



# 2016-2017 Annual Report



CRLT

CENTER FOR RESEARCH ON  
LEARNING & TEACHING  
UNIVERSITY OF MICHIGAN

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This report was compiled by Ryan Hudson, Matt Kaplan, Meg Bakewell, Amy Hamermesh, and Jeri Hollister.

# Executive Summary

## Letter From Executive Director Matthew Kaplan

In last year's letter, I wrote that expanding the Diversity, Equity, and Inclusion (DE&I) aspect of CRLT's portfolio was central to my vision for the center moving forward. Unforeseen at that time was the sharp increase in bias incidents at U-M and at campuses across the nation that would accompany a very divisive U.S. presidential campaign and its aftermath. Disappointing as it was to see the negative impact on our community of these incidents, our staff nonetheless felt very fortunate to have already invested years developing and refining resources that enable instructors to create positive learning environments for *all* students, especially in such turbulent times.



Toward that end, CRLT worked closely with the central administration and leaders of schools and colleges to support faculty, GSIs, and administrators in continuing to expand the reach of inclusive teaching throughout 2016-2017. Our main phone number was rebranded as an inclusive teaching "hotline," or starting point for individual consultations. Our blog posts on "Responding to Incidents of Hate Speech" and "Returning to the Classroom After the Election" laid out timely and actionable suggestions. We met increased demand for our new theatre sketch, *Cuts*, which helped groups throughout the institution to grasp, in some cases for the first time, the cumulative impact of microaggressions. We offered Inclusive Teaching at Michigan, a series of inclusive teaching workshops that drew over 370 instructors at the start of May. And our consultants worked overtime with units to craft workshops and retreats that responded to specific climate concerns.

At the same time, CRLT continued to provide the full range of services that instructors have come to rely on. For example, our grants and awards programs allocated almost \$280,000 to 138 faculty for teaching innovation and professional development. We gathered midterm student feedback from nearly 13,000 students to inform the teaching practice of more than 300 instructors. We organized teaching academies for new faculty in 10 schools and colleges and provided teaching orientations for over 780 new GSIs.

Finally, over the course of the 2016-2017 academic year, CRLT worked collaboratively to build support for a major new initiative that will impact the learning experience of thousands of students across campus. The Foundational Course Initiative (FCI) seeks to enable re-design of 30 of the largest undergraduate courses across the university, and the proposal to create this extraordinary new endeavor secured widespread support from academic leaders across campus. We are very excited to report that the university has committed \$5 million to this initiative over the next five years, in part to fund a team of consultants at CRLT who will partner with departmental faculty on a process of collaborative course design. The initiative will create the infrastructure that allows faculty not only to dream big but also to make their visions a reality. CRLT looks forward to collaborating with and learning from faculty as they transform large introductory courses at Michigan over the next five years and beyond.

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

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

# CRLT's 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. *2016-2017 highlights: Collaboratively developing Foundational Course Initiative proposal and building a coalition of deans and chairs to request funding*

### 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. *2016-2017 highlights: Convening faculty communities around gameful pedagogy, rapid evaluation of Snapshot*

### 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. *2016-2017 highlights: Hiring 3 new CRLT staff dedicated to DEI work, supporting units as they implement their DEI plans*

### 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. *2016-2017 highlights: Campuswide roll out of Cuts sketch about climate; debut of Tenure Decisions vignettes*

### 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. *2016-2017 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** **14,341**  
(Some individuals receive multiple services)

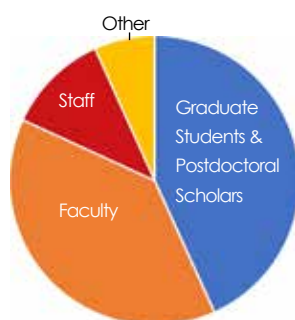
**Total Services for U-M Clients** **12,931**

Campuswide programs	6,317
Customized programs for departments, schools, & colleges	4,461
Consultations	1,847
Instructors receiving midterm student feedback (MSF) sessions	306

