

Annual Report

2025-2026



CENTER FOR RESEARCH ON LEARNING & TEACHING
UNIVERSITY OF MICHIGAN

In the 2025–2026 academic year,

CRLT's work garnered both internal and external recognition. Externally, the artistry and impact of the CRLT Player's new film, *How Do We Begin*, was recognized with **4 Michigan Emmys®**. Internally, the Provost's Office announced that the Foundational Course Initiative (FCI) would become a permanent part of CRLT's budget. Since its inception in 2018, FCI has been a key resource for the redesign of gateway courses. Over the past 10 years, the initiative has had a remarkable reach. FCI consultants have partnered with departmental teams from 54 courses in 8 schools and colleges, and close to 90% of the 2026 graduating seniors benefitted from the resulting redesigned courses. Permanent funding will ensure that this critical resource will be an ongoing force for change.

CRLT contributed to a number of major, campuswide initiatives. For example, in partnership with the Vice Provost for Undergraduate Education, CRLT staff developed training videos for advisors of all stripes and participated in key student success committees. The CRLT Players Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*, developed in collaboration with the Well-Being Collective, has attracted over **650 participants**, and it formed the basis for the first-ever learning community on this topic. CRLT also brought the instructional community together to consider the impact of GenAI at two Provost's Seminars on Teaching.

And as always, the broad impact of CRLT's work on individual instructors is made visible in the pages that follow, from the close to **8,000 individual consults**, to midterm student feedback sessions in almost **200 courses** affecting over **6,000 students**.

An ongoing and notable shift this year is a move toward more in-depth programs, whether day-long retreats or multiple sessions. These range from faculty learning communities to teaching academies, topical retreats, book group discussions, and the Preparing Future Faculty Seminar for graduate students. And clearly, instructors appreciate this approach as well: applications for many of these programs have exceeded capacity. Moreover, this modality aligns with research showing the efficacy of such sustained engagement.

All of this work is made possible by the expertise, dedication, and skill of CRLT's staff. It is a true privilege to lead such an accomplished group of professionals, and I look forward to our work in the coming year. ●



Matthew Kaplan

Associate Vice Provost for
Learning & Teaching
Executive Director, CRLT

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This report was compiled by CRLT staff.





Mission

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

Core Services

■ SUPPORT FOR TEACHING

Serving all members of the teaching community, CRLT offers consultations on pedagogical and curricular issues, along with a range of grants programs to fund instructional innovation. CRLT also presents orientations and seminars for campuswide audiences, as well as workshops and retreats tailored to the needs of academic units.

■ FOUNDATIONAL COURSE INITIATIVE (FCI)

FCI convenes departmental teams of faculty, graduate students, and undergraduates to redesign large-enrollment courses that are pivotal to students' academic and career trajectories. The initiative supports student success by promoting engaging, rigorous, and transformative learning experiences for all students.

■ EQUITY-FOCUSED TEACHING

CRLT supports instructors in the creation of equitable and inclusive cultures and climates in their classrooms, studios, and labs with the goal of disrupting systemic inequities that create barriers to student success. This includes fostering a sense of academic belonging among all students, clearly communicating norms and expectations, and employing equitable assessment practices.

■ THEATRE

CRLT Players sessions use theatre to seed reflection about issues that negatively impact inclusive climate and to spark dialogue about strategies for addressing them. The Players perform for faculty, graduate students, and administrators. Their repertoire focuses on both classroom and institutional climate.

■ DIGITAL EDUCATION

Through consultations, workshops, and web resources, we help instructors select and integrate into their teaching the technologies that best meet their goals for student learning. We collaborate with other offices to assess the value of emerging technologies for teaching and learning and to disseminate effective practices for teaching with technology.

■ CURRICULUM, ASSESSMENT, AND RESEARCH

CRLT focuses on projects that generate evidence useful to faculty and administrators for improving courses or curricula. Services range from consultations about effective methods to large-scale projects that involve data collection, analysis, and facilitation of faculty discussions about results.

