



Center for Research on
Learning and Teaching

2010–2011 ANNUAL REPORT

Promoting Excellence and Innovation
in Teaching and Learning at U-M



CRLT • 1071 Palmer Commons
100 Washtenaw Ave. • Ann Arbor, MI 48109-2218
Phone: (734) 764-0505 • Fax: (734) 647-3600
crlt@umich.edu • www.crlt.umich.edu

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

Executive Summary

This Annual Report from the Center for Research on Learning and Teaching (CRLT) describes the ways that CRLT promoted excellence and innovation in teaching and learning at the University of Michigan in 2010-2011. The following is a brief summary of CRLT's activities this past year.

Overview

- CRLT staff members provided 18,575 services to U-M and external clients, including 3,984 unique individuals from U-M's schools, colleges, and central administration (pp. 6-7). As a prominent university teaching center, CRLT also received visitors or requests for information from more than 120 colleges, universities, and organizations (pp. 8-9).
- CRLT offered a wide range of services to the U-M community, including interactive theatre, Provost's Seminars on Teaching, research and evaluation services, instructor orientations, fall and winter seminar series, Midterm Student Feedback (*MSF*) sessions, individual consultations, programs and workshops, publications, and discipline-specific services.
- Approximately half of CRLT's work involves discipline-specific programs for U-M's nineteen schools and colleges (pp. 10-20). As part of these efforts, CRLT worked especially closely with the two largest undergraduate colleges: the College of Literature, Science, and the Arts (*LSA*), and the College of Engineering (*CoE*), where CRLT has a special office called CRLT in Engineering staffed by engineering PhDs.
- CRLT distributed more than \$320,000 in grant and award money to 107 U-M faculty through nine competitions, four of which were funded directly by CRLT (pp. 44-51). Grantees for the large competitions were chosen by the CRLT Faculty Advisory Board (p. 5).
- CRLT provides services to other U-M offices and teaching-related advice to committees. In 2010-2011, CRLT staff collaborated with about 25 U-M offices (p. 21) and served on more than 40 U-M committees, especially those involving multicultural initiatives and instructional technology (pp. 21-22).
- CRLT organized a weeklong Faculty Development Seminar for 31 representatives of Chinese research universities to learn about establishing and running teaching centers on their campuses (p. 23).
- CRLT wrote a book that documents its approach to faculty development. *Advancing the Culture of Teaching on Campus: How a Teaching Center Can Make a Difference* (Stylus Publishing) will appear in the fall of 2011 (pp. 52-53).

Assessment and Research

- CRLT staff consulted on assessment of student learning with 17 U-M schools and colleges and 15 LSA departments, programs, and offices (pp. 29-34). Consultations ranged from brief discussions of survey design to large-scale projects involving data collection and analysis, as well as facilitation of faculty exchanges focused on results and their implications for curriculum revision.
- CRLT provided 454 MSF sessions to U-M faculty and graduate student instructors (*GSIs*), thereby enabling more than 10,000 U-M students to offer constructive feedback (p. 43).

- To make information available broadly on campus, CRLT maintains an Assessment of Student Learning website with links to national and U-M resources. <http://crlt.umich.edu/assessment>
- In consultation with the Provost's Office, CRLT focused the Whitaker Fund for the Improvement of Teaching on faculty-designed projects that involved assessment of student learning (p. 45).
- CRLT, with the Provost's co-sponsorship, ran the Investigating Student Learning grants competition for faculty interested in assessing student learning in their courses and departments (p. 47).
- Following a 2009-2010 evaluation of LSA's quantitative reasoning (*QR*) requirement, CRLT shared results with the broader campus community by creating a webpage with information about the QR assessment project. <http://www.crlt.umich.edu/assessment/lsaqrassessment.php>
- CRLT carried out a project funded by the Teagle and Spencer Foundations concerned with assessing the effectiveness of pedagogies for improving student disciplinary writing and thinking skills (p. 35).
- CRLT staff led five major research projects, gave multiple conference presentations, did review and editorial work, and published numerous journal articles (pp. 52-56).

Instructional Technology

- CRLT participated on the Teaching and Learning Advisory Group, a University-wide committee that provides guidance, oversight, and strategic thinking on IT investments to support teaching and learning.
- To keep pace with pedagogical opportunities afforded by IT and the increasing numbers of faculty and academic units incorporating technology into their courses and curricula, CRLT hired two instructional consultants with extensive backgrounds in using technology effectively in teaching.
- CRLT developed a large-course reinvention project in collaboration with LSA and the College of Engineering. CRLT consultants are assisting faculty from these units as they redesign their large courses to increase student engagement, with special emphasis on the use of IT.
- CRLT played a leadership role supporting the instructional technology needs of faculty and GSIs, including providing funding for IT projects in all of its grants competitions, supporting dissemination and assessment of the impact of LectureTools, collaborating on organizing the Enriching Scholarship event, consulting with faculty and GSIs, and providing examples of faculty uses of technology on the CRLT website (pp. 26).
- CRLT, in collaboration with LSA, provided funding to 10 faculty to integrate IT projects into their courses as part of the Teaching with Technology Institute (*TTI*). The program includes individual consultations with CRLT, as well as a group meeting of all awardees (p. 48).
- CRLT offered seminars on IT topics as part of its campus-wide seminar series for faculty, graduate students, and postdocs, and as part of the university's Enriching Scholarship program.
- The CRLT website was heavily utilized by local, national, and international users, receiving over 278,000 unique visits from 200 countries (p. 26).

Multicultural Teaching

- Multiculturalism is an integral element of CRLT's core programming, such as orientations for academic administrators and instructors, as well as retreats and workshops for academic units (p. 27).
- In collaboration with The Program on Intergroup Relations (*IGR*), CRLT offered an intensive institute on Building Dialogue and Dialogue Skills for faculty teaching multicultural content in their courses (p. 23).

Multicultural Teaching (cont.)

- CRLT associate director Crisca Bierwert won the Harold R. Johnson Diversity Service Award in recognition of her work as CRLT's coordinator of multicultural teaching and learning and her leadership of the University's Diversity Council.
- The CRLT Players presented 41 performances of sketches on diversity and inclusion in teaching and faculty worklife for audiences of more than 2,700 people (pp. 27-29).

Initiatives for Faculty

- CRLT collaborated with the deans of seven schools and colleges to develop a new Health Sciences Teaching Academy for assistant and clinical assistant professors; it will include a two-day orientation in August 2011, as well as programs in the fall and winter terms (p. 24).
- In collaboration with the LSA Dean's Office, CRLT offered a Teaching Academy for new assistant professors that included a two-day orientation, as well as programs during the fall and winter terms.
- CRLT worked with the Senior Vice Provost to organize the third annual gathering of Thurnau Professors on campus and developed two videos for the CRLT website of Thurnau Professors using active engagement strategies in their classrooms.
- In collaboration with the Provost's Office and the University Library, CRLT ran the third annual competition for the Provost's Teaching Innovation Prize. Five winning faculty projects each received \$5,000 (pp. 44-45).
- For the fourth year, CRLT coordinated the Provost's Campus Leadership Program, which included an orientation for new chairs and associate deans and periodic professional development sessions for both new and experienced academic leaders (p. 38).

GSI Training and Preparing Future Faculty

- The CRLT-Rackham program "What's It Like...?", a series of seminars for graduate students and postdoctoral scholars to learn about faculty worklife at different types of institutions, was recognized as a POD Innovation Award Finalist at the national professional conference for faculty developers.
- CRLT provided orientation programs for new GSIs in fall and winter terms, including specialized orientations for GSIs in the College of Engineering and, in collaboration with the English Language Institute, for GSIs educated abroad in languages other than English (pp. 36).
- CRLT hired and trained experienced GSIs to serve as graduate teaching consultants and engineering teaching consultants. Both groups conducted consultations and MSF sessions for fellow GSIs (pp. 41-42).
- CRLT, in collaboration with Rackham Graduate School, continued its Graduate Teacher Certificate Program. Since the program's inception in 2007, 474 graduate students from 51 graduate programs in 14 schools and colleges have enrolled in the program, and 151 have received certificates (p. 39).
- CRLT and Rackham continued to provide U-M graduate students and postdocs with four Preparing Future Faculty programs: a short-course for postdoctoral scholars, mentoring experiences on other campuses, a month-long seminar, and a one-day conference (p. 39-40).

CRLT History

Founded in 1962 at the University of Michigan, the Center for Research on Learning and Teaching (*CRLT*) was the first teaching center in the country. CRLT is part of the Provost's Office and works with faculty, graduate student instructors (*GSIs*), and academic administrators in all nineteen schools and colleges to support and enhance learning and teaching at U-M. CRLT offers a comprehensive array of curricular and instructional development activities. CRLT's professional staff, with PhDs in a variety of academic disciplines, provide both cross-disciplinary campus-wide programs and discipline-specific programs customized to the individual needs of departments, schools, and colleges. CRLT strives to promote a University culture that values and rewards teaching, respects and supports individual differences among learners, and encourages the creation of learning environments in which diverse students can learn and excel.

CRLT Faculty Advisory Board

The Faculty Advisory Board is responsible for advising 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 once a month during the academic year.

Joseph L. Bull	Associate Professor of Biomedical Engineering; Associate Professor of Surgery
Anne Curzan	Associate Professor of English Language and Literature; Arthur F. Thurnau Professor
Alicia Davis	Professor of Law
Vicente Diaz	Associate Professor of American Culture; Director, Asian/Pacific Islander American Studies Program
Lisa Disch	Professor of Political Science; Professor of Women's Studies
David R. Dowling	Professor of Mechanical Engineering
Leslie Hollingsworth	Associate Professor of Social Work
Lynn Johnson	Professor of Periodontics and Oral Medicine; Assistant Dean for Informatics and Innovation
Daniel Klionsky	Professor of Biological Chemistry; Professor of Molecular, Cellular, and Developmental Biology; Research Professor, Life Sciences Institute
Theodore Norris	Professor of Electrical Engineering and Computer Science; Director, Center for Ultrafast Optical Science
Deborah Ross	Lecturer IV of Classical Studies
Caren Stalburg	Assistant Professor of Obstetrics/Gynecology and Medical Education; Interim Director, Obstetrics/Gynecology Center for Education
Susan Waltz	Professor of Public Policy

CRLT Faculty Advisory Board Members, 10-11

Summary of CRLT Services

► **Total Number of Services Provided** **18,575**
(Some individuals receive multiple services)

<i>Total # of Services for U-M Clients (see tables on page 7)</i>	<i>17,438</i>
* <i>Participants in Campus-Wide Programs</i>	<i>8,621</i>
* <i>Participants in Discipline-Specific Programs for Departments, Schools, & Colleges</i>	<i>4,312</i>
* <i>Consultations</i>	<i>4,051</i>
* <i>Midterm Student Feedback (MSF) Sessions</i>	<i>454</i>
<i>Total # of Services for External Clients</i>	<i>1,137</i>
* <i>Participants in External Presentations and Workshops</i>	<i>286</i>
* <i>Audience Members at External Theatre Performances</i>	<i>348</i>
* <i>Consultations and Other Services</i>	<i>503</i>

► **Total Number of U-M Unique Individuals Served** **3,984**

<i>Faculty</i>	<i>1,343</i>
<i>Postdoctoral Scholars</i>	<i>192</i>
<i>Graduate Students</i>	<i>1,643</i>
<i>Academic Administrators and Staff</i>	<i>629</i>
<i>Undergraduate Students</i>	<i>98</i>
<i>Unknown Rank</i>	<i>79</i>

Additional Information

Grant and Award Money Distributed	\$ 322,835
Unique Visits to the CRLT Website	278,000
U-M Students Served by Midterm Student Feedback (MSF) Sessions	10,844

*Distribution of CRLT Services
to U-M Clients (by School
and College Affiliation)*

U-M Clients	Total # of Individuals	Total # of Services
Architecture and Urban Planning	92	231
Art & Design	30	89
Business	54	119
Dentistry	56	145
Education	117	352
Engineering	745	2,134
Information	62	156
Kinesiology	45	149
Law	39	150
Libraries (UM)	80	209
LSA	1,429	4,600
Medical School	303	697
Music, Theatre & Dance	71	208
Natural Resources and Environment	90	290
Nursing	113	442
Officer Education	2	6
Pharmacy	54	199
Public Health	132	335
Public Policy	57	119
Social Work	55	181
Administration	94	714
Other	140	535
U-M Dearborn	30	66
U-M Flint	8	12
Individuals, Unit Unknown	86	-
Services, Unit Unknown	-	5,300
TOTAL:	3,984	17,438

*Distribution of CRLT Services
to U-M Clients (by Rank
or University Affiliation)*

Rank/Affiliation	Total # of Individuals	Total # of Services
Faculty	1,343	4,462
• Full Professor	404	1,634
• Associate Professor	259	901
• Assistant Professor	312	973
• Lecturer	249	699
• Research Scientist	57	133
• Instructor/Adjunct/ Visiting Faculty	57	116
• Faculty, Rank Unknown	5	6
Deans, Directors, Chairs	136	889
Other Administration & Staff	493	1,939
Postdoctoral Scholars	192	504
Graduate Students	1,643	4,201
Undergraduate Students	98	142
Individuals, Rank Unknown	79	-
Services, Rank Unknown	-	5,301
TOTAL	3,984	17,438

External Colleges, Universities, and Organizations Served

Because of CRLT's national reputation, representatives of many other institutions contact CRLT for advice and information. In 2010-2011, CRLT provided 1,137 services to external clients who represent 100 colleges and universities, 20 associations, foundations, and other organizations in the United States and abroad (see below). CRLT staff provided information on topics such as how to evaluate teaching center activities, how to work with faculty at a research university, how to embed multicultural teaching and learning into the work of a teaching center, and how to design an online course. Additionally, 348 individuals from outside U-M attended performances of the CRLT Theatre Program. The following chart lists the institutions and organizations that received services from CRLT.

An asterisk (*) indicates that individuals from that institution or organization visited CRLT in Ann Arbor.

Colleges and Universities within the U.S.

Albion College	Methodist College of Nursing
Arcadia University	Michigan State University*
Auburn University	Missouri University of Science and Technology
Brigham Young University	North Central University
Brown University	Oberlin College*
Capella University	The Ohio State University
Columbia University	Pennsylvania State University
Delgado Community College	Rutgers University
Eastern Michigan University	Southern Illinois University
Elon University	Stanford University
Fordham University	Texas A & M University
Georgia Institute of Technology	University of California, Berkeley
Governor's State University	University of California, Los Angeles
Greenfield Community College	University of Central Florida
Harvard University	University of Chicago
Indiana University-Purdue University Indianapolis	University of Colorado at Boulder
Irvine Valley College	University of Detroit Mercy
Johns Hopkins University	University of Florida
Kalamazoo College	University of Iowa*
Kennesaw State University	University of Kansas
Kettering University	University of Kentucky
Lawrence Technological University*	University of Louisville
Linfield College	University of Massachusetts Amherst
Madonna University	University of Miami
Massachusetts Institute of Technology	University of Missouri

University of Pennsylvania
 University of Pittsburgh
 University of Texas at Austin
 University of Texas at Arlington*
 University of Utah
 University of Virginia
 University of Washington
 University of Wisconsin Oshkosh
 Virginia Tech University

Walsh College
 Washtenaw Community College
 Wayne State University
 Wesleyan University
 Widener University
 Xavier University*
 Yale University*
 Yeshiva University

Colleges and Universities outside the U.S.

American School, London
 Australian National University
 Beijing Institute of Technology, China*
 Beijing Normal University, China*
 Bocconi University, Italy
 Douglas College, British Columbia
 Efrata College, Israel
 Fudan University, China
 Hanzhou Normal University, China*
 Jazan University, Saudi Arabia
 Jilin University, China*
 McGill University, Canada
 Middle East Technical University, Turkey
 Nanjing University, China*
 Nanyang Technological University,
 Singapore
 Ocean University of China*
 Peking University, China*

Pontificia Universidad Católica de Chile
 Shanghai Jiao Tong University, China*
 Sichuan University, China*
 Singapore Polytechnic
 South University of Science and
 Technology of China
 Southeast University, China*
 Teeside University, Middleborough, UK
 Tsinghua University, China
 The University of British Columbia
 Universidad de Chile
 Universidad Nacional Autónoma de
 México
 University of Augsburg, Germany
 University of Tokyo, Japan*
 Xi'an Jiao Tong University, China*
 Xiamen University, China*
 Zhejiang University, China*

Associations, Foundations, and Other Organizations

American Society of Engineering Education
 Carnegie Foundation for the
 Advancement of Teaching
 Chinese Ministry of Education
 • Department of International Cooperation
 and Exchanges*
 • Department of Higher Education*
 • Department of National Universities*
 • National Academy of Education
 Administration*
 Council for International Exchange of
 Scholars
 Covington & Burling LLP
 DEGW North America

eMints National Center for Teacher
 Professional Development
 Evans Foundation
 First Presbyterian Church of Ann Arbor
 Google
 Jewish Federation of Greater Ann Arbor
 Pacific Northwest Librarians
 President's Council of State Universities of
 Michigan
 Society for Neuroscience
 The Chronicle of Higher Education
 U.S. Department of Education
 Council for International Exchange of
 Scholars

Discipline-Specific Services for Schools, Colleges, and Other Units at U-M



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. CRLT provided over 4,300 services for all 19 of U-M's schools and colleges, as well as 15 other units, including the President's and Provost's Offices.