**Total Services for External Clients** **1,410**

Presentation and workshop participants	299
Audience members at external theatre performances	502
Consultations and other services	609

## ► U-M Client Profiles



### 4,179 Unique Individuals

- Graduate Students & Postdoctoral Scholars ... 1,806
- Faculty ..... 1,616
- Staff ..... 475
- Other ..... 282



### Faculty by Rank

- Assistant Professor ..... 468
- Lecturer ..... 326
- Professor ..... 260
- DDC (Deans, Directors, Department Chairs) ..... 193
- Associate Professor ..... 191
- Other ..... 178

## ► SERVICES by SCHOOL/COLLEGE

School or College	Individuals	Services
Architecture and Urban Planning	63	116
Art & Design	44	163
Business	70	134
Dentistry	72	222
Education	119	261
Engineering	1,031	2,670
Information	89	263
Kinesiology	27	180
Law	28	75
LSA	1,219	4,147
Medicine	407	842
Music, Theatre & Dance	97	200
Natural Resources and Environment	85	304
Nursing	66	242
Pharmacy	67	286
Public Health	138	458
Public Policy	56	108
Rackham	1	2
Social Work	114	300
Administration	222	886
Libraries (U-M)	58	290
Other	52	113
U-M Dearborn	23	47
U-M Flint	7	62
Individuals, Unit Unknown	24	-
Services, Unit Unknown	-	681
<b>TOTAL:</b>	<b>4,179</b>	<b>13,052</b>

► **CONSULTATION SERVICES**

- 2,035** Consultations
- 281** Midterm student feedback sessions (MSFs) conducted\*
- 12,887** Students served by MSFs
- 14** U-M offices advised
- 30** Committees with CRLT representatives

\*Some courses have multiple instructors.

► **FACULTY GRANTS & AWARDS**

- 3** Award competitions
- 6** Grants competitions
- 138** Faculty recipients
- \$280,000** Distributed by CRLT

► **ONLINE**

- 917,459** Visits to CRLT website from
- 224** Countries
- 15** Blog posts
- 2,239** Twitter followers

**GLOBAL REACH**

-  72 U.S. educational institutions
-  8 other U.S. organizations
-  16 foreign institutions

► **CRLT PLAYERS**

- 43** Performances at U-M
- 13** External performances
- 12** Different sketches performed
- 3,248** Audience members

► **PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS**

- 2** Preparing Future Faculty (PFF) programs
- 149** Participants in PFF programs
- 2** Teaching certificate programs
- 175** New enrollees in certificate programs
- 34** Graduate teaching consultants

► **RESEARCH & PUBLICATIONS**

- 17** Schools and colleges using CRLT assessment services
- 15** Investigating Student Learning grantees
- 7** CRLT action research projects
- 29** Publications and presentations



# 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).

## Leadership Team

Matthew Kaplan  
Sara Armstrong  
Deborah Meizlish

## CRLT-Engin

Tershia Pinder-Grover  
Audra Baleisis  
Carol Lagemann  
Steve McKenzie

## CRLT Consultants

Ronit Ajlen  
Meg Bakewell  
Theresa Braunschneider  
Tazin Daniels  
Victoria Genetin  
Malinda Matney  
Gina Shereda  
Nicole Tuttle  
Erping Zhu



## Theatre Program

Sara Armstrong  
Courtney Riddle  
Kathryn Pamula

## Postdoctoral & Other Research Associates

Tracy Bartholomew  
Sam Hallman  
Stephanie Kusano

## Administrative Staff

Lori Dickie  
Michelle Getchell  
Ryan Hudson

## Project Staff

Laura Gonzalez-Garcia  
Jeri Hollister  
Hitomi Katsumi  
Katie Neu  
Melinda Thompson  
Matthew Yettaw

**Graduate Teaching Consultants** See p. 19 for a description of the GTC program.



Mara Bollard  
Thomas Bridges  
Katherine Crocker  
Anna Edmonds  
Niloufar Emami  
Merideth Garcia