Year at a Glance

18,182

U-M Services

3,217

External Services

21,399

Total Services Provided

- 4,363 Participants in campuswide programs
- 5,290 Participants in customized programs for departments, schools, & colleges
- 8,335 Consultations
- 194 Midterm Student Feedback sessions (MSFs) conducted

- 1,925 Participants in presentations and workshops
- 80 Audience members at external theatre performances
- 1,212 Consultations and other services



External Reach Beyond U-M

100

U.S institutions

23

Other U.S organizations

56

International Institutions

5,794

UNIQUE INDIVIDUALS

Services by School/College

- Unique Individuals
- Services

255	1,610	Administration
76	191	Architecture & Urban Planning
40	153	Art & Design
69	195	Business
42	98	Dentistry
58	158	Education
1,306	5,192	Engineering
71	177	Environment and Sustainability
112	293	Information
87	248	Kinesiology
23	65	Law
70	190	Libraries
1,512	6,071	LSA
324	788	Medicine
79	169	Music, Theatre& Dance
53	263	Nursing
58	178	Other
62	127	Pharmacy
132	297	Public Health
45	72	Public Policy
52	152	Social Work
28	75	UM-Dearborn
42	182	UM-Flint
75	115	Unknown Affiliation
1,123	1,123	Participants at Events Without Sign-In
5,794	18,182	TOTAL

→ CONSULTATION SERVICES

Consultations	8,335
Instructors receiving Midterm Feedback Sessions	171
Students served by MSFs	6,327
U-M committees with CRLT representatives	53

→ FACULTY AWARDS

Award competitions	2
Grant competitions	4
Distributed by CRLT	\$313,032

→ ONLINE

Unique visitors to the CRLT website	222,430
Countries	217

→ CRLT PLAYERS

Performances at U-M	37
External performances	3
Different sketches performed	12
Audience members	1,878

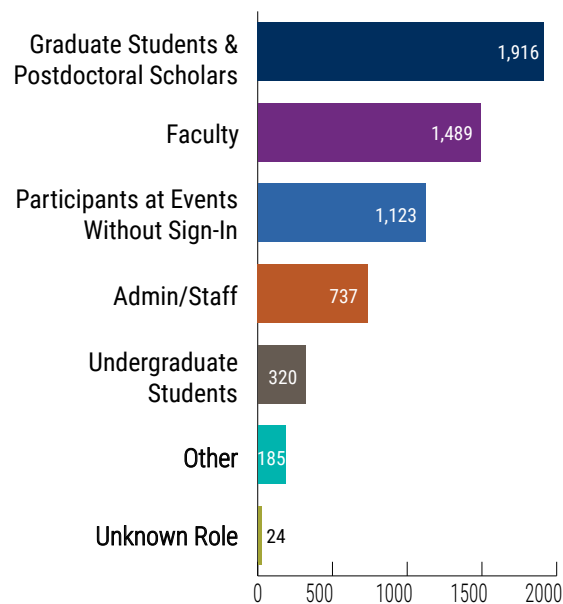
→ PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

Preparing Future Faculty (PFF) programs	4
Participants in PFF programs	195
Graduate student instructional consultants	37

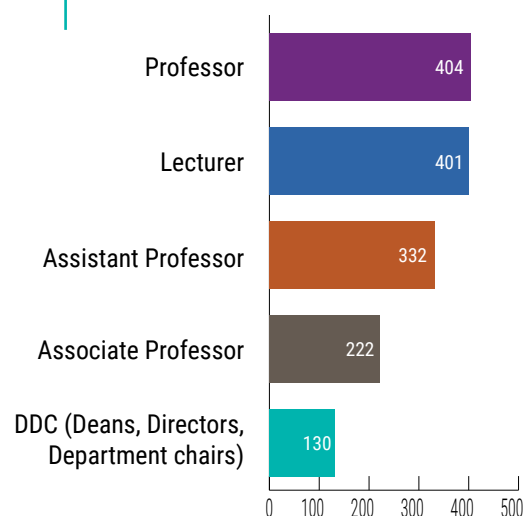
→ RESEARCH AND PUBLICATIONS

Assessment projects across 12 U-M schools and colleges	39
CRLT action research projects	4
Publications and presentations	59

U-M Client Profiles



UNIQUE INDIVIDUALS 5,794



FACULTY BY RANK 1,489

Meet the CRLT Community

CRLT's team includes long-term staff with deep institutional knowledge along with new colleagues who bring fresh ideas and perspectives to our work. Our consultants, CRLT Players, events team, and senior leadership partner with instructors and academic leaders across campus to advance equity, innovation, and excellence in teaching and learning at U-M.