Discipline-Specific Services for U-M Schools, Colleges, and Departments

Architecture and Urban Planning

- * Consultation on design of a collaborative workshop on "Teaching Ethics in Professional Schools"
- * Consultations on new curriculum initiatives
- * Consultations on pedagogy addressing controversial material
- * Grants for teaching innovation received by Bard, Donnelly, Mankouche, Miller, Newell, Ng, Ray, Schulte, Sirota
- * Interactive theatre performance for faculty on conflict resolution
- * Interactive theatre performance for graduate students on conflict resolution
- * Workshop on planning, development, and assessment of capstone courses

Art & Design

- * Assessment of and reporting on new international experience requirement for undergraduates

Business

- * Consultations on improvement of recruitment and retention of women faculty
- * Grant for teaching innovation received by Ashford

Dentistry

- * Consultation with dental hygiene students to discuss evaluation of service learning project
- * Development and implementation of a teaching academy for newly hired faculty in health science disciplines
- * Presentation of evaluation plan at Dental School Assessment Committee meeting, for examination of new undergraduate curriculum

Education

- * Consultation for workshop on GSI development
- * Grants for teaching innovation received by Bain, Bell, Daly, Dersheimer, Golden, Keren-Kolb, Khasnabis, Krajcik, McMahon, and Starr
- * Hiring and mentoring of graduate student interns from the Center for the Study of Higher and Postsecondary Education (CSHPE)
- * Meetings with prospective and current graduate students
- * Participation in CSHPE faculty meetings
- * Participation in CSHPE orientation for new students

Engineering

- * Assistance with survey design and IRB approval process for evaluation of EECS 314
- * Co-advisor for design-science PhD student
- * Collaboration on research project analyzing the impact of screencasts and related innovations on student learning, with attention to the impact of students from diverse demographic and academic subgroups
- * Collaboration on technology session for Enriching Scholarship Conference
- * Consultation on design of a collaborative workshop on teaching ethics in professional schools
- * Consultations on integrating issues of sustainability into first-year courses
- * Consultations on NSF proposal preparation, including the NSF CAREER award
- * Consultations on student retention issues more broadly
- * Contribution to an AOSS proposal to NSF entitled “U.S. Cities Climate Education Network”
- * Coordination of reviews by CRLT in Engineering regarding Faculty Advisory Board of Innovation in Education proposals
- * Coordination of information session led by ETCs to recruit new ETCs
- * Development and facilitation of half-day teaching orientation program for new engineering faculty
- * Facilitation of three NSF web-based workshops on proposal writing
- * Grants for teaching innovation received by Daly, Ganago, Lastoskie, Moldwin, Orosz, Papalambros, and Ringenberg
- * Hiring, training, and supervision of ETCs
- * Interactive presentation for ETCs on faculty/GSI interactions
- * Interactive theatre performance for fall and winter GSI orientations on how gender influences teaching and learning in an introductory science course
- * Midterm student feedback and individual consultations for faculty
- * Networking sessions for faculty in engineering, education, and psychology to discuss engineering education research
- * Ongoing consultation with the associate deans about CRLT in Engineering initiatives for faculty and GSIs
- * Organization and facilitation of a customized GSI training program prior to the start of classes for the Fall 2010 and Winter 2011 terms, including theatre performance, make-up session, and advanced practice teaching sessions
- * Organization of a poster fair for faculty and GSIs showcasing pedagogical research in Engineering

“I wanted to drop you a quick note to say ‘thanks’ for all the hard work you put into organizing, arranging, helping conceptualize and then, finally, executing the workshop yesterday. I think it went very, very well and I know that the participants all felt that we made good progress. I’m very grateful to the fine staff at CRLT!”

– U-M Dean

Engineering (cont.)

- * Organization of the college's Outstanding Graduate Student Instructor Awards, including the nomination and selection processes
- * Oversight of the Rackham Certificate Program in Engineering Education Research
- * Participation in Center for Engineering Diversity Outreach - Faculty Advisory Council
- * Presentations on CRLT in Engineering and its impact at separate meetings of executive committee, department chairs, and program directors
- * Presentations on ethics and evaluation of teaching for ENG 580: Teaching Engineering
- * Presentation on the ETC Program to GSIs in aerospace engineering, chemical engineering, EECS, IOE, and mechanical engineering at departmental orientations
- * Presentation on the evaluation of teaching to department chairs and associate deans
- * Programs for new faculty on strategies for new faculty success, preparing a CAREER proposal, and networking with senior colleagues
- * Workshops for ETCs on observing classes, midterm feedback, practice teaching, strategies for working with GSIs, consulting with GSIs, and research in engineering education
- * Workshops for faculty on the teaching of design skills, building on the math foundation of engineering courses, effective lecturing, and technical writing
- * Workshops for graduate students and postdoctoral scholars on innovative teaching techniques, learning styles, work/life balance, active learning, lessons from experienced GSIs, and handling sticky situations

Information

- * Consultation on curriculum review process and follow ups
- * Data gathering on curriculum review
- * Grants for teaching innovation received by Conway and Yakel

Kinesiology

- * Consultation on distance learning
- * Consultation on evaluation of Jack Kent Cooke grant on success of transfer students
- * Development of a teaching academy for newly hired faculty in health science disciplines
- * Facilitation of focus groups, survey design, and analysis to support curriculum evaluation
- * Grants for teaching innovation received by Palmer and Van Volkinburg

Law

- * Consultations on engaging with diversity issues
- * Multicultural workshop for the Law School Michigan Achievement Program (MAP)
- * Workshop for S.J.D. candidates on planning and managing an academic career

Literature, Science, and the Arts

- *American Culture*
 - * Interactive theatre performance for faculty about graduate student mentoring
 - * Interactive theatre performance for graduate students about graduate student mentoring
 - * Grants for teaching innovation received by Carroll and Lawsin
 - * Workshop on building dialogue and dialogue skills for faculty

- *Anthropology*
 - * Grant for teaching innovation received by Paley
- *Asian Languages and Cultures*
 - * Grant for teaching innovation received by Ko, Li, and Mochizuki
- *Astronomy*
 - * Grant for teaching innovation received by Gnedin
- *Center for Afroamerican and African Studies*
 - * Workshop on building dialogue and dialogue skills for faculty
- *Chemistry*
 - * Consultation on LSA large course initiative on engaging students in large courses
 - * Consultation on the evaluation of the use and usefulness of online teaching materials in Chemistry 125
 - * Grants for teaching innovation received by Beleh and Coppola
- *Communication*
 - * Coordination of early feedback for all new GSIs
 - * Grants for teaching innovation received by Douglas, Fowler, Hutchinson, and Valentino
- *Dean's Office*
 - * Collaboration with English Language Institute to develop and facilitate a three-week intensive course in August 2010 and a Winter Term 2011 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA, including interactive theatre performances for GSIs about gender issues in the classroom
 - * Consultation on assessment of student learning outcomes
 - * Consultation on LSA large course initiative on engaging students in large courses
 - * Consultation on Teagle/Spencer Project on improving disciplinary thinking and writing using metacognitive strategies
 - * Consultations and collaborations on curriculum reform
 - * Coordination of early feedback for GSIs who are instructors of record for upper-level courses
 - * Development and facilitation of a Teaching Academy for all new assistant professors in the college, including a two-day orientation, facilitation of MSF sessions, facilitation of workshops and disciplinary meetings during the academic year, and a final program on the place of teaching in promotion and tenure
 - * Follow up meetings about assessment of Quantitative Reasoning requirement
 - * Interactive theatre performance for new assistant professors on mentoring graduate students
 - * Interactive theatre performance for new assistant professors on managing a lab
 - * Multiple interactive theatre presentations on how gender and faculty rank influence dynamics in a search committee meeting, faculty mentoring, and the decision-making process of tenure committees
 - * Organization and facilitation of GSI orientation training programs prior to Fall 2010 and Winter 2011 terms
 - * Planning and facilitation of a fall working session for the associate dean of undergraduate education
 - * Presentation on course portfolios for GIEU faculty seminar
 - * Session for faculty GSI coordinators to share strategies on GSI training
 - * Training for all incoming GSIs about sexual harassment, using interactive theatre performances
 - * Workshops for GSMs and GSI coordinators about observing classes, midterm student feedback, practice teaching, strategies for working with GSIs, and consulting with GSIs.

- *Ecology and Evolutionary Biology*
 - * Consultation on a grant proposal for the NSF STEP National Center in Biology
 - * Consultation on LSA large course initiative on engaging students in large courses
- *English Language and Literature*
 - * Grants for teaching innovation received by Bakopoulos, Curzan, and Tinkle
- *English Language Institute*
 - * Interactive theatre performance on climate in the classroom
 - * Collaboration on 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
 - * Grants for teaching innovation received by Altman, Bogart, Chamberlin, Imber, Taylor, and Walker
- *Germanic Languages and Literatures*
 - * Grants for teaching innovation received by Agnew, Dabak, and Wunderwald-Jensen
 - * Planning and facilitation of a faculty retreat
- *History*
 - * Grants for teaching innovation received by Bain, Cannin, Northrop, and Von Eschen
 - * Survey research on factors influencing LSA students to take history courses
 - * Workshop for GSIs on teaching introductory courses
- *Linguistics*
 - * Presentations on international GSI testing and training in LING370
- *Mathematics*
 - * Interactive theatre performance about gender in the classroom as part of the orientation program for instructors teaching introductory calculus
 - * Preparing Future Faculty workshop for graduate students on developing a teaching philosophy statement and the role of the teaching statement in the academic job search
- *Molecular, Cellular, and Developmental Biology*
 - * Consultation on LSA large course initiative on engaging students in large courses
 - * Grant for teaching innovation received by Hortsch
 - * Workshop on teaching large courses and instructional technology
- *Museum Studies*
 - * Facilitation of focus groups for curriculum review
- *Near Eastern Studies*
 - * Grants for teaching innovation received by Northrop and Rammuny
- *Organizational Studies*
 - * Consultation on focus groups for curriculum review
- *Philosophy*
 - * Consultation on design of student exit surveys
- *Physics*
 - * Facilitation of multiple focus groups and interviews to support Next Generation Learning Challenge Grant
 - * Grant for teaching innovation received by Evrard

- *Political Science*
 - * Consultation on LSA large course initiative on engaging students in large courses
 - * Presentation on teaching and academic hiring for graduate students enrolled in PS 500: Preparing for Careers in Political Science
 - * Workshop for GSIs on teaching with everyday technologies
 - * Workshop on conflict and facilitation in the classroom
- *Program in the Environment*
 - * Consultation and planning for advisory board meeting on departmental self-study
 - * Consultation on evaluation of ENVIRON 391: Sustainability and the Campus
 - * Consultation, planning, and facilitation for retreat on departmental self-study
 - * Coordination of midterm student feedback for new GSIs
 - * Workshop for GSIs on effective student engagement strategies
- *Psychology*
 - * Consultation on evaluation of new course created through NSF CAREER grant
 - * Grants for teaching innovation received by Gonzalez and Perlmutter
 - * Presentation on U-M Graduate Teacher Certificate and CRLT programs for graduate students at graduate student recruitment weekend
 - * Workshop for GSIs on effective college teaching principles and practices
- *Residential College*
 - * Grants for teaching innovation received by Kirschenmann and Tell
- *Romance Languages and Literatures*
 - * Assistance with survey evaluation of intercultural development in intermediate Spanish course
 - * Grants for teaching innovation received by Bertellini, Calixto, Cornish, Habekovic, Meyer, Neu, Noverr, Rodriguez, and Sullivan
- *Screen Arts and Cultures*
 - * Grants for teaching innovation received by Bertellini, Bravos, and Kybartas
- *Slavic Languages and Literatures*
 - * Grant for teaching innovation received by Paloff
- *Sociology*
 - * Grant for teaching innovation received by Levitsky
- *Sweetland Center for Writing*
 - * Assistance with evaluation of the Dissertation Writing Institute
 - * Collaboration on a grant from the Teagle and Spencer Foundations on using metacognitive strategies to promote disciplinary writing and critical thinking skills
 - * Grants for teaching innovation received by Barron, Ciccirelli, and Silver
- *Women in Science and Engineering (WISE) Residential Program*
 - * Consultation on evaluation of living-learning community
- *Women's Studies*
 - * Workshop on building dialogue and dialogue skills for faculty

Medicine

- * Assistance with survey design and facilitation of focus group for evaluation of geriatric psychiatry rotation
- * Assistance with survey design on evaluation of web resources for teaching histology
- * Development of a teaching academy for newly hired faculty in health science disciplines
- * Evaluation of the On Job/On Campus program and its grant writing course
- * Grants for teaching innovation received by Bell, Schnell, Skolarus, Rust, Skye, Warrier, and Williams
- * Interactive theatre performance on breaking bad news
- * Interactive theatre performances about faculty advising faculty
- * Interactive theatre performance about facilitating contentious conversations in small group discussions
- * Provision of resources on CRLT programs and services at faculty orientation
- * Workshop on effective lecturing and teaching in large courses
- * Workshop on effective, efficient, one-on-one clinical teaching strategies for faculty in pediatric pulmonary medicine

Music, Theatre & Dance

- * Grants for teaching innovation received by Clague, Croft, Ellis, Hopkins, Myers, and Pelton

Natural Resources & Environment

- * Coordination of feedback for all new GSIs
- * Design of cases for use at SNRE/PiTE GSI orientation
- * Follow up meetings for assessment of required core master's curriculum
- * Interviews with faculty in Landscape Architecture for development of curricular learning objectives and program review; assistance with retreat planning
- * Presentation and discussion on using blogs and wikis to enhance student engagement
- * Presentation at new faculty orientation

Nursing

- * Consultation on evaluation of continuing education for ANCC
- * Consultation on faculty development programs regarding mentoring undergraduate and graduate students in research and teaching contexts
- * Development of a teaching academy for newly hired faculty in health science disciplines
- * Facilitation of workshops at Summer Faculty Institute: Mentoring Graduate Students, Managing GSI-Faculty Relationships, Engaging Students in Large Lectures, and Effective Instruction for Distance/Online Learning
- * Focus group facilitation for an online course
- * Interactive theatre performance on faculty advising faculty

Pharmacy

- * Design, coordination, and evaluation of a pilot project on formative faculty peer review of teaching materials (Formative Mentoring to Improve Teaching Effectiveness, FMITE)
- * Development of a teaching academy for newly hired faculty in health science disciplines
- * Program evaluation for Pharmacy 551/552 course sequence including student surveys and focus groups

with faculty course directors and resident instructors

- * Workshop on pedagogical frameworks for embedding active learning into courses: comparison of case-, team-, and problem-based learning

Public Health

- * Program evaluation for 551/552 course sequence including student surveys and focus groups with faculty course directors and resident instructors
- * Consultation on graduate student mentoring resources for NSF grant
- * Development of a teaching academy for newly hired faculty in health science disciplines
- * Evaluation of the On-Job/On-Campus program and its grant writing course
- * Facilitation of focus groups for evaluation of Genome Sciences Training Program (GSTP)
- * Grant for teaching innovation received by Potter
- * Presentation on designing “sticky” communications for “Health Advocacy, Education, and Mass Media” course
- * Professional development workshop for first-year HBHE students

Public Policy

- * Consultations with dean's office on Ford School strategic assessment and MPP curricular review
- * Coordination of MSF program for new faculty and faculty teaching in the core curriculum
- * Planning, implementation, and analysis of Fall 2010 Core Politics Course Assessment
- * Consultation on assessment of Applied Policy Seminar and Micro B
- * Facilitation of faculty retreat
- * Grants for teaching innovation received by Ahn and Waltz

Rackham Graduate School

- * Consultations on support for GSIs
- * Consultation with Kalamazoo and Oberlin Colleges on postdoctoral fellowship and mentorship programs
- * Coordination and evaluation of the U-M Graduate Teacher Certificate Program, including reviewing portfolios and awarding certificates; leadership of Advisory Committee
- * Development of a CIRTl proposal for U-M
- * Facilitation of “What’s It Like?” a three-session series and website highlighting faculty worklife in different institutional contexts
- * Implementation and evaluation of Rackham-CRLT Preparing Future Faculty Mentorship Program with faculty at other institutions
- * Organization, implementation, and evaluation of the month-long, Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty for advanced doctoral students
- * Organization, implementation, and evaluation of one-day Preparing Future Faculty conference
- * Organization, implementation, and evaluation of the Postdoctoral Short-course on College Teaching in Science and Engineering
- * Participation in Outstanding GSI Awards selection process and presentation of winners at awards ceremony
- * Participation in PLAN committee

Rackham Graduate School (cont.)