Julie Ghekas  
Kathryn Holland  
Sophie Hunt  
Grant Jackson  
Lisa Jong

Jessica Joslin  
Caitlin Lawson  
Hannah McMurray  
Karen Nielsen  
Kelsey Pakkala

Rebecca Pickus  
Mary Renda  
Marian Schmidt  
Jeff Shi  
Lisa Walsh

**Engineering Teaching Consultants** See p. 20 for a description of the ETC program.



Neha Agarwal  
Jonathan Beaumont  
Lauren Bilbo  
Liam Casey

Emily Deschenes  
Mark Dong  
Molly Kozminsky

Ramya Kumar  
Jeff Lowe  
Margaret Reuter

Kathleen Ropella  
Tianlin Wang  
Steve Wilson

## 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



**Sandro Cinti**  
Professor of Internal Medicine



**Pamela Davis-Kean**  
Professor of Psychology



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



**Victor Li**  
Professor of Civil Engineering



**Anne Mondro**  
Associate Professor of Art and Design



**Betty Overton**  
Clinical Professor of Education



**Ivette Perfecto**  
George Willis Pack Professor of Ecology and Natural Resources and Environment



**Philip Richards**  
Clinical Professor of Dentistry



**Gretchen Spreitzer**  
Keith E. and Valerie J. Alessi Professor of Business Administration



**Colleen Van Lent**  
Lecturer IV in the School of Information



**John Wolfe**  
Arthur F. Thurnau Professor and Associate Chair of Chemistry



**Lisa Young**  
Lecturer IV in Anthropology



# New and Noteworthy

## Innovations in Teaching at Scale: U-M Funds the Foundational Course Initiative (FCI)



The university has committed \$5 million over 5 years to support creation of a collaborative course design process that will offer unprecedented and comprehensive support to selected departments that

commit to revising a foundational course over three years. FCI is a collaboration between Arthur F. Thurnau Professor Tim McKay and CRLT. Teams of faculty who teach the courses (and who therefore know the material, the students, and the context best) will receive hands-on, step-by-step support for instructional design, technology, analytics and assessment, and classroom climate. CRLT expects to hire four staff in 2017-2018 and convene an initial cohort of teams at a May 2018 course design institute. Instructors and departments interested in proposing foundational courses for inclusion in the program can find more information at the CRLT website <http://crlt.umich.edu/fci> and are encouraged to talk to CRLT's Meg Bakewell, who will be directing the project.

## Gearing Up for Re-Accreditation

CRLT staff have joined the Vice Provost's central coordination team that is laying the groundwork for U-M's reaccreditation by U-M's by the Higher Learning Commission (HLC) in 2020. As part of a coordinated university-wide effort, CRLT is co-leading faculty and staff teams in addressing criteria that speak to teaching and learning activities across the entire university, while also working with a number of associate deans to address school-specific issues. CRLT is also coordinating faculty learning communities to create new ways to document how departments, particularly within LSA, can articulate learning and create templates for

each other to do so more easily in a large research university context. (See also p. 28.)

## Expanding CRLT's DEI Work

Implementation of strategic plans for diversity, equity, and inclusion got underway throughout the University of Michigan in 2016-2017. Demand for our services in this area continued trending upward with 12 schools and colleges explicitly stating their intent to make use of CRLT resources in their three-year strategic plans. Stepping up to the challenge, we provided more DEI-related consultations and tailored workshops, retreats, and other programs than ever before. For example, the CRLT Players season tallied 20 performances for 653 attendees of sketches about mental health or microaggressions, and CRLT consultants offered workshops and retreats customized for faculty at 7 schools and colleges as well as 15 individual departments and programs.

