G. A., Strickler, L., Bloomquist, D., Hapgood, S., Molitor, S., Kaderavek, J., & Czerniak, C. M. (2017). Exploring how families do science together: Adult-child interactions at community science events. *School Science and Mathematics*, 117(5), 175-182.
- Wright, M. C., Bergom, I., & Bartholomew, T. (2017). Decreased class size, increased active learning? Intended and enacted teaching strategies in smaller classes. *Active Learning in Higher Education*, DOI: 10.1177/1469787417735607
- Wright, M. C., Lohe, D., Pinder-Grover, T., & Ortquist-Ahrens, L. (in press). The four Rs: Guiding CTLs with responsiveness, relationships, resources, and research. *To Improve the Academy: A Journal of Educational Development*.
- Zhu, E., & Turcic II, S. (in press). Teaching awards: Do they have any impact? *Journal of Faculty Development*.

### Presentations

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- Ajlen, R., Zhu, E., & Niemer, R. (2017, October). *Gameful pedagogy: Building communities for innovative practice*. Presentation at the 42nd Annual POD Conference, Montreal, Canada.
- Armstrong, S., & The CRLT Players. (2018, June). *Seeing bias, feeling bias, interrupting bias: Theater and institutional change*. Presentation at the Second LERU Gender Conference, University of Zurich, Switzerland.

- Daniels, T., & Kusano, S. (2017, October). *Supporting inclusive teaching in immersive learning environments*. Presentation at the 42nd Annual POD Conference, Montreal, Canada.
- Jackson, G. (2018, April). *Intergroup dialogue pedagogy, processes, and outcomes: The moderating role of epistemological development*. Presentation at the annual meeting of the American Educational Research Association (AERA), New York, NY.
- Kaplan, M. (2018, April). *Supporting institutional teaching and learning initiatives*. Presentation at the Institute for Faculty Development and Innovative Pedagogy, Shanghai, PRC.
- Kusano, S., Bland, L., Xu, X., & Johri, A. (2017, June) *Examining learner-driven constructs in co-curricular engineering environments: The role of student reflection in assessment development*. Presentation at the ASEE Annual Conference, Columbus, Ohio.
- Kusano, S., Xu, X., Bland, L., & Johri, A. (2017, June). *The development of engineering students' metacognitive skills in informal engineering learning activities*. Presentation at the ASEE Annual Conference, Columbus, Ohio.
- Mann, D., Ferracuti, A., Crumley, H., Anderson, V. D., Riviere, J., Rudenga, K., & Daniels, T. (2017, October). *Graduate student development showcase: Discovering and sharing what works*. Presentation at the 42nd Annual POD Conference, Montreal, Canada.
- Peoples, W., & Moody, S. (2018). *Principles and practices of critical inclusive pedagogies*. Presentation at QUAD-POD, University of Michigan-Flint.
- Pinder-Grover, T., Felten, P., Tapp, S., Artze-Vega, I., Craig, J., Lohe, D., Ellis, D., Donnell, A., & Young-Brice, A. (2017, October). *Getting started: Workshop for new educational developers part 1 & part 2*. Presentation at the 42nd Annual POD Conference, Montreal, Canada.
- Pinder-Grover, T., & Ortquist-Ahrens, L. (2017, October). *New directors of centers for teaching and learning facilitators*. Presentation at the 42nd Annual POD Conference, Montreal, Canada.
- Russell, J., Eyler, J., & Matney, M. (2017, October). *Supporting SoTL at your institution: Developing an umbrella IRB*. Presentation at the 42nd Annual POD Conference, Montreal, Canada.
- Takayama, K., Kaplan, M., & Cook-Sather, A. (January 2018). *Organizational development for inclusive teaching that grows out of our liberal education*. Presentation at the 2018 AAC&U National Conference, Washington, D.C.
- Zhu, E., Kaplan, M., & Wright, M. (2017, October). *A start-up program for international educational developers*. Poster presentation at the 42nd Annual POD Conference, Montreal, Canada.