- * Participation in Rackham New Graduate Student Orientation Resource Fair, fall and winter
- * Participation in selection of U-M postdoctoral fellows at Oberlin and Kalamazoo, and evaluation of the program

Social Work

- * Consultations on assessment of new elements in doctoral curriculum
- * Consultation on faculty development workshops
- * Consultations on GSI training strategies and options for mentoring and support
- * Consultation on use of theatre to discuss disabilities and privilege in the classroom; creation and performance of vignettes on this topic
- * Development of a teaching academy for newly hired faculty in health science disciplines
- * Grant for teaching innovation received by Crabb

Customized Services for Other Units at U-M

Arts at Michigan

- * Consultation and review of faculty grant program applications

Arts of Citizenship

- * Participation on Executive Committee
- * Review of grant applications

ArtsEngine

- * Member of Administrative Core group
- * Member of Creative Process Research Group
- * Member of long-range planning committee for Michigan Meeting, a conference for forty-five research universities on integration of arts in higher education.

Career Center

- * Collaboration to plan, implement, and evaluate a one-day conference on Preparing Future Faculty

Center for the Education of Women (CEW)

- * Collaboration on supporting faculty and staff on diversity
- * Participation in Faculty Work Life Survey Committee
- * Consultations on U-M processes

Ginsberg Center for Community Service and Learning

- * Consultations on strategies to support and engage faculty
- * Grant for teaching innovation received by Schultz

Graham Environmental Sustainability Institute

- * Consultation on assessment of campus-wide teaching and curricular initiatives regarding sustainability

Institute for Research on Women and Gender

- * Collaboration on planning for the Strategies Toward Excellent Practices in Departments program (STEP)
- * Multiple interactive theatre performances and presentations on departmental change (as part of STEP workshop)
- * Multiple interactive theatre presentations on how gender and faculty rank influence dynamics in a search committee meeting, faculty mentoring, and the decision-making process of tenure committees

Libraries

- * Collaboration on Provost's Teaching Innovation Prize (TIP) competition
- * Consultation with library team on assessment of instructional effectiveness
- * Consultation with library team on research and library resource seminar for GSIs
- * Panel discussion on teaching effectively with iClickers

Office of the President

- * Interviews with faculty funded by MLTT on the learning and outcomes of their courses
- * Organization of a one-week Michigan Faculty Development Seminar for 31 Chinese higher education leaders
- * Participation in the President's History and Traditions Committee
- * Pedagogical consultations and assessment services for MLTT-funded faculty teams
- * Reports to the President's Task Force on Multidisciplinary Learning and Team Teaching (MLTT)
- * Surveys and focus groups of Chinese faculty and graduate students to learn about current pedagogical practices in elite Chinese universities
- * Survey of students in nine courses funded by the MLTT initiative to help assess comparative learning and impact

Office of the Provost and Executive Vice President for Academic Affairs

- * Organization of Provost's Seminar, *Connecting College Teaching with the Science of Learning*
- * Organization of Provost's Seminar, *Educating Globally Competent Students*
- * Chair of Diversity Council
- * Chair of Diversity Council Executive Committee
- * Chair of Diversity Council subgroup on undergraduate student success
- * Community outreach through the Wolverine Express
- * Consultation on designing an initiative to reinvent large courses and to spread teaching and instructional technology innovations among U-M faculty
- * Consultation on implementation of collaborative cybertools in the U-M online teaching environment
- * Consultations and research for Community College Transfer Initiatives
- * Consultations with the National Center on Institutional Diversity

Office of the Provost and Executive Vice President for Academic Affairs (continued)

- * Coordination of third campus-wide Provost's Teaching Innovation Prize in collaboration with the senior vice provost and the dean of libraries
- * Creation of two videos of Thurnau professors demonstrating strategies for engaging students
- * Facilitation of sessions as part of national meetings for AAU institutions meeting to address shared diversity issues
- * Interactive theatre performance for the U-M community and the public about students with disabilities
- * Organization and facilitation of New Faculty Orientation, including interactive theatre performance
- * Organization of competition to select Thurnau professorships
- * Organization of competition to select U-M faculty for Michigan Distinguished Professor of the Year Award
- * Organization of competition to select U-M faculty for U.S. Professor of the Year Award
- * Organization of dinner honoring new Thurnau professors, including theatre performance on institutional change
- * Organization, facilitation, and evaluation of Provost's Campus Leadership Program for chairs and associate deans, including theatre performances on working successfully with staff
- * Participation in Vice Provost and Associate Dean Group

Program on Intergroup Relations

- * Collaboration on development of a program on dialogue and dialogue skills for faculty in the Program in American Culture, Center for Afroamerican and African Studies, and Women's Studies

Public Goods Council

- * Report on the use of archival, museum, and botanical collections for undergraduate teaching
- * Workshop on teaching with museum resources

Teaching and Technology Collaborative

- * Collaboration with other instructional technology units to organize and facilitate the Enriching Scholarship program, a university-wide, one-week program of workshops, demonstrations, and presentations
- * Organization of Provost's Teaching Innovation Prize and Investigating Student Learning poster session (for Enriching Scholarship)
- * Seminars and workshops on technology and teaching

U-M Bookstore

- * Meeting and consultation on bookstore's strategic plan

Collaborations and Committee Work

Collaboration with Other Units

Collaboration with other U-M offices is a key component of CRLT services. During 2010-2011, CRLT worked with all schools and colleges on teaching improvement projects. Additionally, CRLT collaborated with

- * Arts at Michigan
- * Arts on Earth
- * The Career Center
- * Center for the Education of Women
- * Digital Media Commons
- * Division of Student Affairs
- * Dual Career Services (Provost's Office)
- * English Language Institute
- * Ginsberg Center for Community Service and Learning
- * Global Intercultural Experience for Undergraduates (*GIEU*)
- * Hillel
- * International Center
- * Instructional Design Group
- * Language Resource Center
- * LSA Student Academic Affairs
- * LSA Instructional Support Services (*ISS*)
- * Medical School Learning Resource Center
- * MERLOT Community
- * Multicultural Engineering Programs Office
- * News Service
- * Office of Academic Multicultural Initiatives (*OAMI*)
- * Center for Global Intercultural Studies
- * Office of New Student Programs
- * Science Learning Center
- * Sweetland Center for Writing
- * University Library

Committee Work

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

- * Academic Computing Support Forum
- * Academic Services Board (*ASB*)
- * Arts at Michigan Course Connections
- * Arts on Earth: Creative Process Research Group
- * Center for Ethics in Public Life's Executive Committee
- * CEW Faculty Work Life Survey Committee
- * Community College Transfer Initiative
- * Diversity Conference Planning Committee
- * Diversity Council
- * Engineering "All Hands" Committee
- * Engineering Diversity and Outreach Council
- * Engineering Learning Technology Committee
- * Engineering Mentoring Committee
- * Enriching Scholarship Planning Committee
- * Enriching Scholarship Keynote Planning Committee
- * Ford Foundation Difficult Dialogues Second Round (*IGR*)
- * Ginsberg Center Director Search Committee
- * MERLOT
- * Michigan League Media and Events Coordinator Search Committee

Committee Work (cont.)

- * Palmer Commons Working Group
- * Pathways to Social Justice
- * Peace Corps 50th Anniversary Steering Committee
- * Peace Corps Anniversary Faculty Involvement Committee
- * Postdoctoral Advisory Group and Network
- * President's History and Traditions Committee
- * President's Task Force on China
- * Provost's Emergency Video Project
- * Provost's Teaching Innovation Prize Selection Advisory Committee
- * Public Goods Council
- * Rackham Outstanding Graduate Student Instructor Awards Committee
- * Rackham's Responsible Conduct of Research Committee
- * School of Education Clinical Faculty Task Force
- * STEP Planning Committee
- * Teaching and Technology Collaborative
- * Thurnau Selection Advisory Committee
- * U-M Graduate Teacher Certificate Advisory Committee
- * U-M's Investment in Learning and Teaching Organizations
- * U.S. Professor of the Year Selection Committee
- * Vice Provost and Associate Dean Group (VPADG)

External Committee Participation

- * Association for Theatre in Higher Education (*ATHE*) Interactive Theatre Task Force (J. Steiger)
- * Board of Trustees for the Alvin M. Bentley Foundation (C. Cook)
- * Committee on Institutional Cooperation (*CIC*) Teaching Center Directors Group (C. Cook, M. Kaplan)
- * External evaluation visits for NSF PAID grant to the University of Akron, Bowling Green State University, Case Western Reserve University, Cleveland State University, University of Toledo, and Kent State University (M. Wright)
- * Frontiers in Education Conference Steering Committee (C. Finelli)
- * Ivy Plus Consortium on Teaching (C. Cook)
- * POD Graduate and Professional Student Development (*GPSD*) Committee Chair (M. Wright)
- * Site Visit Team to University of Illinois, Chicago for NSF ADVANCE Grant (M. Wright)

New Initiatives *in* 2010-2011



Faculty Development Seminar for Chinese Universities

In May 2011, CRLT hosted a delegation of 31 representatives from nine elite Chinese research universities for a weeklong Michigan Faculty Development Seminar on creating and sustaining a teaching center. The participants included presidents, provosts, vice-provosts, and other senior-level administrators who are responsible for the teaching mission of their universities. The program included sessions on working with university leaders to create a culture of teaching, developing a mission statement, evaluating teaching center services, and the role of a teaching center in curriculum development and assessment. In addition, participants visited U-M classes and heard from the U-M president, provost, and deans, along with a number of U-M faculty who have won teaching awards. This new program deepens CRLT's efforts to support President Coleman's China Initiative. Those efforts began in 2006 with CRLT's organization of the Michigan-China University Leadership Forum, at which presidents of Chinese universities learned about creating world-class research institutions. Thanks to the success of the Forum and CRLT's reputation for excellence in faculty development, the Chinese Ministry of Education chose CRLT as the model for new teaching centers being developed under the new Strategic Plan for China 2010-2020, which includes

a focus on enhancing educational quality. A number of the universities that participated in the Seminar will send representatives of their teaching centers to CRLT for a six-week Fellows program in the fall of 2011.

"Thank you very much for the Seminar, which was full of thoughts and ideas we will digest for a long time. On the trip back, I read the Chinese version of your book from beginning to end. All chapters were written in a practical way. You really opened your secret recipe to us and to the world."

- Faculty Development Seminar Participant

Faculty Institute on Building Dialogue and Dialogue Skills

CRLT, in collaboration with The Program on Inter-group Relations (*IGR*), planned and presented this program for faculty teaching multicultural content in American Culture, Center for Afroamerican and African Studies, and Women's Studies. Goals included developing dialogue strategies and skills that faculty can use in class, especially in discussions of power and equity; encouraging movement from the analytical to the personal; and fostering inquiry and exchange among faculty participants on issues of pedagogy. Faculty members were nominated by department chairs, and 12 participated in the two-day May program. The agenda included the modeling of strategies and demonstration of specific exercises to promote dialogue, as well as the opportunity for participants to practice facilitating a 20-minute dialogue of their own design. In the 2011-2012 academic year, participants will reconvene to follow up on what they have learned

and put into practice in their teaching. This program was sponsored, in part, by a grant from the Teagle Foundation.

Health Sciences Teaching Academy

In collaboration with the deans of Dentistry, Kinesiology, Medicine, Nursing, Pharmacy, Public Health, and Social Work, CRLT developed a Health Sciences Teaching Academy (*HSTA*) for new assistant and clinical assistant professors in these units that was offered for the first time in the 2011-2012 academic year. The goals of the HSTA are to help new faculty maximize student learning in courses and clinical settings, and to foster interdisciplinary collaboration among faculty in these schools and colleges. The program includes a two-day orientation in August, small-group discussion meetings in the fall term, midterm student feedback sessions for each faculty member, and a set of roundtable discussions in January. In designing the Teaching Academy, CRLT staff met with a steering committee of deans and associate deans and conducted focus groups with junior and senior faculty.

Provost's Seminar on the Science of Learning

As the culmination of a three-year grant from the Teagle Foundation, CRLT presented a Provost's Seminar on Connecting College Teaching with the Science of Learning. Over 140 faculty attended the Seminar, which included two keynote addresses designed to link the Science of Learning with multicultural goals of higher education. Robert Bjork, Distinguished Professor of Psychology at UCLA, discussed how his research on recall and retention can benefit both instructors and students in lecture settings. Patricia Gurin, Arthur F. Thurnau Professor and Nancy Cantor Distinguished Professor of Psychology and Women's Studies at U-M, presented results of a multi-university study on the positive impact of student participation in structured classroom dialogues. The Seminar included two sets of concurrent sessions: one focused on in-depth discussions of research on student learning and a second presenting

teaching strategies developed by U-M faculty who participated in CRLT seminars on the science of learning.

"Knowing more about what the research has to say about student learning was extremely valuable. It made me think about different ways to structure lectures and assignments. I think it was also helpful to hear about the challenges other instructors face, what they have tried, what's worked, and what hasn't."

- Faculty Member

"The Provost's Seminar spurred some new course ideas for me and provided valuable resources and information about incorporating global awareness issues into my existing courses."

- Faculty Member

Programs on Internationalization

CRLT organized a series of programs on internationalization as a follow-up to U-M's reaccreditation focus on this topic. In November 2010, over 100 faculty attended a Provost's Seminar on Educating Globally Competent Students, which explored what it means to be "globally competent" and what teaching for global competence might look like at curricular and course levels. A keynote address by U-M Professor of History Juan Cole framed the discussion and provided useful strategies for engaging students in global learning in U-M classrooms. Concurrent sessions included interdisciplinary panels and workshops focused on opportunities and pedagogies for global engagement on campus. The event stimulated a lively conversation about what teachers on campus can do to help their students become more confident and comfortable global citizens. As part of its Winter Seminar Series, CRLT also offered seminars on Teaching International Students and Using Technology for Global Learning.

CRLT in Engineering

CRLT's branch office on North Campus was established in 2004 to support the College of Engineering in achieving its strategic goal of promoting excellence and innovation in teaching and learning. To better reflect its mission and services, CRLT North changed its name to CRLT in Engineering in winter 2011. The new name accurately reflects the focus of the office: offering a comprehensive range of services for engineering faculty and GSIs at all levels of their careers, providing national leadership to enhance the visibility of U-M in engineering education, and undertaking research and scholarship to explore issues related to teaching and learning in engineering.

CRLT Book

As the oldest teaching center in the country and a recognized leader in the field of faculty development, CRLT has written a book that documents its approach to faculty development, *Advancing the Culture of Teaching on Campus: How a Teaching Center Can Make a Difference* (Stylus Publishing). This volume contains chapters authored by CRLT's professional staff describing CRLT's programs and strategies, such as leading

a teaching center, measuring a center's effectiveness, and strengthening diversity through faculty development (see pp. 52-53 for a full list of chapters). Timed to coincide with CRLT's 50th anniversary in 2012, the book is designed to be a resource for the successful operation of a teaching center on a research university campus. The book was translated into Chinese by Zhejiang University Press and given to participants in the Michigan Faculty Development Seminar.

Assessment of Student Learning

As part of the University's reaccreditation, CRLT expanded its work in assisting faculty, departments, and schools and colleges in their efforts to assess student learning in courses and curricula. These efforts grew substantially in 2010-2011, as U-M faculty and administrators turned to CRLT for assistance addressing questions about the nature or quality of student learning in their units. CRLT worked with 17 schools and colleges, as well as 15 departments, programs, and offices in LSA on assessment projects (see pp. 29-34 for details). With two research scientists, professional staff trained to consult on assessment, and the assistance of postdocs and graduate students who can collect and analyze data, CRLT serves as the University's de facto assessment office.

Program Areas



CRLT Website

Faculty, instructional consultants, and administrators at U-M and in higher education institutions throughout the U.S. and around the world visit the CRLT website to obtain resources on teaching and learning. Between June 1, 2010, and May 31, 2011, CRLT's website received over 342,500 visits, representing close to 278,000 unique visitors from 200 countries. Approximately 10% of users are from U-M, and 72% of visitors were from the United States. The "Teaching Strategies" page received the highest number of visits, about 55% of the total.

Instructional Technology



Through consultation services and programs, CRLT staff members help individuals and departments explore, integrate, and evaluate the use of instructional technology.

As a charter member of the Teaching and Technology Collaborative (TTC), CRLT co-sponsored the 13th annual Enriching Scholarship Conference along with the University Library, the Faculty Exploratory, Information and Technology Services, the LSA Language Resource Center and Instructional Support Services (ISS), the Medical Learning Resource Center, the Digital Media Commons, and the Science Learning Center. This weeklong event features seminars, workshops, open houses, and demonstrations on the use of technology in teaching and learning. CRLT staff co-organized the opening event, which included a poster fair that highlighted the work of the recipients of both the annual U-M Provost's Teaching Innovation Prize and CRLT's Investigating Student Learning Grant. The keynote address *From Knowledgeable to Knowledge-able: Building New Learning Environments*

"I have found the U-M CRLT website a great teaching resource and will continue to access it for conceptual ideas as we continue with our Teaching Support Center design dialogues."

– Dean at a California college

for New Media Environments was delivered by Michael Wesch, Associate Professor of Cultural Anthropology at Kansas State University.