In addition, we added three new staff to increase our capacity to deliver services around inclusive teaching in 2017-2018: Dr. Whitney Peoples works primarily with the LSA faculty and GSIs whose courses fulfill the race and ethnicity (R&E) requirement; Dr. Grant Jackson serves as an Inclusive Teaching Postdoc to support inclusive teaching across disciplines; and Motoko Maegawa joins the CRLT Theatre Program as a performance facilitator. Moving forward, CRLT has a total of six staff members fully dedicated to this work.

## Learning and Teaching in a Tense Election Season



CRLT published a blog post with this title at the end of August 2016, offering strategies to instructors who wished to address the impact of this

election season on their students. A second post laid out options and resources for “Returning to the Classroom After the Election.” A third post, “Teaching in the Current Political Climate” addressed longer-term issues like setting classroom boundaries for civil discourse, supporting students in distress, responding to tensions in the classroom, and tending to instructors’ own self-care needs. CRLT also hosted a February 2016 lunch where faculty thought together with colleagues about how teaching might be different in a new political era. Finally, central administrators supplied CRLT’s main phone number as a “hotline” to assistance for instructors concerned about classroom interactions.

### ***Student Climate Sketch Rolls Out***

The divisive political climate leading up to and in the wake of the 2016 presidential election, as well as a number of incidents of hate speech at both U-M and campuses nationwide, have brought into stark relief the gap between many students’ lived experiences and U-M’s aspirations for an inclusive campus climate. CRLT Players new sketch, *Cuts*, portrays the impact of these incidents, as well as everyday ways that students from underrepresented backgrounds are marginalized (often referred to as microaggressions).

Approximately 500 faculty, graduate students, and academic leaders attended 14 performances of *Cuts*, including special previews for President Schlissel, and for the chairs of LSA departments. In post-performance evaluations, 96% of respondents agreed or strongly agreed that *Cuts* “enhanced or altered their understanding of the issues/topics discussed,” and a striking 92% anticipated changing their current practices as a result of their participation.

### **What faculty are saying about *Cuts: Responding to Student Climate Concerns***

“I got a fresh glimpse of all the things an under-represented student could face and the extraordinary responsibility we all have for acknowledging, guiding, speaking up, providing support and resources.”

“Thank you for the performance/workshop. It was desperately needed, exactly on target, and easily one of the most useful things I’ve attended in a long time.”

“The workshop was well-received and effective in achieving our desired goals - raising awareness and arming our faculty with tools to be more sensitive and inclusive. I really appreciate the adjustments that Sara put into place for our group.”

### ***Inclusive Teaching @ Michigan Series***

Building on the success of the inaugural 2016 series, CRLT and six co-sponsors hosted another series of 17 workshops for building skills in inclusive teaching in May 2017. Eleven of the workshops were new or significantly modified, providing advanced opportunities for returning participants. The series drew high ratings and served over 370 participants from 16 U-M Ann Arbor schools and colleges and many campus units, as well as from the Dearborn and Flint campuses. Sessions highlighted concrete pedagogical practices that instructors can adopt to deliberately cultivate a



teaching-learning environment where all students are treated fairly, have equal access to learning, and feel welcome, valued, challenged, and supported in succeeding in their field of study. The series opened with a CRLT Players performance of *It Was Just a Moment: Building Resiliently Inclusive Learning Environments*. Subsequent workshops addressed topics such as designing community-based learning courses with diverse learners in mind, understanding how stereotype threat and growth mindset affect student learning, and responding to challenges in the classroom (see p. 25).

### Collaborating with Faculty Liaisons for Inclusive Teaching

Appointed in 2015, these representatives from each school and college work with their own unit's leadership and faculty allies to foster local development of inclusive teaching practices. The timeline summarizes topics addressed by CRLT facilitators as the liaisons developed plans for building capacity and learned from each other's efforts. Participants highly appreciated the dual structure of sessions that modeled skill-building activities and provided time to think strategically with colleagues from other units about the broader challenges and opportunities for professional development around inclusive teaching in their own spaces.