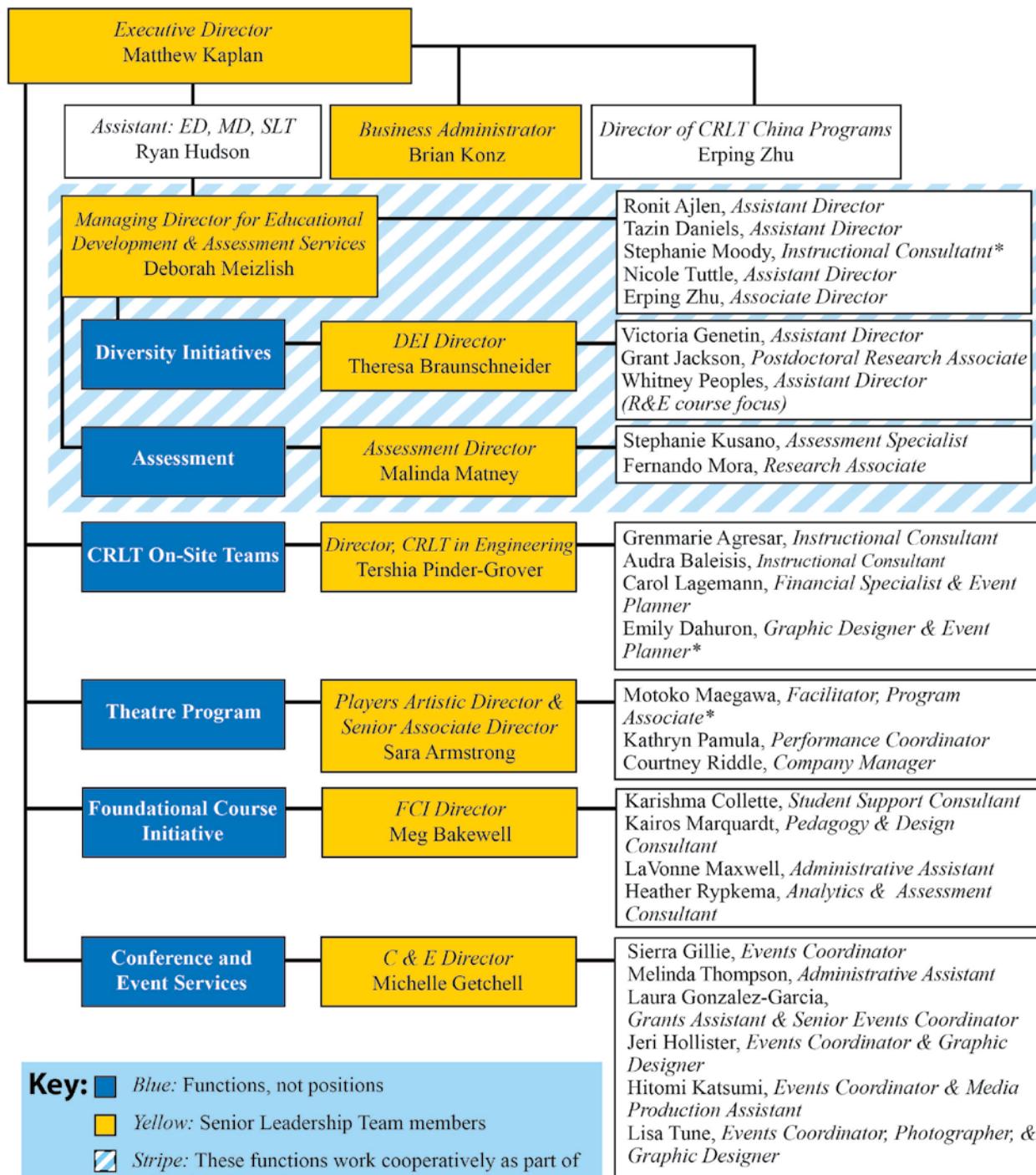
## Review and Editorial Work

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- *Advances in Engineering Education* (T. Pinder-Grover)
- *ASEE Conference: Educational Research & Methods* (S. Kusano)
- *ASEE Conference: Faculty Development Constituency Committee* (T. Pinder-Grover)
- *Decision Sciences Journal of Innovative Education* (M. Kaplan)
- *Higher Learning Commission* (M. Matney)
- *International Journal for the Scholarship of Teaching and Learning* (M. Kaplan)
- *International Journal of Faculty Development* (M. Kaplan)
- *Journal for Engineering Education* (S. Kusano)
- *Journal of Applied Research in Higher Education* (M. Kaplan)

- *Journal of Education Technology and Society* (E. Zhu)
- *Journal of Faculty Development* (M. Kaplan, D. Meizlish)
- *Journal of Student Affairs Research and Practice* (M. Matney)
- *National Science Foundation College of Reviewers for Undergraduate Education* (M. Kaplan)
- *National Science Teachers Association* (N. Tuttle)
- *Oracle* (M. Matney)
- *Professional and Organizational Development Network in Higher Education Conference Proposal Review* (T. Daniels, G. Jackson, D. Meizlish, S. Moody, W. Peoples, N. Tuttle)
- *Science Advances* (D. Meizlish)
- *Studies in Educational Evaluation* (R. Ajlen, T. Pinder-Grover)
- *Studies in Graduate and Postdoctoral Education* (G. Agresar)
- *To Improve the Academy* (D. Meizlish)

# Appendix F: CRLT Regular Staff, 2017-2018



**Key:** ■ Blue: Functions, not positions  
■ Yellow: Senior Leadership Team members  
■ Stripe: These functions work cooperatively as part of Educational Development & Assessment Services.

*This list does not include graduate teaching consultants, graduate research assistants, actors, or student assistants.*