In May 2011, CRLT sponsored the Teaching with Technology Institute. The Institute was designed to help faculty explore the effective use of technology in teaching, to further develop their technology skills, and to integrate instructional technology into their teaching (see *Grants Competitions and Awards*, p. 48 for a list of recipients). In addition, CRLT developed a large course reinvention project in collaboration with LSA and the College of Engineering. CRLT consultants are assisting faculty from these units as they redesign their large courses to increase student engagement, with special emphasis on the use of IT.

As part of the University's IT rationalization process, CRLT participated on the Teaching and Learning Advisory Group, a university-wide committee that provides guidance, oversight, and strategic thinking on IT investments to support teaching and learning. To inform university-wide conversations about the future of distance education at the university, CRLT updated its webpage on distance learning programs in U-M schools and colleges. CRLT also continued to host monthly meetings of the Instructional Design Group.



Multicultural Programming

CRLT's Coordinator of Multicultural Teaching and Learning and other professional staff develop and facilitate customized

programs and services to address multicultural issues in specific contexts. Planning these programs is typically done in collaboration with administrators, faculty, and/or graduate students who are members of the college or department that has requested the service. CRLT also provides a variety of services that are available to instructors across the campus, including campus-wide workshops, seminars, and individual consultations that address such topics as creating and maintaining inclusive classrooms, leveraging student diversity to enhance student learning, developing skills to handle class dynamics that arise from controversial topics, and enhancing the impact that multicultural content has on student learning. Following are some specific ways in which CRLT staff promoted multicultural teaching and learning at U-M during the 2010-2011 academic year:

- Creating and implementing, with the Program on Intergroup Relations (IGR), a program for faculty teaching multicultural content to develop their skills in dialogue, facilitating student dialogue, and course design (sponsored in part by a grant from the Teagle Foundation)
- Leading workshops for graduate students on strategies for teaching and assessing multicultural material, leading discussions about diversity, and handling issues of identity and authority
- Sharing information and resources about multiculturalism and diversity during the New Faculty Orientation and GSI Teaching Orientations, meetings in specific departments, and other campus-wide events
- Offering support for departments and units on campus interested in developing outreach programs to recruit and retain underrepresented students

- Providing support for departments and units on campus to address diversity issues arising in instructional contexts
- Facilitating discussions about multicultural issues for departmental and organizational staff retreats across the university
- Assisting with multicultural aspects of curricular reform and academic program development across the university, e.g., curricular development by the Graham Environmental Sustainability Institute; capstone courses in Urban Planning; and workshops for the Michigan Access Program in the Law School
- Assisting faculty analysis of how teaching innovations contribute to improved student performance across differences in the academic and social backgrounds of the students
- Collaborating with the Provost's Office to help assess student success in the Community College Transfer Initiative
- Serving on university-wide or college committees that address issues of diversity, including chairing the President's Diversity Council, participating in the Executive Committee for the Arts of Citizenship Program, and participating in the Engineering Advisory Council of the Center for Engineering Outreach and Diversity.



CRLT Theatre Program

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 U-M ADVANCE.

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

What people are saying about the CRLT Players

“I have seen or attended a number of other presentations about class dynamics. This was the most interactive I have ever attended. I think the live performances, both by actors and musicians, was excellent and promoted real-time interaction of the attendees. Very nice.”

“Seeing issues and tensions ‘live’ is revealing and immediate.”

“Awesome. I couldn’t really imagine a more interesting and insightful session on classroom climate.”

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 were developed in collaboration with the ADVANCE Program at U-M 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 the Provost’s dinner honoring new Thurnau Professors. In addition, the Players are in demand nationally, performing for campuses and conferences around the country.

This year, the CRLT Theatre Program expanded its multi-media performance approach with new productions and innovations to existing sketches. The creation of *Institutional Change: The Musical*, a full-length musical, enabled the Players to use music and song to address issues relevant to a broad academic audience. The production examines the inner workings of a fictional academic department through a series of narratives that depict university culture and climate. The characters, ranging from a student to the department chair, struggle to find purpose in a rapidly changing environment without compromising their current positions. The musical premiered in a professional theater at Auburn University before 150 faculty, chairs, deans, staff and students. Additional performances took place at Marshall University and at U-M. Other innovations included the development of trigger vignettes – short scenes created in response to specific needs in an academic unit – for the School of Social Work and the Provost’s Campus Leadership Program, and the customization of “First Class” and “The Fence” for a Chinese audience as part of the Michigan Faculty Development Seminar (*see p. 23*). Initially viewed as a pragmatic, technical concern, the need for translation led to a creative use of multimedia – music, graphics, and animation – to present subtitles as an integral part of the dramatic production.

In the 2010-2011 academic year, the CRLT Players performed 41 times on campus for approximately 2,721 audience members. The Players also performed at the following campuses and conferences:

- Auburn University
- Marshall University
- Michigan State University
- Society for Neuroscience Workshop for Department Chairs, Tucson, AZ

The CRLT Theatre Program’s artistic director also consults with faculty and staff on other campuses who are interested in using theatre for faculty develop-

ment and/or developing their own interactive theatre groups. In 2010-2011, he consulted with representatives of the following institutions:

- Oakwood Hospital, Dearborn, MI
- Southern Illinois University
- University of Chicago
- University of Miami
- University of North Texas
- Whitworth University

Services for Assessment of Student Learning

During the 2010-2011 academic year, CRLT staff worked with individual 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 using data for improvement, facilitation of faculty discussions, and provision of funds through CRLT's various grants programs. All of CRLT's assessment projects have two defining characteristics:

1) they are led by faculty responsible for the curriculum or the courses being assessed, with CRLT providing support and expertise as necessary; 2) they are action oriented, generating data of interest to faculty and faculty committees responsible for improving their courses or curricula. CRLT's assessment work included the following projects.

Campus-Wide and Multiple-Unit Assessment Initiatives and Services

1. Multidisciplinary Learning and Team Teaching Initiative

In Fall 2005, U-M President Mary Sue Coleman dedicated \$2.5 million dollars to support team-teaching efforts and interdisciplinary degree programs at the undergraduate level, the Multidisciplinary Learning and Team Teaching (MLTT) Initiative. The MLTT Steering Committee called for proposals and allocated start-up funds for outstanding new courses and programs that would target first- and second-year students

and be models for others. The MLTT Steering Committee asked CRLT to help document the program's impact, in addition to providing pedagogical consultation for the funded faculty.

In 2010-2011, CRLT provided course observation and pedagogical consultations to MLTT courses in their first or second year. CRLT also compiled the results of student surveys conducted in 2009 and 2010 for nine MLTT courses, and discussed the results with the lead faculty for these courses. Furthermore, CRLT interviewed faculty about strategies for learning that can benefit future multidisciplinary teaching.

2. *Resource for the Academic Affairs Advising Committee (AAAC) of the Senate Advisory Committee on University Affairs (SACUA)*

In response to AAAC's request for a map of assessment work conducted at the Ann Arbor campus, CRLT presented a report about its services to the Committee in Fall 2010. CRLT also created a webpage that consolidates information about large studies and data sources on student learning in the U-M curriculum and co-curriculum. <http://www.crlt.umich.edu/assessment/index.php> This directory provides "one-stop shopping" for anyone who is seeking data on student learning at U-M.

3. Investigating Student Learning Grant Competition

CRLT coordinates this annual grant competition, consults at least twice with project teams, and works even more intensively with many. About 10 projects each year are led by teams of faculty and graduate students or postdocs who are participating in the body of research known as the Scholarship of Teaching and Learning (SOTL). Projects adhere to the following three criteria: 1) they are inquiry based, posing questions about problems or issues in teaching and learning and exploring practices that promote, deepen, or otherwise improve learning; 2) they use methods

appropriate to the discipline in order to find answers to the questions posed; and 3) they are designed to be made public so that results can inform the work of colleagues and the discipline more broadly. Among other avenues, grantees share their results at a poster fair held in conjunction with the keynote address for Enriching Scholarship each May. CRLT provides significant assistance in the presentation of findings and the design of posters. For titles of 2011 grant recipients' projects, please see pp. 47.

4. Evaluation Research for Education Grants

CRLT staff consulted with faculty applying for internal and external grants in areas related to curricular and pedagogical innovation. CRLT consultations included pre-proposal evaluation design, assistance on planning and implementing data collection, and support for using evaluation information for decisions about improvement. Faculty sought external grants from agencies such as EDUCAUSE, the Mellon Foundation, the National Institutes of Health (*NIH*), and the National Science Foundation (*NSF*). CRLT's evaluation researcher and other CRLT consultants worked on grant design, implementation, and evaluation issues with a variety of departments, administrators, faculty members, and staff in atmospheric, oceanic, and space sciences; chemical engineering; civil and environmental engineering; ecology and evolutionary biology; materials science and engineering; mechanical engineering; molecular, cellular, and developmental biology; physics; technical communication; and the School of Education.

5. LSA: Michigan Education Through Learning Objects Grant Project Team

CRLT is participating in the development of strategies for evaluating teaching innovations with faculty in chemistry, English, history, psychology, and statistics who are working on incorporating

"learning objects" (interactive, web-based tools) into their courses.

6. Medicine, Pharmacy, and Public Health

CRLT collected and analyzed data as part of an evaluation of the On-Job/On-Campus (*OJ/OC*) program, a joint executive master's degree in clinical research design and statistical analysis. In addition to the survey, CRLT conducted a focus group regarding the capstone grant writing course to inform course revision.

7. 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 gather data from students on the effectiveness of their teaching during the term while they still have time to implement changes to improve their courses. CRLT conducted MSFs in 454 courses in 2010-2011, including focused follow-up evaluations around issues such as technology in the classroom. For more details, see p. 43.

Department, School, and College Assessment Projects

8. Architecture & Urban Planning

In support of the college's review of the curriculum, a CRLT consultant led a workshop for faculty about planning, developing, and assessing capstone courses.

9. Art & Design

In support of a multi-year evaluation of the school's new international experience requirement, CRLT surveyed sophomores about intercultural competence and compared findings with peer institutions. CRLT consultants also analyzed student work, conducted focus groups with faculty and staff who led study abroad trips, and presented a report to the Art & Design International Council.

“We had a productive two days, and your agenda outline worked quite well. There was a good pace to everything. I think most faculty’s biggest concerns were addressed, and we seemed to be all in agreement at the end of the day on Friday. Thank you so much.”
– U-M Department Chair

10. Dentistry

A CRLT consultant presented a plan for evaluating the new undergraduate curriculum at a meeting of the school’s assessment committee. CRLT will also carry out the evaluation by conducting focus groups with undergraduates and faculty. Separately, CRLT staff advised a dental hygiene student team regarding evaluation of a service-learning project initiated by the students. The team won research prizes from the School of Dentistry and the American Association of Public Health Dentistry.

11. Education

Faculty who are studying the use of video records of intern teachers’ learning in EDUC 118 and 442 participated in the ISL Symposium. Sessions included methodology for evaluating student learning, an overview of the IRB process, and individual consultations.

12. Engineering

CRLT collaborated with the faculty coordinator of EECS 314 regarding ways of evaluating student learning in labs. In addition to helping design and administer a survey, CRLT also assisted with the IRB application for the project. The faculty member applied successfully for a 2011 ISL grant. Separately, a CRLT consultant assisted a student team in a design class with their evaluation of the effect of library whiteboard designs on study group strategies.

CRLT consulted on three additional courses as part of the ISL grants program. Faculty investigating the feasibility of predicting student success in a first-year programming course participated in the 2011 ISL Symposium, which included sessions on methodology for evaluating student learning, an overview of the IRB process, and individual consultations. In addition, CRLT consultants conducted follow-up discussions with faculty leading two projects that were part of the 2010 ISL cohort, one looking at the benefits of active learning in aerospace engineering, and the second investigating the impact of gender on group work across the college. The latter project has resulted in a proposal to NSF.

13. Information

CRLT consulted on a curriculum review and conducted focus groups with current and former students to inform the review process.

14. Kinesiology

CRLT staff consulted with a faculty member and an associate dean regarding evaluation of a Jack Kent Cooke grant. Separately, a CRLT consultant collaborated with an associate dean and faculty from two departments on curriculum evaluation. For both sport management and movement science, CRLT designed and conducted a focus group and a survey of upperclassmen, as well as a survey of alumni. CRLT also helped design a faculty retreat to promote engagement in a curricular mapping exercise.

15. LSA: Chemistry

CRLT assisted two instructors, one using a survey to evaluate the effect of enhanced podcasts in CHEM 125 and 126 and another who was evaluating student learning about lab safety. Separately, a CRLT consultant provided feedback to a 2010 ISL team regarding its manuscript submission to the *Journal of Research in Science Teaching*. The team found that concurrent enrollment in lab and lecture had a positive effect on student retention and final grades.

16. LSA: Comprehensive Studies Program

CRLT provided resources for the assessment of netbook use in English 125 and 225.

17. LSA: Dean's Office

CRLT consulted with the dean on the assessment of student learning outcomes in the college. Additionally, CRLT staff held follow-up meetings with departments about the assessment of the college's Quantitative Reasoning requirement.

"Overall, I think the visioning exercise went very well. Everyone was engaged, and some interesting ideas surfaced. Your facilitation certainly helped things go smoothly. A pleasure to work with you!"

— U-M Dean

18. LSA: English

A CRLT consultant worked with a 2010 ISL grantee on analyzing findings and preparing a poster disseminating the results of their study on the habits and needs of "Generation 1.5" writers (students who immigrated to the U.S. as children). In addition, faculty and GSIs who are examining how students learn to perform close readings in a large lecture course (*English 350*) participated in the ISL Symposium, which included sessions on methodology for evaluating student learning, an overview of the IRB process, and individual consultations.

19. LSA: History

In collaboration with the department's curriculum committee, CRLT investigated influences on students' plans to take history courses. CRLT designed, conducted, and analyzed the results of two large surveys of a) undergraduates who had never taken a history course and b) undergraduates in introductory history courses. Focus groups followed the surveys. Findings were presented to the associate chair and head of the curriculum committee in support of a department retreat.

20. LSA: Living-Learning Communities

As part of a Whitaker grant, CRLT consulted with the heads of the Global Scholars Program, Health Sciences Scholars Program, Lloyd Hall Scholars Program, and the Michigan Research Community regarding plans to evaluate the impact of these living-learning communities on student development and success.

21. LSA: Molecular, Cellular, and Developmental Biology

A faculty member and GSI evaluating techniques to improve student learning in a large genetics course participated in the ISL Symposium, which included sessions on methodology for evaluating student learning, an overview of the IRB process, and individual consultations.

22. LSA: Museum Studies Program (MSP)

As part of a curriculum review, CRLT conducted two focus groups with students enrolled in the MSP minor.

23. LSA: Near Eastern Studies

A faculty member and graduate student collaborators who are studying language learning strategies and student motivation in Arabic language courses participated in the ISL Symposium. Sessions included methodology for evaluating student learning, an overview of the IRB process, and individual consultations.

24. LSA: Philosophy

CRLT provided consultation on the design of student exit surveys and shared examples of surveys from other U-M departments.

25. LSA: Physics

As part of an initiative about student learning in gateway courses, CRLT staff conducted interviews with undergraduates about their approach to studying physics. The project is designed to determine which study strategies were used by students who performed better or worse than predicted on the basis of the department's learner analytics model. This preliminary research is in support of

two grants: a Stage II Whitaker grant funded by the Office of the Provost and an EDUCAUSE Next Generation Learning Challenge Grant. The research will help inform interventions to enhance student success in introductory physics.

26. LSA: Program in the Environment

CRLT consulted with a faculty advisory board and facilitated a faculty retreat in preparation for a departmental self-study. CRLT also worked with faculty on the evaluation of a course on “Sustainability and the Campus.”

27. LSA: Psychology

CRLT worked with a faculty member on the evaluation of a new course that had been created through an NSF CAREER grant. CRLT helped locate a graduate assistant to help the faculty member execute the project, and advised the graduate student about data collection and analysis. CRLT also conducted an MSF to collect students’ self-reports of the course’s impact on their plans to pursue research careers.

28. LSA: Romance Languages and Literatures

In a continuation of a project that began in 2009-2010, CRLT assisted faculty with a student survey evaluating students’ intercultural development in intermediate Spanish courses. Results were presented at a professional conference for teachers of foreign languages.

29. LSA: Sweetland Center for Writing

CRLT assisted with evaluation of the Dissertation Writing Institute, which led to a successful ISL grant application. A faculty member and graduate student participated in the 2011 ISL Symposium, which included sessions on methodology for evaluating student learning, an overview of the IRB process, and individual consultations.

30. Medicine

As a follow-up to a 2010 ISL grant, CRLT assisted a faculty member with the evaluation of a rotation in geriatric psychiatry. In addition to

helping with the development of focus group and survey instruments, CRLT located and trained a graduate student to facilitate focus groups.

CRLT staff worked with the faculty coordinator of CDB 450/550 on the design of a survey to evaluate students’ uses of electronic course resources. Faculty successfully applied for a 2011 ISL grant and participated in the ISL Symposium, which included sessions on methodology for evaluating student learning, an overview of the IRB process, and individual consultations. A CRLT staff member also conducted a focused MSF to gain student reports on the usefulness of the technology tools.