### Engaged Learning Beyond TLTC

In collaboration with the office of the Vice Provost for Global Engagement and Interdisciplinary Academic Affairs, CRLT provided substantial infrastructure for work being carried out under the aegis of the Transforming Learning for a Third Century (TLTC) Initiative. First, the Engaged Learning at Michigan website that launched in

May 2016 has become the institutional source for assessment instruments and pedagogical models developed as part of TLTC. Second, to continue creating communities of practice across the disciplines, CRLT hosted three lunch gatherings on topics related to engaged learning: entrepreneurship, critical reflection, and global learning. CRLT also organized a March 2017 Provost's Seminar on *Teaching—Teaching at the Bicentennial: Building the Evidence Base for Engaged Learning*—to shift the focus from the specifics of Third Century Initiative projects to a university-wide examination of assessment of engaged learning. Finally, CRLT compiled a report documenting the scope and reach of the TLTC initiative.

### Supporting the Michigan Center for Interprofessional Education (IPE)



CRLT continued collaborations with the Center for IPE in their second year of a five-year initiative that is transforming learning for more than 4,000 students from nine schools and colleges across all three U-M campuses. CRLT consulted on a number of efforts across three key areas: (1) faculty development, (2) curriculum development, and (3) assessment (see p. 29). For example, CRLT developed and administered a seed funding process for projects initiated by the inaugural cohort of Interprofessional Leadership (IPL) Fellows, helped recruit a second cohort of fellows (see p. 17), supported curriculum mapping and the development of a process for eliciting and endorsing new IPE course offerings, and shared reflections on the first year of the IPL program at the 2017 Health Professions' Education (HPE) day. Finally, CRLT was proud to see a team project from the first IPL cohort win a Demonstration Model Award at a 2017 regional IPE conference for an IPE Course Adapter Toolkit that guides instructors through the process of converting currently siloed health science courses into interprofessional offerings. (See p. 59 for full list of services for IPE.)



## Supporting the New SEAS Curriculum



The founding of the new School for Environment and Sustainability (SEAS) has presented faculty an exciting opportunity to re-imagine interdisciplinary education for global sustainability. After consulting with CRLT, the school's Faculty Transition Team Curriculum Innovation working group applied for and secured a \$10,000 grant from the Gilbert Whitaker Fund for the Improvement of Teaching. The grant will allow the Working Group to investigate environmental sustainability career trends, the competencies required for success in these careers, and pedagogical strategies for developing these competencies. To support those investigations, CRLT staff will design, administer, and analyze surveys of students, alumni, and faculty. Data will be used to inform design of the various curricular offerings in the new school.

## Preparing U-M Postdocs to Teach in Detroit Community Colleges

Faculty in medicine and engineering received a National Institute of Health (NIH) grant to pair faculty mentors at Henry Ford College and Wayne County Community College District with U-M postdoc recipients of the Institutional Research and Academic Career Development Award (IRACDA) over the next five years. The relationships yield multiple benefits in southeast Michigan: U-M's IRACDA Fellows gain classroom team-teaching experience, community college students interact with inspiring scholars who spend 75% of their time conducting cutting-edge science research, and U-M stands to attract outstanding transfer students from institutions that serve significant minority populations. CRLT will offer professional development for

fellows that includes existing programs, as well as new, customized services.

## International Faculty Development

In October 2016, CRLT's Executive Director, Director of Assessment, and Associate Director presented keynote remarks and concurrent sessions at the 3rd Annual Chinese Higher Education Developers Conference in Hefei, China, which brought together over 700 faculty and staff members from newly created teaching centers across China (see p.xx Presentations). CRLT's participation builds on long-standing collaborations with these newly developing centers that began in 2006 as part of U-M's China initiative. Those efforts include a China Fellows Program, an intensive, three-week internship for 6-10 key staff from Chinese university teaching centers to learn about strategies for effectively running their centers and improving the quality of teaching and student learning on their campuses. August 2016 marked the fifth offering of the Fellows program, with six participants from Chongqing University, Harbin Institute of Technology, Huazhong University of Science & Technology, Renmin University of China, and Shanghai Jiao Tong University.