CRLT’s evaluation researcher also attended the medical school research fair to highlight CRLT’s evaluation services for faculty, which resulted in follow-up consultations.

31. Music, Theatre & Dance

Faculty investigating whether techniques of “mindful learning” can be applied effectively in the college class piano setting participated in the ISL Symposium. Sessions included methodology for evaluating student learning, an overview of the IRB process, and individual consultations.

32. Natural Resources & Environment

CRLT assisted the Program in Landscape Architecture with an upcoming accreditation review. A CRLT consultant identified key program and course objectives through interviews with all faculty and a review of syllabi. The consultant worked with the chair to develop a faculty retreat to discuss curricular revisions and develop program objectives.

At the college level, CRLT completed consultations with the dean’s office regarding the Winter 2010 core curriculum evaluation conducted by CRLT.

33. Nursing

CRLT worked with the dean's office and an instructor to evaluate the effectiveness of a new online course, N502: Advanced Physiology and Pathophysiology, by facilitating a focus group and distributing a survey to students. In addition, a CRLT consultant discussed evaluation with continuing education staff in preparation for accreditation requirements.

34. Pharmacy

CRLT completed its work on the evaluation of the college's core course sequence, P551 and P552. CRLT staff shared results from surveys of students, as well as from focus groups with resident instructors, with faculty teaching the core course sequence. CRLT staff also evaluated the conversion of P430: Nonprescription Therapeutics and Self-Care from a large lecture course to one structured around team-based learning.

35. Public Health

CRLT facilitated focus groups with students and alumni as part of the evaluation of a Genomic Science Training Program funded by an NIH grant.

36. Public Policy

CRLT staff assisted with a curricular review and strategic assessment at the Ford School of Public Policy. A CRLT consultant helped generate and analyze curricular proposals, consulted on or implemented evaluations of several revised courses, and facilitated a visioning session at the May 2011 Faculty Retreat.

37. Rackham

CRLT staff made site visits to Kalamazoo and Oberlin Colleges in order to evaluate the Mellon Postdoctoral Fellowships.

38. Social Work

As a follow-up to data collection and analysis conducted last year, CRLT held consultations with the director of the doctoral program and faculty teaching new courses in the program to review evaluation data and discuss implications.

Other Units

39. Graham Environmental Sustainability Institute

CRLT staff consulted on strategies for evaluating campus-wide initiatives on teaching sustainability.

40. Libraries

CRLT consulted with instructors from the University Libraries on strategies for assessing the instructional effectiveness of library workshops.

CRLT Research

Over the past several years, CRLT has expanded its research efforts, and CRLT staff members (including an assistant research scientist and a research associate professor) are pursuing several projects on teaching and learning topics of particular relevance to faculty and graduate students at U-M.

1. *A Holistic Assessment of the Ethical Development of Engineering Undergraduates*

Staff at CRLT, in collaboration with faculty from Lawrence Technological University, California Polytechnic, and Carnegie Mellon University, are completing a four-year, NSF-funded project designed to address the question: What activities (in the formal and/or informal engineering curriculum) have the most positive impact on the ethical development of engineering undergraduates? The project involved site visits to 19 institutions to conduct focus groups and interviews with 123 students, 110 faculty, and 36 administrators, before designing and administering a survey to assess the impact of various activities on students' ethical development. In 2010-2011, a team of four School of Education graduate students, under the direction of CRLT staff, performed quantitative analyses of survey responses from 3,914 undergraduate engineering students. A key finding is that the level of complexity of ethics instruction is more influential than the amount of ethics instruction. The project yielded 13 co-authored manuscripts and presentations. It will conclude with one national and three regional workshops

in Fall 2011 to inform the engineering education community about those experiences that have the most positive impact on ethical development and to aid educators in adapting those experiences for their own institutions.

2. *Impact of Meta-Cognitive Strategies on Disciplinary Writing and Thinking*

Funded by a three-year grant from the Teagle and Spencer Foundations, CRLT has been collaborating with the Sweetland Center for Writing to investigate ways of improving student writing and disciplinary thinking. In this final year of the grant, the project was carried out in two classes that fulfill the upper-level writing requirement in LSA, one in economics and the other in psychology. Students in each course were asked to participate in reflective activities before, during, and after completion of a writing assignment. Findings indicate that both instructors and students find the process of reflection useful for exposing student thinking and creating a dialogue between instructors and students around the assignment. Initial results were presented at the 2010 annual meeting of the Professional and Organizational Development Network in Higher Education.

3. *Motivating Change in Faculty Teaching Practices to Support a Diverse Student Body in Engineering*

Through this NSF-funded project, CRLT staff are laying the groundwork for substantive and sustained changes in teaching practices to support the success of a diverse student body. Before bringing research on successful teaching practices, faculty development, and institutional change to bear, CRLT staff began by collecting local evidence about institutional context and faculty/student perspectives, observing 26 (out of 216) lecture-based, undergraduate engineering courses in 2010-2011. The project will culminate with evidence-based workshops, modeled after other successful change initiatives and incorporating local evidence.

4. *Developmental Stages of New Instructional Consultants: Implications for Professional Training*

This project addresses the question of how those new to the field of faculty development grow as instructional consultants. The research focuses on CRLT's graduate teaching consultants (GTCs), graduate students hired by CRLT to work with fellow GSIs across campus. GTCs receive training in consultation skills, including collecting mid-term student feedback and observing classes, and they participate in a two-semester professional development seminar. Data used to analyze GTC growth and development included surveys of GTCs at both the start and end of the program, GTC self-assessment essays collected mid-way through the seminar, and feedback from GSIs with whom GTCs consulted. Results of this study will inform the GTC program and will be presented at the 2011 annual meeting of the Professional and Organizational Development Network in Higher Education.

5. *The Role of Data in Promoting the Use of Instructional Technology in Humanities Classrooms*

In collaboration with Arthur F. Thurnau Professor Mika LaVaque-Manty, CRLT has undertaken a research project to explore the factors that lead humanities faculty to integrate instructional technology (IT) into their courses. Questions being explored include how information about IT is disseminated on an informal level; types of data about technology use that are considered persuasive by humanities faculty, both for promoting enthusiasm and for learning how to use IT; and mitigating institutional factors that influence faculty openness to data about IT use and impact. Data collection will include analysis of U-M IT surveys and interviews with humanities faculty, including early adopters and those with whom the early adopters have discussed IT.

Faculty and GSI Orientations



New Faculty Orientation

In conjunction with the Provost and Executive Vice President for Academic Affairs, CRLT organized and facilitated the campus-wide New Faculty Orientation. In August 2010, 133 faculty members registered for this event. During the program, the Provost, Senior Vice Provost, and Vice President for Research welcomed the new faculty and described various services. Participants attended sessions that focused on teaching, including the following topics:

- Interactive Theatre: First Class
- Effective Use of Collaborative Learning: Leveraging Student Diversity
- Research on Best Practices in College Teaching
- Using Instructional Technology to Enhance Teaching

The New Faculty Orientation concluded with an Information Fair. The fair featured exhibits and representatives from approximately 50 U-M offices and programs. Faculty also had an opportunity to purchase parking permits and attend sessions offered by the Benefits Office.

GSI Teaching Orientations

CRLT organized and facilitated a university-wide Graduate Student Instructor Teaching Orientation at the beginning of the Fall 2010 and Winter 2011 terms. This past year, 388 GSIs attended the Fall program and 113 GSIs attended the Winter program. During these orientations, each GSI was given the opportunity to practice teaching a 5-minute lesson and receive feedback from peers and an experienced instructor or CRLT staff member. New GSIs also engaged in discussions about the role of GSIs at the University of Michigan, collected resources related to this role, consulted experienced GSIs, and participated in workshops designed to address key issues. The Orientation included the following workshops:

- Classroom Communication at U-M
- Dealing with Controversy During Classroom Discussion
- Evaluating Student Writing
- Facilitating Discussions in the Social Sciences and the Humanities
- Facilitating Group Work to Maximize Student Learning in Labs, Discussions, and Teams
- Getting Started: GSIs Teaching Graduate Students
- Getting Started: GSIs Teaching Undergraduates
- Grading in Quantitative Courses and the Sciences
- How Can CTools Help Me Teach Effectively as a GSI?

- Interactive Theatre: The First Class
- Leading Problem Solving Sessions
- Multicultural Dynamics in the Classroom
- One-to-One Teaching in Music, Art, Dance, and Architecture
- Teaching Foreign Language Courses

CRLT also organized a separate teaching orientation program for new GSIs and undergraduate instructional aides in the College of Engineering in Fall 2010 and Winter 2011. After an initial day of training, participants returned for an advanced session during which they practiced using active learning techniques in their teaching. Last year there were 181 attendees at the fall orientation and 127 participants in the winter program.

ELI-CRLT Courses

In collaboration with 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 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 2010, 38 international graduate students participated in the course, and during Winter 2011, 25 more students participated.

Faculty and GSI Seminars and Programs

Campus-Wide Seminar Series

During the Fall 2010 and Winter 2011 terms, CRLT offered seminars and programs for faculty, graduate students, and postdocs. These campus-wide programs brought instructors together to share ideas across disciplines. They also helped 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 2010-2011, 1,046 faculty, graduate students, and postdocs registered for all seminars, including the following programs:

(* presented to graduate students and postdocs only, ** presented to faculty only)

- | | | |
|---|--|--|
| • CRLT Players: (dis)Ability in the Classroom | • Speaking Skills in Classroom Settings** | • Tips for Designing Better Research Assignments in the Social Sciences and Humanities |
| • Editing Wikipedia as a Strategy for Promoting Student Learning | • Teaching in, with, and about Museums: Engaging Students in Materially Different Ways | • Using Technology for Global Learning |
| • Evaluating Web Resources | • Teaching for Student Retention in Math and Science (and Engineering) | • Using Second Life to Teach Critical Thinking Skills ** |
| • Facilitating Classroom Discussions in the Social Sciences and the Humanities* | • Teaching International Students | • What's It Like to Be a Non-Tenure-Track Faculty Member?* |
| • Now That I Have It, What Grade Should I Give It? Evaluating Student Writing | • Theme Semester - Helping Your Students Find the Meaning in Their Lives: A Conversation with John Chamberlin, Chris Peterson and Colleagues | • What's It Like to Be a Postdoctoral Researcher?* |
| • Revising Your Teaching Philosophy Statement* | | • What's It Like to Work at a Liberal Arts College?* |

CRLT in Engineering Seminar Series

During the Fall 2010 and Winter 2011 terms 432 engineering faculty, graduate students, and postdocs registered for the following programs and seminars offered by CRLT in Engineering:

(* presented to graduate students and postdocs only, ** presented to faculty only)

- | | | |
|---|---|--|
| • 77 Cards: A Tool to Help Designers Generate Diverse and Creative Design Solutions** | • Fifth Annual Research and Scholarship in Engineering Education Poster Session | • Spicing Up Teaching to Spice Up Student Learning* |
| • The Art of Juggling: Balancing Work and Life* | • "If I Only Knew Then": Lessons from a Panel of Experienced GSIs* | • Using Technical Writing to Enhance and Assess Student Understanding** |
| • Building on the Math Foundation of Engineering** | • It's Time for Action: Generating an Active Learning Plan* | • Ways That Work: Effective Lecturing in Engineering** |
| • Designing the Design Experience: Advice from Faculty Who Succeed** | • Lenses on Learning: Different Styles for Different People* | • What Do I Do Now? Strategies for Handling Sticky Situations with Students* |

Programs for Faculty

▷ Provost's Campus Leadership Program

On behalf of the Provost, CRLT coordinates an academic leadership program to orient new department chairs and associate deans and to provide ongoing professional development for all chairs and associate deans. The program involved an orientation for new department chairs and associate deans, as well as periodic roundtable sessions open to all chairs and associate deans. Roundtable topics included dealing with difficult people, time management strategies, and principles and strategies for setting a vision and leading change. Additionally, the Provost shared his priorities and his perspective on U-M's strengths amid the challenges facing higher education.

"I just started in my role as Associate Dean, so I am very new and still adjusting. This program was very helpful in beginning to broaden my horizons with respect to the types of issues I need to consider when making decisions. I look forward to more of these in the future."

– U-M Associate Dean

The programs were well attended, with almost 90% of new department chairs and 100% of new associate deans participating in at least one of the leadership events.

▷ 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 Provost's Seminars promote lively and substantive dialogues about a wide range of teaching and learning issues relevant to the entire campus.

In November 2010, 109 faculty attended *Educating Globally Competent Students*. At this seminar faculty explored what it means to be "globally competent" and what teaching for global competence might look like at curricular and course levels. A keynote address by U-M Professor of History Juan Cole framed the discussion and provided useful strategies for engaging students in global learning in U-M classrooms. The seminar's interdisciplinary panels and workshops focused on some of the opportunities and pedagogies for global engagement on campus and featured presenters involved in their implementation. Participants discussed their experiences and what they had learned during the Seminar at a closing plenary session, facilitated by Vice Provost for International Affairs Mark Tessler. The event stimulated a lively conversation about what teachers on campus can do to help their students become more confident and comfortable global citizens.

In March 2011, 143 faculty attended *Connecting College Teaching with the Science of Learning*. The opening plenary session included two complementary keynote addresses that linked the science of learning with multicultural goals of higher education. Robert Bjork, Distinguished Professor of Psychology at UCLA, discussed how his research findings on the mind's recall and retention can benefit both instructors and students in lecture settings, thus enhancing learning outcomes for all students. Patricia Gurin, Arthur F. Thurnau Professor and Nancy Cantor Distinguished Professor of Psychology and Women's Studies at U-M, discussed her research findings from a multi-university study, showing that participation in structured classroom dialogue improves students' analytical capabilities. The Seminar included two sets of concurrent sessions. The first focused on in-depth discussions of the research on learning especially relevant to college teaching. The second presented teaching strategies developed by U-M faculty who participated in CRLT seminars on the science of learning. This Provost's Seminar was the culminating event of a three-year Teagle Foundation grant designed to promote dissemination of current research concerning student learning.

▷ International Faculty Dinner

With support from the Office of the Senior Vice Provost for Academic Affairs, CRLT hosted the tenth annual International Faculty Dinner in February 2011. This event provided an opportunity for 76 faculty with an international background to socialize and exchange perspectives on teaching at U-M.

Programs for Graduate Students and Postdoctoral Scholars

▷ Graduate Teacher Certificate Program

In collaboration with the Rackham Graduate School, CRLT developed a Graduate Teacher Certificate Program designed to assist GSIs with marketing their professional development as college-level instructors. Since October 2007, this program has offered graduate students an advantage in the academic job market by helping them document their preparation for their junior faculty teaching roles. The program also emphasizes the importance of teacher preparation in helping graduates gain faculty positions. 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 2010-2011 academic year. Specifically, 98 more graduate students enrolled, bringing the total number of participants to 474. This year 53 students completed the certificate requirements. Since the program's inception, CRLT has awarded a total of 151 certificates.

▷ Preparing Future Faculty Programs

In 2010-2011, CRLT offered four Preparing Future Faculty programs, all in collaboration with the Rackham School of Graduate Studies.

The first was the *Postdoctoral Short-Course on College Teaching in Science and Engineering*. Initially piloted in Fall 2009, this seven-session course was again conducted in Fall 2010 for 32 postdoctoral scholars. The course emphasizes advance preparation (using video podcasts and readings) so that time during sessions is devoted to active learning and reflection. Each participant not only practices teaching, but also develops a lesson plan for an inquiry-based lab exercise and designs a syllabus for a course to be taught in the future.

The second was the *Intercampus Mentorship Program*, which sponsors mentorships between faculty at nearby colleges and U-M graduate students and postdoctoral scholars. New institutions from which faculty served as mentors included Hope College and the College of William and Mary. Twenty-four students and postdocs were funded to take part in a mentorship, which involved activities such as campus visits, discussions of the academic job search, and guest teaching. The participants were from seven schools and colleges (Education; Engineering; LSA; Medicine; Music, Theatre & Dance; Public Health, and Social Work) and represented eight LSA departments. In an associated initiative, CRLT also worked with Rackham to coordinate four Mellon Foundation-funded postdoctoral teaching appointments at Kalamazoo and Oberlin Colleges.

The third Preparing Future Faculty program was the twelfth annual *Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty* in May 2011, with funding provided by the Provost's Office and Rackham. CRLT's instructional consultants taught the seminar and invited faculty from across the campus to speak. Ninety-four advanced graduate students applied, and CRLT accepted 50 as participants. The applicants

represented 12 schools/colleges (Art & Design; Education; Engineering; Information; LSA; Medicine; Music, Theatre & Dance; Natural Resources and Environment; Nursing; Pharmacy; Public Health; and Social Work) and included 23 LSA departments and programs.

The Seminar covered three major areas:

- 1) Preparation for the academic job search, including assistance with the creation of a statement of teaching philosophy and a syllabus
- 2) Information about higher education (*e.g., institutional types, the nature of today's students, tenure, and faculty worklife*)
- 3) Discussion of effective and reflective teaching, including meetings with University of Michigan junior faculty, conversations about multicultural teaching and learning, and demonstration of and reflection on the use of instructional technology

The Seminar also included an introduction to different types of institutions through a trip to one of four local 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.

“Having just accepted my dream academic job, I wanted to thank you, profoundly, for your role in helping that come to pass. Although the job I accepted was at an R1 school, I’m told that my teaching presentation played a major role in the hiring decision. The teaching presentation was almost entirely based on my experiences at PFF. So thank you for the hard work you put in to make last year’s seminar a success; it has already paid off for me in a big way!”
– 2010 PFF Seminar Participant

The fourth program was the eighth annual ***Preparing Future Faculty Conference***. More than 480 graduate students registered for this one-day conference, which included the following break-out sessions:

- Academic Job Search Strategies for International Graduate Students
- Developing Your Teaching Philosophy
- Dual Career Issues and Faculty Work-Life Balance
- Starting and Running a Research Lab
- Enhancing Your CV and Writing Effective Cover Letters
- Hit the Ground Running With Your Academic Career
- Interviewing for the Academy
- Navigating a Challenging Academic Job Market
- Negotiating an Academic Job Offer
- The Tenure-Track Process and Faculty Worklife
- What's It Like to Be a Postdoctoral Researcher?

▷ Graduate Teaching Consultants Program

CRLT's graduate teaching consultants (*GTCs*) are selected in a campus-wide competition. CRLT prepares the GTCs to consult with GSIs about their teaching during the upcoming academic year. GTCs draw on their knowledge and experience to help support GSIs, while learning more themselves about teaching and learning. All GTCs receive training in observing and videotaping classes, giving constructive feedback on teaching, collecting student feedback about teaching, and evaluating statements of teaching philosophy. GTCs collaborate with CRLT instructional consultants on activities designed to promote excellence in graduate student teaching across the University. For instance, GTCs plan and conduct sessions at the fall and winter teaching orientations for new GSIs.

In May 2009, additional GTC positions were created to focus on instructional technology. The Instructional Technology graduate teaching consultants (*IT-GTCs*) demonstrate effective uses of technology at fall GSI orientations and throughout the semester.

Graduate teaching consultants, 2010-2011:

- * Mary Antonaros, *Education*
- * Aleah Burson, *Psychology*
- * Sara Crider, *Social Work and Sociology*
- * Hannah Dickinson, *Joint Program in English and Education*
- * Chris Gerben, *Joint Program in English and Education*
- * Matt Gibson, *Biomedical Engineering*
- * Dana Jackman, *Natural Resources and Environment and Economics*
- * Alex Jakle, *Political Science*
- * Minal Patel, *Public Health*
- * Jonathon Schuldt, *Psychology*
- * Kristine Schutz, *Education*
- * Jessica Wiederspan, *Social Work and Sociology*

"I've worked with a number of GSIs this term who have worked with CRLT numerous times. It's nice to see that the GTC program gives them support not only for their teaching, but their love of teaching."

Instructional technology graduate teaching consultants, 2010-2011

- * Margaret Bakewell, *Ecology and Evolutionary Biology*
- * Archer Batcheller, *Information*
- * Andre Cavalcante, *Communication*
- * Steve Engel, *Joint Program in English and Education*

▷ Engineering Teaching Consultants Program

Engineering teaching consultants (ETCs) are selected in a college-wide competition each semester, and CRLT prepares them to consult with engineering GSIs. They conduct midterm feedback sessions for several hundred undergraduate engineering students. They also plan and conduct sessions at the fall and winter engineering GSI teacher trainings, as well as workshops in the CRLT in Engineering Seminar Series.

Engineering Graduate Student Mentors, 2010-2011

- * Stephen Cain, *Biomedical Engineering* (F10-W11)
- * Eugene Daneshvar, *Biomedical Engineering* (F10)
- * Ethan Eagle, *Aerospace Engineering* (F10-W11)
- * Deborah Edmund, *Naval Architecture and Marine Engineering* (F10-W11)
- * Steven Edmund, *Chemical Engineering* (F10-W11)
- * Matt Gibson, *Biomedical Engineering* (F10-W11)
- * Mark Hoffman, *Mechanical Engineering* (F10-W11)
- * Jin Hu, *Electrical Engineering and Computer Science* (W11)
- * David Ingram, *Chemical Engineering* (F10-W11)
- * Kim Khalsa, *Biomedical Engineering* (W11)
- * Sean Torrez, *Aerospace Engineering* (F10-W11)
- * Arleigh Waring, *Industrial and Operations Engineering* (F10-W11)

▷ 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. Within departments, both faculty GSI coordinators and Graduate Student Mentors (*experienced GSIs*) develop, facilitate, and assess departmental training programs for new GSIs and also consult with individual GSIs on a one-to-one basis. During Summer 2010, Fall 2010, and Winter 2011, CRLT developed and conducted several sessions to help faculty coordinators and GSMs prepare for their roles and exchange resources. Workshop topics included running practice teaching sessions, observing classes and offering feedback, strategies for working with GSIs, issues in consulting, and conducting midterm student feedback sessions. CRLT also organized gatherings for GSI trainers and graduate student mentors.

Consultation Services for Individual Instructors

Consultations

CRLT professional staff and 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 4,000 individual consultations, some brief and some extensive, with U-M clients during the 2010-2011 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 2010-2011 academic year, CRLT staff conducted 454 midterm student feedback sessions across campus. These sessions provided an opportunity for more than 10,000 undergraduate and graduate students to share feedback in the middle of the term, when classroom changes could directly benefit their learning experience.

What people
are saying
about
Consultations
and Midterm
Student Feedback

“This was an extremely effective process. Not only was it positively received by the students, who felt assured that their feedback was important, but it also got them thinking critically about their own seminar experience. I will be using this service again whenever it is feasible to do so.”

“It was helpful and reassuring to have a feedback session. It gave me time to make changes, and it gave me confidence. I was afraid it would be hard to hear about my flaws, but the CRLT consultant was great about making me feel confident, as opposed to threatened, by the results. Overall a great experience.”

Grants and Awards Competitions

In 2010-2011, CRLT administered eight 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: Stages I and II of the Gilbert Whitaker Fund for the Improvement of Teaching and the Lecturers' Professional Development Grants. CRLT directly funded four competitions: the Faculty Development Fund (*FDF*), Multimedia Teaching Grants, the Instructional Development Fund, and the Teaching with Technology Institute. The Investigating Student Learning (*ISL*) Grant is funded jointly by the Provost's Office and CRLT. In addition, CRLT administered the Provost's Teaching innovation Prize (*TIP*), designed to recognize outstanding pedagogical practices. A total of 107 faculty received grants or awards totaling more than \$320,000.



For these competitions, CRLT staff prepared and sent guidelines, consulted with grant applicants, prepared applications for internal and external review, reviewed and rated applications, facilitated faculty review panel meetings, sent letters to applicants, created accounts for grant recipients, guided grant recipients on their projects when requested, consulted with applicants who did not receive awards, and collected project reports.

After reviewing CRLT staff comments, CRLT's Faculty Advisory Board members selected grantees for the Faculty Development Fund and the Investigating Student Learning Grant. The Advisory Board recommended awardees to the Provost for the Gilbert Whitaker Fund for the Improvement of Teaching (*for Stages I and II of funding*). A panel of experienced lecturers made recommendations to the Provost on proposals for the Lecturers' Professional Development Grants. CRLT staff selected grant recipients for the Instructional Development Fund and the Multimedia Teaching Grant. U-M instructional technology consultants assisted with selection of grantees for the Teaching with Technology Institute. For the Provost's Teaching Innovation Prize, a panel of award-winning faculty selected recipients.

► Provost's Teaching Innovation Prize (*TIP*)

The Provost's Teaching Innovation Prize is a newer award, developed 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 encourage the dissemination of best practices by sharing promising innovations with faculty more broadly. In 2011, five teaching innovations were chosen from among 42 faculty nominees. 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 2011

1. Susan Ashford, *Business*
The Leadership Crisis Challenge (LCC): Forging Courage, Judgment, and Integrity
2. Paul Conway, *Information*
Teaching Ethics of/with New Technologies

3. Brenda Gunderson, *Statistics*
Infusing Technology for Guided Continuous Learning in a Large Gateway Course
4. Brian Coppola, *Chemistry*, Joseph Krajcik, *Education*, and Mary Starr, *Education*
Securing our FUTURE: Foundations for Undergraduate Teaching – Uniting Research and Education
5. Douglas Northrop, *History and Near Eastern Studies*
ZOOM: Teaching Time, Space, and Approaches to Knowledge

► 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. The Provost awards funds in two stages to departments, programs, and groups of faculty. Stage I provides up to eight initial grants of up to \$10,000 for project development and preliminary implementation. A year later, Stage I-funded recipients report on their achievements and submit proposals for a Stage II project. On the basis of these reports and proposals, the Provost awards Stage II grants of \$15,000 for applicants to continue their project development and implementation. In 2010, the Whitaker Stage I competition prioritized proposals from collaborative groups of faculty that focused on assessment of student learning outcomes at the departmental, school/college, or institutional level. All six grants that were awarded focused on assessment.

Gilbert Whitaker Fund for the Improvement of Teaching Recipients (Stage II, Fall 2010)

1. August Evrard, *Physics*
Institutionalizing Assessment of Introductory Physics Course Reforms
2. Douglas Northrop, *History*, Robert Bain, *History and Education*, Kathleen Canning, *History*, and Penny Von Eschen, *History*
Advancing Teaching and Thinking in Global Dimensions: A Collaborative Project
3. Panos Papalambros, *Mechanical Engineering*, Richard Gonzalez, *Psychology*, and Shanna Daly, *Engineering Undergraduate Education and Arts Engineering*
Teaching Design Heuristics for Creative and Diverse Concept Generation (Phase I)

Gilbert Whitaker Fund for the Improvement of Teaching Recipients (Stage I, Winter 2011)

1. Mustapha Beleh, *Medicinal Chemistry*
Competency Assessment Tool
2. Harvey Bell, *Undergraduate Education*
Teaching Design Heuristics for Creative and Diverse Concept Generation
3. Anne Curzan, *English Language and Literature*
Assessment of Student Learning in First-Year Writing Requirement Courses
4. Santiago Schnell and Elizabeth M. Rust, *Molecular & Integrative Physiology*
Portable Physiology Computer Lab: Enhancing Student Learning of Physiology and Computational Modeling
5. Carol Tell, *Lloyd Hall Scholars Program*
Michigan Learning Communities Collaborative Assessment Project
6. Pat Van Volkinburg, *Kinesiology*
The School of Kinesiology Curriculum Reform Project

► 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 revisions to courses or innovative course development (e.g., interdisciplinary courses), or who initiate other projects that improve the learning of a relatively small number 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, non-traditional approaches to teaching, and GSI mentorship and training programs.

Faculty Development Fund Recipients, Fall 2010

1. Giorgio Bertellini, *Screen Arts & Cultures* and *Romance Languages and Literatures*
Screening Italian Fascism: Appraising/Cataloguing U-M Primary Resources and Acquiring Seminar Materials
2. Oleg Gnedin, *Astronomy*
Developing the Google Sky Multimedia Projects for Introductory Astronomy Courses
3. Romana Habekovic and Amaryllis Rodriguez, *Romance Languages and Literatures*
Ad Alta Voce (Part II)
4. Liz Keren-Kolb and Teresa McMahon, *Education*
Learning...Any Place, Any Pace: A Virtual Conference and Capstone Project for EDU 490 Teaching with Technology
5. Christian Lastoskie, *Civil & Environmental Engineering*
Harvesting the Wind: A Wind Farm Project Design Experience for Energy Infrastructure Systems Education
6. Steven Mankouche and Matthew Schulte, *Architecture*
Locatectonics: A Regionally Based Design-Build Course
7. Andy Noverr, *Romance Languages and Literatures*
The Saint James' Way: Fulfilling The Language Requirement during Term Three
8. Mary Ann Ray, *Architecture*
A New Project Based and Field Based Course: Toward a New Sustainable Environment in Light of the Changing Face of Rural (and Urban) China
9. Naomi Silver, *Sweetland Center for Writing*
Developing Gateway and Capstone Courses for the New Minor in Writing offered by the Sweetland Center for Writing
10. Anya Sirota, *Architecture*
Civic Friche
11. Nicholas Valentino, *Communication Studies*
Ways of Knowing: Methods of Media Study
12. Brent C. Williams, *Internal Medicine*
Faculty Development for U-M Medical School Paths of Excellence

► Investigating Student Learning Grant

Now in its fourth year, this program provides grants to faculty who wish to investigate aspects of student learning in their courses, curricula, or educational programs. ISL participants attend a one-day spring symposium at U-M on research about teaching and learning, conduct educational research on student learning, and share their insights with colleagues at a CRLT-sponsored forum. Grant awards of \$3,000 are available to individual faculty members, and awards of \$4,000 are available to faculty member-graduate student/postdoc teams.

Investigating Student Learning Recipients, Winter 2011

1. Louis Cicciarella and Paul Barron, *Sweetland Center for Writing*; Ben Gunsberg, (Graduate Student) *English Language and Literature*
Changing Writing Behavior for Effective Dissertation Writing
2. R. Charles Dershimer and Simona Goldin, *Education*
Records of Practice: Means for Engaging Students in the Examination of how the Complex and Adaptive Practices of Teaching Might be Understood and Learned
3. John Ellis and Jani Parsons (Graduate Student), *Music*
Mindfulness in College Class Piano
4. Alexander O. Ganago and Hongwei Liao (Graduate Student), *Electrical and Computer Engineering*
Student Learning in a Required Course for Non-Majors: Perception of Values for Future Multidisciplinary Teamwork
5. Michael Hortsch; Louisa W. Holaday and Daniel Selvig (Graduate Students), *Medicine*
The Influence of Classical and Electronic Educational Resources on Students' Learning Success in the First Year Medical School Histology Component at the University of Michigan
6. Raji Rammuny; Liana Reading and Spencer Scoville (Graduate Students), *Near Eastern Studies*
Language Learning Strategies and Student Motivation in the Arabic Classroom
7. Jeffrey Ringenberg and Marcial Lapp (Graduate Student), *Industrial and Operations Engineering*
Predicting Student Achievement in a First-Year Introductory Programming Course
8. Theresa Tinkle; Daphna Atias, Ruth McAdams, and Cordelia Zukerman (Graduate Students), *English Language and Literature*
How Do Students Learn to Perform Close Readings of Literary Texts in a Large Lecture Course?
9. Patricia J. Wittkopp and Lisa Sramkoski (Graduate Student), *Molecular, Cellular and Developmental Biology*
Evaluating Techniques to Improve Student Learning in a Large Lecture Genetics Course

► Teaching with Technology Institute

This program supports faculty members who have identified specific strategies for using technology to enhance their teaching. The overall program helps faculty define the goals for the project, develop their technological skills, and integrate instructional technology into teaching a specific course or courses. The Institute consists of consultations during Spring and Summer 2011, a lunch meeting in May, and a day-and-a-half program in October. Each participant is awarded a grant of \$2,500.

Teaching with Technology Institute Recipients, Winter 2011

1. Pamela S. H. Bogart, *English Language Institute*
Mining Corpora: Students as Academic Language Investigators
2. Alison Cornish, *Romance Languages and Literatures*
Italian Through Opera: Internalizing the Music of Poetry
3. Robin Fowler, *Technical Communication*
Computer Mediated Collaboration Platform for Group Decision Making in Engineering Design Projects
4. Stashu Kybartas, *Screen Arts & Cultures*
SAC 404 Web Docs – Producing New Media for the Web
5. Mark Palmer, *Kinesiology*
MVS 510 – Introduction to Imaging of Musculoskeletal Injuries
6. Benjamin Paloff, *Slavic Languages & Literatures and Comparative Literature*
The Poem Comes Alive: Using Interactive Graphics to Teach Poetry and Poetics
7. Marion Perlmutter, *Psychology*
Video Clip Database for Introductory Psychology
8. Philip B. K. Potter, *Public Policy*
Collaborative Website for Course on Chinese Policy
9. Kavita Warrior, *Pediatrics*
Increasing Student Engagement by Integrating Technology into a Team-Based Learning Curriculum
10. Elizabeth Yakel, *Information*
Thinking Like an Archivist

► Lecturers' Professional Development Grants

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 Grant Recipients, Winter 2011

1. Kwangseog Ahn, *Environmental Health Sciences*
“Best Practices” for Indoor Air Quality (IAQ) and Energy Saving/Sustainability at Research Universities in the U.S.

2. Roann Altman, *English Language Institute*
Reducing Fossilization Among Advanced Language Learners Through Introspection, Online Corpora, and Targeted Exercises
3. Natalie Bakopoulos, *English Language and Literature*
Curriculum Development: Aegean Artists Circle
4. Jason Bell, *Obstetrics and Gynecology*
University of Nairobi/University of Washington AIDS/STD Collaborative Research Group Annual Conference
5. Alexis Bravos, *Screen Arts & Cultures*
Hepworth
6. Tatiana Calixto, *Romance Languages and Literatures*
Breaking the Hispanic Stereotype, Exploration and Dissemination of Other Cultures: The Pre-Hispanic Arhuaco of the Sierra Nevada de Santa Marta, Colombia
7. Jeremiah Chamberlin, *English Language and Literature*
2011 AWP Conference Presentation – “The Good Review: Criticism in the Age of Book Blogs and Amazon.com”
8. Susan Wiant Crabb, *Social Work*
Interdisciplinary Teacher Education Program for Health Professionals
9. Ellen Donnelly, *Architecture & Urban Planning*
Cutting the House in Half: The Half Houses of Rockaway Beach
10. Debi Khasnabis, *Education*
Enriching Video-Based Instruction for Teacher Candidates Conducting Text-Based Discussions
11. Mark Kirschenmann, *Residential College*
This Bionic Trumpet-Compact Disc Version
12. Insung Ko, *Asian Languages & Cultures*
Development of Multimedia Tools for Learning Vocabulary for Novice Learners of Korean
13. Stashu Kybartas, *Screen Arts & Cultures*
Uncle Jesse White: A Detroit Blues Legend – A Documentary Film
14. Jinyi Li, *Asian Languages & Cultures*
Online Interactive Learning Exercises for Introductory Chinese
15. Meredith L. Miller, *Architecture*
Architecture at Work
16. Yoshihiro Mochizuki, *Asian Languages & Cultures*
Designing a Japanese Translation Course
17. Cathlyn Newell, *Architecture*
GLOW: the Eerie Synthesis of Materials and Energy
18. Tszyan Ng, *Architecture*
Sartorial Architecture
19. Lesli Skolarus, *Neurology*
A Community-Based Approach to Reducing Stroke Disparities

Lecturers' Professional Development Grant Recipients, Winter 2011 (cont.)

20. Keith Taylor, *English Language and Literature*
Marginalia for a Natural History
21. Cody Walker, *English Language and Literature*
AWP 2011 Panel Presentations and Poetry Reading
22. Peggy Wunderwald-Jensen, *Germanic Languages & Literatures*
Developing an Online Textbook "Germany and the European Union" for U.S. College Students

► Multimedia Teaching Grants

This program offers up to \$1,500 to faculty members who want to improve large undergraduate courses (75 or more students) by incorporating multimedia materials into their teaching. Funds may be used to pay for undergraduate and graduate student salaries, media materials, software, and other supplies.

Multimedia Teaching Grant Recipients, 2010-2011

1. Susan Douglas, *Communication Studies*
Digitizing Course Materials for Communications 101
2. Michael Hortsch, *Cell and Developmental Biology*
Funding to Incorporate Virtual Microscopy Slides into a Course: Through the Looking Glass – From Stem Cells to Tissues to Organs
3. Rossie Hutchinson, *Communication Studies*
Incorporating iClickers into Communications 211

► Instructional Development Fund

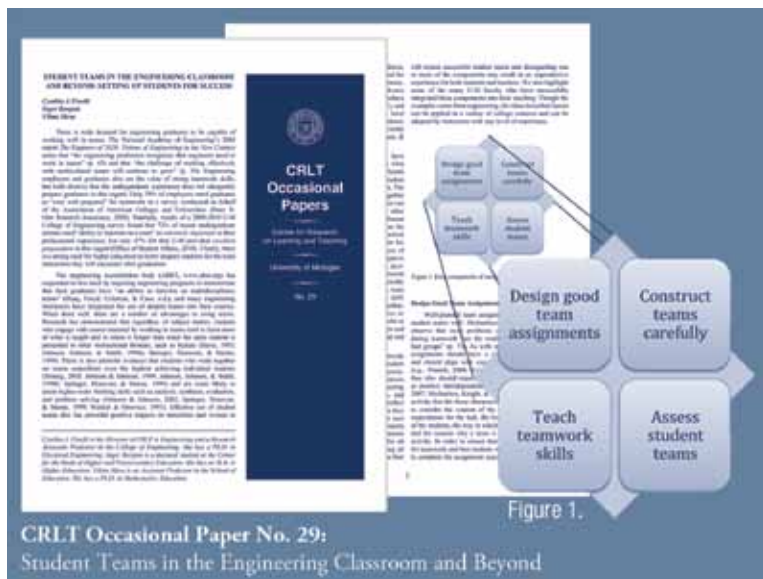
Through its Instructional Development Fund (IDF), CRLT awards small grants of up to \$500 to faculty on the Ann Arbor campus. These grants support innovative activities to improve teaching and learning. The funds may be used for expenses such as supplies and equipment, programming or research assistance, and fees for conferences directly related to teaching. Applications are accepted on a rolling basis throughout the year.

Instructional Development Fund Recipients, 2010-2011

1. Vanessa Agnew, *Germanic Languages & Literatures*
Funds to purchase hands-on science supplies for history of science class
2. Joshua Bard and Matthew Schulte, *Architecture & Urban Planning*
Funding to help launch the pilot course Hostel Detroit: fabrications in digital architecture
3. Amy Carroll, *American Culture*
Funds to support class visits by William Anthony Nericcio
4. Mark Clague, *Musicology*
Funding to support class visitors to Musicology 140: American Music
5. Clare Croft, *Dance*
Funding for archival work to support a new course Dancing Women/Dancing Queer
6. Shubhangi Dabak, *Germanic Languages & Literatures*
Support for recipient to attend a Business Language workshop at the University of Memphis

7. Michael Hopkins, *Music*
Funds for Suzuki Methods guest lecturers for ME475
8. Brenda Imber, *English Language Institute*
Support for attending an International Association of Teachers of English as a Foreign Language Conference
9. Stashu Kybartas, *Screen Arts & Cultures*
Funding to support recipient in attending iDocs: an International Symposium on Interactive Documentary
10. Emily Lawsin, *American Culture*
Funds to bring Grace Lee to campus for a class visit
11. Sandra R. Levitsky, *Sociology*
Support for the use of Wordpress for SOC 454 and SOC 461 class discussion blogs
12. Kathy Meyer, *Romance Languages and Literatures*
Funding to help recipient attend the 2010 American Council on the Teaching of Foreign Languages (ACTFL) conference
13. Mark Moldwin, *Atmospheric, Oceanic & Space Sciences*
Support to purchase supplies to implement "Dorm-Room Labs" for AOSS 101
14. Christianne Myers, *Theatre & Drama*
Funding for a wig design workshop
15. Helene Neu, *Romance Languages and Literatures*
Funding to help recipient attend the 2010 ACTFL Conference
16. Cathlyn Newell, *Architecture*
Funds for supplies for the GLOW Workshop
17. Gabor Orosz, *Mechanical Engineering and Aerospace Engineering*
Funds to support the purchase of experimental tools to aid recipient in teaching students about Gyroscopic Effects in ME 540 and AE 540
18. Julia Paley, *Anthropology*
Funding to bring alumni into an anthropology-social work seminar to discuss their books and engage with students in conversations about the intersection of anthropology and social work
19. Carmen Pelton, *Music*
Funds to support recipient in attending a workshop on Dalcroze Eurythmics
20. William Schultz, *Ginsberg Center for Community Service and Learning*
Support for the Dewey Symposium
21. Eric Skye, *Family Medicine*
Funding to extend use of assessment data to support long-term curricular improvement
22. Lorrel Sullivan, *Romance Languages and Literatures*
Funding to help recipient attend the 2010 ACTFL conference
23. Susan Waltz, *Public Policy*
Funds to cover in-country transportation for the International Economic Development Program in Granada

Publications and Presentations



In the 2010-2011 academic year, CRLT published two Occasional Papers. No. 28, *The Growing Importance of Teaching at the University of Michigan, 1996-2010*, by Mary C. Wright, presents 2010 survey data on teaching from the *U-M Faculty Work-Life Study* that was directed by the Center for the Education of Women (CEW). Four-fifths of faculty in 2010 describe teaching as somewhat or highly valued in U-M's tenure process, which is an enormous increase from 1996 respondents' evaluation of the importance of teaching for tenure. In Occasional Paper No. 29, *Student Teams in the*

Engineering Classroom and Beyond: Setting Up Students for Success, Cynthia J. Finelli, Inger Bergom, and Vilma Mesa identify five traits of effective student teams and spell out how faculty can create environments conducive to teamwork by designing good team assignments, constructing teams carefully, teaching teamwork skills, and assessing student teams. Sidebars highlight U-M engineering faculty who use these techniques.

CRLT's professional staff also completed a manuscript for Stylus Publishing. The chapters in this volume (listed below) draw on the experience of the oldest teaching center in the country and constitute a resource for the successful operation of a teaching center on a research university campus.

Advancing the Culture of Teaching on Campus: How a Teaching Center Can Make a Difference

Foreword (Lester P. Monts)

Introduction: CRLT and Its Role at the University of Michigan (Constance E. Cook)

PART ONE LEADERSHIP AND CORE FUNCTIONS

1. Leading a Teaching Center
(Constance E. Cook)
2. Measuring a Teaching Center's Effectiveness
(Mary C. Wright)
3. Forging Relationships with Faculty and Academic Administrators
(Constance E. Cook and Deborah S. Meizlish)
4. Consultations on Teaching: Using Student Feedback for Instructional Improvement
(Cynthia J. Finelli, Tershia Pinder-Grover, and Mary C. Wright)
5. Graduate Peer Teaching Consultants: Expanding the Center's Reach
(Tershia Pinder-Grover, Mary C. Wright, and Deborah S. Meizlish)

6. Approaches to Preparing Future Faculty for Teaching
(Chad Hershock, Christopher R. Groscurth, and Stiliana Milkova)

PART TWO SPECIAL EMPHASES AT CRLT

7. The Role of a Teaching Center in Curricular Reform and Assessment
(Constance E. Cook, Deborah S. Meizlish, and Mary C. Wright)
8. Strengthening Diversity Through Faculty Development
(Crisca Bierwert)
9. Engaging Faculty in Effective Use of Instructional Technology
(Erping Zhu, Matthew Kaplan, and Charles Dersheimer)
10. Action Research for Instructional Improvement
(Chad Hershock, Constance E. Cook, Mary C. Wright, and Christopher O'Neal)
11. Role-Play and Beyond: Strategies for Incorporating Theatre Into Faculty Development
(Matthew Kaplan and Jeffrey Steiger)

Conclusion: Responding to Challenges Faced by Teaching Centers at Research Universities
(Matthew Kaplan and external contributors)

In 2010-2011, CRLT again distributed three of its publications for GSI development: *A Guidebook for University of Michigan Graduate Student Instructors: Strategies and Resources for New and Experienced GSIs*, *Guidebook for Teaching Labs for University of Michigan Graduate Student Instructors*, and *Departmental GSI Development: A Handbook for Faculty and GSIs Who Work with GSIs*. The guidebooks, handbooks, and a series of Occasional Papers are available on CRLT's website. <http://www.crlt.umich.edu/publinks/publinks.php>

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- Finelli, C. J., Wright, M. C., & Pinder-Grover, T. (2011). Consulting the Delphi: A new idea for collecting student feedback through the Two-Survey Method. *Journal of Faculty Development*, 24(2).

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- Holsapple, M. A., Carpenter, D. D., Sutkus, J. A., Finelli, C. J., Walczak, K., & Harding, T. S. (2010, June). Understanding the differences between faculty and administrator goals and students' experiences with ethics education. *Proceedings of the American Society of Engineering Education (ASEE) Conference and Exposition*, Louisville, KY.
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- Wright, M. C., & Schram, L. (in press). Graduate student mentoring. *Essays on Teaching Excellence: Toward the Best in the Academy*. Will be retrievable from Professional and Organizational Development (POD) Network in Higher Education website: <http://www.podnetwork.org/publications/essayseries.htm>
- Zhu, E., Groscurth, C., Bergom, I., & Hershock, C. (2010). Assessing and meeting TAs' instructional technology training needs: Research and practice. *Journal of Faculty Development*, 24(3), 37-43.

Presentations

- Bielby, R. M., Finelli, C. J., Harding, T. S., Carpenter, D. D., Sutkus, J. A., Burt, B. A., Ra, E., & Holsapple, M. A. (2011, February). *Impact of different curricular approaches to ethics*. Poster presented at the U-M CRLT in Engineering Fifth Annual Research and Scholarship in Engineering Education Poster Session, Ann Arbor, MI.
- Bierwert, C. (2009, June). *Transformations in higher education*. Presentation at Emory University, Atlanta, GA.
- Burt, B. A., Carpenter, D. D., Finelli, C. J., Harding, T. S., Sutkus, J. A., Holsapple, M. A., Bielby, R. M., & Ra, E. (2011, February). *Outcomes of engaging engineering undergraduates in co-curricular experiences*. Poster presented at the U-M CRLT in Engineering Fifth Annual Research and Scholarship in Engineering Education Poster Session, Ann Arbor, MI.
- Cook, C. E. (2010, October). *Comparison of U.S. and Chinese higher education*. Presentation at Michigan Faculty Women's Club, Ann Arbor, MI.
- Cook, C., E., Felten, P., Glenn, D., & Jaschik, S. (2010, November). *Writing about educational development issues for a broader audience*. Presentation at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education, St. Louis, MO.
- Finelli, C. J., Carpenter, D. D., & Harding, T. S. (2011, February). *The Survey of Engineering Ethical Decision-Making: Developing measures of engineering students' positive ethical behavior*. Poster presented at the NSF Engineering Education Awardees Conference, Reston, VA.
- Green K., Pinder-Grover, T., & Mirecki Millunchick, J. (2011, February). *The efficacy of screencasts to address the diverse academic needs of students in a large lecture course*. Poster presented at the U-M CRLT in Engineering Fifth Annual Research and Scholarship in Engineering Education Poster Session, Ann Arbor, MI.
- Holsapple, M. A., Sutkus, J. A., Finelli, C. J., Carpenter, D. D., Burt, B. A., Ra, E., Harding, T. S., & Bielby, R. M. (2011, February). *We can't get no satisfaction! Ethical reasoning and satisfaction with ethics education*. Poster presented at the U-M CRLT in Engineering Fifth Annual Research and Scholarship in Engineering Education Poster Session, Ann Arbor, MI.
- Kaplan, M., & Meizlish, D. (2010, October). *Using metacognition to foster students' disciplinary thinking and writing skills*. Presentation at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education, St. Louis, MO.
- Meizlish, D., & Kaplan, M. (2010, October). *Preparing new professors for a research university's teaching mission: The LSA Teaching Academy at the University of Michigan*. Poster presented at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education, St. Louis, MO.
- Office of the Vice President for Communication. (2011). Episode 305: Center for Research on Learning and Teaching [Television series episode]. In Michigan Productions [Producer], Out of the blue: The Michigan difference. Ann Arbor, MI: Big Ten Network.
- Ra, E., Finelli, C., J., Holsapple, M. A., Bielby, R. M., Burt, B. A., Carpenter, D. D., Harding, T. S., & Sutkus, J. A. (2011, February). *Relationships between engineering students' curricular and co-curricular experiences and their ethical development*. Poster presented at the U-M CRLT in Engineering Fifth Annual Research and Scholarship in Engineering Education Poster Session, Ann Arbor, MI.
- Schram, L. (2010, October). *Graduate student perspectives on a faculty development career*. Presentation at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education, St. Louis, MO.

Presentations (cont.)

- Steiger, J. (2011, February 25). "This Week in West Virginia." Interview with West Virginia Public Broadcasting about performances of "First Class" and "Institutional Change: The Musical" for MU-ADVANCE at Marshall University.
- Steiger, J. (2011, March). *Theatre for social change*. Presentation for the Drama Interest Group (DIG) at the University of Michigan. Ann Arbor, MI.
- Wright, M., & Jacobson, W. (2010, October). *Educational development as a framework for outcomes assessment*. Workshop for the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education, St. Louis, MO.
- Wright, M. (2010, October). *What's it like?* Poster presented at the Innovation Award Finalists' Poster Fair at the annual meeting of the Professional and Organizational Development (POD) Network in Higher Education, St. Louis, MO.

Review and Editorial Work

- AACU General Education Conference, General Education and Assessment 3.0: Next Level Practices Now (M. Wright)
- *Advances in Engineering Education* (T. Pinder-Grover)
- *Educational Technology and Society* (E. Zhu)
- Frontiers in Education Conference (T. Pinder-Grover)
- *International Journal of the Scholarship of Teaching and Learning* (M. Kaplan)
- International Society for the Scholarship of Teaching and Learning (ISSOTL) (M. Wright)
- *The Journal of Engineering Education* (C. Finelli)
- *The Journal of Faculty Development* (M. Kaplan, D. Meizlish – reviewer, editorial board member)
- *The Journal of Higher Education* (D. Meizlish)
- Professional and Organizational Development (POD) Network in Higher Education (D. Meizlish, M. Wright)
- *Science Education* (C. Finelli)
- *Studies in Graduate and Professional Student Development* (M. Wright - reviewer, editorial board member)
- *Teaching Sociology* (M. Wright)
- *To Improve the Academy* (M. Wright)

CRLT Regular Staff *in* 2010-2011

Associate Vice Provost and Executive Director	Constance E. Cook
Managing Director	Matthew Kaplan
Associate Director and Coordinator of Multicultural Teaching and Learning	Crisca Bierwert
Director of CRLT in Engineering and Research Associate Professor	Cynthia Finelli
Assistant Directors and Instructional Consultants	Chad Hershock, <i>Assistant Director</i> Deborah Meizlish, <i>Assistant Director</i> Stiliana Milkova, <i>Assistant Director</i> Rachel Niemer, <i>Assistant Director</i> Tershia Pinder-Grover, <i>Assistant Director</i> Laura Schram, <i>Instructional Consultant</i> Mary Wright, <i>Assistant Research Scientist and Assistant Director, Evaluation</i> Erping Zhu, <i>Assistant Director</i>
CRLT Theatre Program	Jeffrey Steiger, <i>Artistic Director and Artist-in-Residence</i> Courtney Myers, <i>Managing Director</i> Jessica Von Hertsenberg, <i>Administrative Coordinator and CRLT Program Assistant</i>
Administrative Staff	Lori Dickie, <i>Budget Administrator</i> Ryan Hudson, <i>Administrative and Publications Specialist</i> Carolyn Parker, <i>Assistant to the Executive Director</i>
Project Staff	Danielle Dorsette, <i>Program Assistant</i> Amy Hamermesh, <i>Computer Systems Specialist</i> Jeri Hollister, <i>Program Assistant</i> Kaarin Mann, <i>Program Assistant</i> Melinda Thompson, <i>Administrative Assistant</i>

List does not include graduate teaching consultants, graduate research assistants, actors, or work-study students.

CRLT Staff Biosketches

Administrative Team

Constance E. Cook, Associate Vice Provost and Executive Director, PhD (Political Science): Constance Cook has served as Executive Director of CRLT since 1993. She was named Associate Vice Provost for Academic Affairs in 2006 and also serves as Clinical Professor of Higher Education in the Center for the Study of Higher and Postsecondary Education, as well as Adjunct Associate Professor of Political Science. Connie leads new initiatives on teaching and learning and represents both CRLT and the broader University community on those topics. She also runs professional development programs for international higher education leaders. With Managing Director Matt Kaplan, Connie edited *Advancing a Culture of Teaching on Campus: How a Teaching Center Can Make a Difference* (Stylus Publishing, 2011), a book describing CRLT programs and strategies authored by them and their CRLT colleagues. Prior to becoming the Director of CRLT, Connie was the executive assistant to the president of the University of Michigan and, from 1987-1990, Connie was coordinator of the FIPSE (Fund for the Improvement of Postsecondary Education) Comprehensive Program at the U.S. Department of Education. Before going to Washington, D.C., Connie was an associate professor at Albion College, where she chaired the political science department. She received her B.A. from Barnard College, her M.A. from The Pennsylvania State University, and her PhD from Boston University, all in political science. Her two political science books concern American political interest groups: *Lobbying for Higher Education: How Colleges and Universities Influence Federal Policy* (Vanderbilt University Press, 1998) and *Nuclear Power and Legal Advocacy: The Environmentalists and the Courts* (D.C. Heath/Lexington Books, 1980).

Matthew Kaplan, Managing Director, PhD (Comparative Literature): Matt runs the day-to-day operations of the center, including oversight of budget, publications and publicity, and CRLT's seminar series. He collaborates with the Artistic Director of the CRLT Players on theatre projects and with CRLT's professional staff on meeting the needs of the university's instructional community. He also co-directs the LSA Teaching Academy and oversees the Thurnau competition, the university's highest undergraduate teaching award. Matt received his PhD in comparative literature from the University of North Carolina at Chapel Hill, where he worked at UNC's Center for Teaching and Learning for three years before joining CRLT in 1994. He has published articles on the academic hiring process, the use of interactive theatre as a faculty development tool, and the evaluation of teaching, and he co-authored a chapter of *McKeachie's Teaching Tips* on technology and teaching. He has co-edited *The Scholarship of Multicultural Teaching and Learning* (Jossey-Bass, 2007), a volume of *New Directions for Teaching and Learning*, and edited two volumes of *To Improve the Academy* (New Forums Press, 1998, 1999). With Executive Director Connie Cook, Matt edited *Advancing a Culture of Teaching on Campus: How a Teaching Center Can Make a Difference* (Stylus Publishing, 2011), a book describing CRLT programs and strategies authored by them and their CRLT colleagues. He was a member of the Professional and Organizational Development (POD) Network in Higher Education's Core Committee from 1998 to 2001.

Crisca Bierwert, Associate Director and Coordinator of Multicultural Teaching and Learning, PhD (Anthropology): Crisca provides workshops and consultations for departments and programs, consults with individual faculty members and GSIs, and leads programs to promote diversity and social justice efforts at the University. She also does research on student learning outcomes, supports interdisciplinary teaching, and provides multicultural training. She participates in university-wide diversity initiatives, and she is currently chair of the President's Diversity

Council. Before coming to CRLT, she obtained her PhD degree in cultural anthropology from the University of Washington (Seattle), worked in the Native educational programs of the Coqualeetza Centre (Sardis, B.C.), and taught at the University of Michigan. Her major publications in anthropology and Native American Studies focus on text analysis, cultural politics, and environmental issues; they include *Lushootseed Texts: An Introduction to Puget Salish Narrative Aesthetics* and *Brushed by Cedar, Living by the River: Coast Salish Figures of Power*. She joined CRLT in 2000, became part of the administrative team in 2002, and became Associate Director in 2007.

Program Managers

Cynthia Finelli, Director of CRLT in Engineering and Research Associate Professor, PhD (Electrical Engineering Systems): Cindy earned B.S.E.E., M.S.E.E., and PhD degrees from the U-M in 1988, 1989, and 1993, respectively. She holds a joint appointment in the College of Engineering and CRLT, and is also research associate professor of engineering education at U-M. Prior to joining CRLT in April 2003, Cindy was the Richard L. Terrell Professor of Excellence in Teaching, founding director of the Center for Excellence in Teaching and Learning, and associate professor of electrical engineering at Kettering University. She is a strong advocate of active, team-based learning in the classroom and is engaged in several engineering education research projects. She is a past chair of the Educational Research and Methods Division of ASEE.

Chad Hershock, Assistant Director and Coordinator of Science Initiatives, PhD (Biology): Chad coordinates CRLT's sciences and health sciences projects and works on instructional technology initiatives, consults with faculty and TAs on teaching and course design, participates in research and evaluation projects, and facilitates customized workshops on teaching methods. He also created and directs the U-M Graduate Teacher Certificate Program and U-M Postdoctoral Short-Course on College Teaching in Science and Engineering. Chad's training includes a B.S. in biology from the University Scholars Program at The Pennsylvania State University and a PhD in biology from the University of Michigan, where he also completed a postdoctoral fellowship in ecology and evolutionary biology. Prior to joining CRLT in 2005, he worked as a research scientist and project manager at BioMedware, Inc., and as a lecturer at the University of Michigan's Ann Arbor, Dearborn, and Biological Station campuses.

Deborah Meizlish, Assistant Director, PhD (Political Science): Deborah joined CRLT in 2001. At CRLT, Deborah consults with administrators, faculty, and GSIs on course and curricular issues, including assessment; plans university-wide programs on teaching, learning, and academic leadership; and conducts seminars on a wide variety of pedagogical topics. Deborah co-directs the LSA Teaching Academy and is co-principal investigator on "The Impact of Mega-Cognitive Strategies within Writing in the Disciplines: Experiments to Improve Writing and Critical Thinking," funded by the Teagle and Spencer Foundations. Deborah's research and writing focus on the scholarship of teaching and learning, academic hiring, preparing future faculty developers, and academic integrity. She has a PhD in political science from the University of Michigan.

Stiliana Milkova, Assistant Director, PhD (Comparative Literature): Stiliana holds a PhD in comparative literature from UC Berkeley and an A.B. from Brown University. Prior to coming to CRLT, Stiliana taught comparative literature at Berkeley and mentored GSIs. At CRLT, she coordinates the one-day Preparing Future Faculty Conference and the GTC program, and she co-directs the ELI/CRLT courses for prospective graduate student instructors educated in languages other than English. Stiliana also consults with faculty and GSIs, provides workshops on teaching and learning, and conducts midterm student feedback sessions.

Tershia Pinder-Grover, Assistant Director and Coordinator of GSI Initiatives, PhD (Mechanical Engineering):

After receiving a B.S. in fire protection engineering from the University of Maryland, Tershia went on to earn her M.S. and PhD in mechanical engineering from the University of Michigan. In August 2005, she joined CRLT, where she is responsible for planning teacher training for new engineering GSIs, overseeing the Engineering Teaching Consultant (ETC) Program, co-directing the Rackham-CRLT Preparing Future Faculty Seminar, coordinating the Rackham-CRLT Intercampus Mentorship Program, and developing pedagogical workshops. Tershia also consults with faculty and GSIs on a variety of teaching and learning issues and participates in engineering education research initiatives.

Laura Schram, Instructional Consultant, PhD (Political Science): Laura earned a B.A. in international politics and economics from Middlebury College and an M.A. and PhD in political science from the University of Michigan.

Laura coordinates several graduate student development programs, including the Graduate Teaching Consultant (GTC) group and the Preparing Future Faculty (PFF) Conference. Laura also consults with faculty and GSIs on their teaching and supports them in achieving their student learning goals. She facilitates several workshops related to teaching and learning, and conducts midterm student feedback sessions for faculty and graduate students. Her research interests include the scholarship of teaching and learning, graduate student professional development, and learner-centered teaching.

Jeffrey Steiger, Artistic Director of the CRLT Theatre Program and CRLT Artist-in-Residence: Jeffrey has

been working in theatre and with interactive theatre techniques for over twenty years. His career as an actor and director centers on the idea of theatre as a compelling agent for social change. As Artistic Director of the CRLT Theatre Program he creates original scripts, facilitates interactive performances and workshops, collaborates with academic units to apply theatre to their faculty development needs, and consults with faculty and graduate student instructors on voice and communication issues. Under his direction, the CRLT Theatre Program has become a national resource, performing at campuses and conferences around the country. In addition to his work with the CRLT Players, Jeffrey writes, directs, and produces original work for the stage. He also has experience in the classroom, having taught courses on performance art, comedy, and acting for non-actors both at U-M and at Ann Arbor Community High School.

Mary Wright, Assistant Director for Evaluation and Assistant Research Scientist, PhD (Sociology): In this

capacity, Mary works with U-M's faculty and academic units on assessment of student learning, evaluation of educational initiatives, and the scholarship of teaching and learning (*SoTL*). She also is involved with CRLT's Preparing Future Faculty (PFF) initiatives. Her research and teaching interests include teaching cultures, graduate student professional development, undergraduate retention in the sciences, and qualitative research and evaluation methods. Her book, *Always at Odds?: Creating Alignment Between Faculty and Administrative Values*, was published in 2008 by SUNY Press. Outside CRLT, Mary has served as an external evaluator for several NSF grants, and she is also chair of the Professional and Organizational Development (POD) Network in Higher Education Graduate and Professional Student Development Committee. Mary earned an A.B. in sociology from Princeton University, an M.A. and PhD in sociology from the University of Michigan, and an M.A. in higher education administration from the Center for the Study of Higher and Postsecondary Education at U-M.

Erping Zhu, Assistant Director and Coordinator of Instructional Technology, PhD (Instructional Systems Technology): Erping earned a PhD in instructional systems technology from Indiana University. Erping consults

with faculty about integrating technology into their teaching and developing courses that incorporate instructional technology. She collaborates with colleagues from U-M technology units to provide services and programs to

faculty through the Enriching Scholarship conference. She also coordinates the Provost's Teaching Innovation Prize and directs the Teaching with Technology Institute. She has authored and co-authored chapters in books, encyclopedias, and academic journals. Her research focuses on technology and teaching, scholarship of teaching, and online learning and instruction. Erping also coordinates CRLT's China initiatives such as the Michigan-China University Leadership Forum and the Michigan Faculty Development Seminar.

Administrative Staff

Mary Antonaros, Postdoctoral Research Associate (*term appointed*): Mary Antonaros earned a PhD in higher education from the University of Michigan in 2010. As a doctoral student, Mary served as a GSRA and a GSI. At CRLT, Mary engages in research on student learning outcomes, supports multidisciplinary teaching, works with the GTC Program, conducts midterm student feedback sessions for GSIs and faculty, and focuses on multicultural initiatives.

Lori Dickie, Budget Administrator: Lori earned a B.B.A. in accounting from Eastern Michigan University. She has 33 years of experience in finance and administration at U-M, first at the U-M Development Office and then at CRLT. With CRLT since 2000, she is responsible for budget management and implementation of HR processes.

Monica Huerta, Postdoctoral Research Associate (*term appointed*): Monica earned a PhD and M.A. in history of art at the University of Michigan. She has a B.A. in studio art from the University of Texas at El Paso. While in graduate school, Monica worked with CRLT as a graduate teaching consultant (*GTC*) and taught a number of courses at U-M. Monica primarily conducts midterm student feedback sessions for faculty and GSIs, and she consults with those seeking innovative ways to improve classroom dynamics and strengthen student-learning objectives. Monica is very much interested in visual literacy, the scholarship of teaching and learning, and faculty development.

Ryan Hudson, Administrative and Publications Specialist: Ryan earned bachelor's and master's degrees in political science from Carleton College and the University of Michigan, respectively. Certified to teach English as a foreign language by the University of Liverpool, she did so in Prague from 1989 to 1991. As a GSI, she received teaching awards from Rackham and the department of political science. In September 2006, Ryan joined CRLT, where she leads the event planning team and provides general research and editing support.

Courtney Myers, Managing Director, CRLT Theatre Program: Courtney studied communications and theater arts at Eastern Michigan University. As Managing Director of The CRLT Players she supervises and coordinates the work of actors and support staff, coordinates rehearsal and performance schedules, manages logistics of travel with the company, and collaborates with the Artistic Director on program development. Courtney has been a resident of Ann Arbor since 1998 and performs at The Performance Network, The Purple Rose Theater, The Tipping Point, and The Blackbird Theater.

Carolyn Parker, Assistant to the Executive Director: Carolyn earned a B.S. in kinesiology/education from the University of Michigan. She provides administrative and secretarial support to the executive director and to the managing director. She also plans and coordinates campus-wide events: New Faculty Orientation, the Provost's Seminars on Teaching, and the Provost's Campus Leadership Program for associate deans and department chairs. She provides support for the Michigan-China University Leadership Forum and the Michigan Faculty Development Seminar.

Project Staff

Danielle Dorsette, Program Assistant: Danielle earned her B.A. in political science from the University of Michigan in 2009. She joined CRLT in 2010. At CRLT, Danielle supports campus-wide events, including the CRLT Seminar Series and Teaching with Technology Institute, and CRLT North programs like the Engineering GSI Teacher Training. Danielle also maintains the CRLT North website.

Amy Hamermesh, Computer Systems Specialist: Amy is primarily responsible for technology support at CRLT. Before joining CRLT, Amy received her M.A. in linguistics from the University of Michigan and worked as the departmental administrator at the University of Michigan's Frankel Center for Judaic Studies. Amy provides support for all of CRLT's computer-related technology, including research and training for CRLT staff.

Jeri Hollister, Program Assistant: Jeri earned her B.A. in history of art and her M.F.A. from the School of Art and Design at the University of Michigan. Prior to joining CRLT in August 2004, she worked in the Visual Resources Collections in the History of Art Department in LSA. Jeri provides support for various CRLT programs, including the five-week Rackham-CRLT Preparing Future Faculty Seminar, the seven-week Postdoctoral Short-Course on College Teaching in Science and Engineering, the Graduate Teacher Certificate Program, and CRLT grants. She also maintains the CRLT website, and provides desktop publishing and graphic art support.

Kaarin Mann, Program Assistant: Kaarin earned her B.A. in history from the University of Michigan in 2008, after which she joined the CRLT staff. At CRLT, Kaarin provides support for GSI Teaching Orientations, the one-day Preparing Future Faculty Conference, the International Faculty Dinner, and the Teaching Innovation Prize. She also assists with the CRLT website.

Melinda Thompson, Administrative Assistant: Melinda earned her associate's degree in administrative assistant technology from Washtenaw Community College. She has over 10 years of combined clerical and customer service experience and has worked in several different departments at the University of Michigan, including the Housing Information Office and the Facilities Information Center. Since January 2004, Melinda has been with CRLT, where she oversees the undergraduate student assistants and keeps the office well supplied and running smoothly.

Jessica Von Hertsenberg, Administrative Coordinator, CRLT Theatre Program and Program Assistant: Jessica earned her B.A. in German and linguistics from New York University in 2009. After moving to Ann Arbor, she joined CRLT in 2010. Jessica oversees performance and trip logistics for the CRLT Players and works with the Managing Director on scheduling and communication with theatre program contacts. She also provides support for other CRLT events.