Senior Leadership Team



Matthew Kaplan



Sara Armstrong



**Denise Galarza
Sepúlveda**



**Michelle
Getchell**



**Laura
Gonzalez-Garcia**



Malinda Matney



**Tershia
Pinder-Grover**

CRLT in Engineering



Audra Baleisis



Rhonda Holton



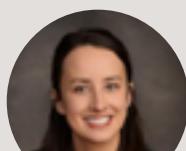
Patricia Jaimes



Carol Lagemann



Richard Marks



L LaNoue



**Linjue (Jade)
Wang**

**"THANKS TO
CRLT FOR
PROVIDING
THE SUPPORT,
PEOPLE, AND
EXPERTISE
TO ENVISION
THIS TYPE OF
PROGRAM
AND MAKE IT
HAPPEN."**

Admin



Ryan Hudson

Business



**Jamie
Zawistowski**



**Brittany
Zydorczyk**

Educational Development & Assessment Services



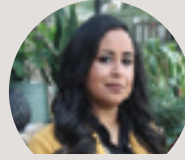
Ronit Ajlen



Jeanne Andreoli



**Anoff Nicholas
Cobblah**



Tazin Daniels



Martha Epperson



Victoria Genetin



**Esther
Grace Witte**



Sarah Zelner



Hayley Heaton



Waleed Helweh



**Deborah
Meizlish**



**Bethany
Morrison**

Foundational Course Initiative



**Sewwandi
Abeywardana**



Blair Beuche



Andy Burkhardt



Michelle Calka



**Mishelle
Dimitrova**



**Elizabeth Mann
Levesque**



Deborah Lichti



**Heather
Rypkema**



Megan Stowe



Ina Zaimi

Operations & Events



Liz Caverly



Malini Dasgupta



Liesl Topy



**Michael
Trevithick**



Erin Wenk

Theatre Program



Jacqui Blue



Rachel Corp



**Christine
Simonian**

CRLT Faculty Advisory Board

The board advises the executive director on policies and activities that enable CRLT to fulfill its mission.

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



Roland Graf
*Professor
Art and Design*



Jessi Grieser
*Associate Professor
Linguistics, LSA*



Jessy Grizzle
*Professor
Robotics (COE)*



James Juett
*Lecturer
Electrical Engineering*



Beth Kuzma
*Clinical Associate
Professor
Nursing*



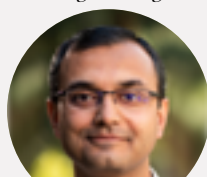
Shelie Miller
*Professor, Environment
and Sustainability and
Civil and Environmental
Engineering*



Molly Spencer
*Lecturer
Public Policy*



Burcu Tasoluk
*Lecturer
Business*



Ambuj Tewari
*Professor, Statistics
(LSA) and Electrical
Engineering and
Computer Science*



Meg Wolff
*Clinical Professor
Emergency Medicine
and Pediatrics*



Matt Zawistowski
*Clinical Associate
Professor
Biostatistics, SPH*



Digital Accessibility

**An ITS Accessibility Spotlight
featured CRLT-Engin's work on this
front.**

"Kellie Grassman and the CRLT-Engin team didn't just update Canvas content; they created a new standard for accessibility at the College of Engineering. As pilot recipients of the Digital Accessibility Grant, they transformed two major orientation courses (for faculty and GSIs) into fully accessible, beautifully designed models using DesignPLUS, Panorama, transcripts, captions, tagged PDFs, and more. The team completed staff training, hired and coached student workers, and built new internal processes for tracking and remediating documents. They even created practical guidelines for generating transcripts and collaborated with content partners across U-M to share knowledge and spread accessibility awareness beyond their own unit. What were the results of this hard work? New instructors now start their U-M journey with fully accessible orientation courses and an early, clear example of how inclusive digital teaching should look and feel."

New & Noteworthy

Collaborations on Student Academic Success Initiative

CRLT partners with the Office of the Vice Provost for Undergraduate Education (VPUE) to advance the design and implementation of strategies that support student success. To promote faculty experimentation in this area, VPUE expanded the 2025-2026 Faculty Development Fund and Whitaker Grant programs to fund projects oriented to student success on topics such as "Using AI-Augmented Curricula to Boost Student Confidence and Preparation in Science Communication" and "Writing and Assessing the Efficacy of Service Learning in Arts Leadership Education."

A new VPUE course for U-M staff, faculty, and students who advise undergraduates drew on expertise that the CRLT Players developed two years ago in creating a Canvas course for faculty on student mental health. The new Players video vignettes demonstrate ways of enacting an "ecological validation" approach to advising that is asset based, promotes a sense of belonging and self-efficacy, and supports student achievement and persistence.

CRLT directors also participate in VPUE groups that are formally addressing topics such as student success in STEM courses, testing accommodations, and classroom and instructional capacity.



Engaging with the GenAI Landscape

CRLT continues to collaborate with campus partners and to support faculty as they consider whether and how to integrate GenAI into their teaching. Key contributions included shaping surveys of perceptions about GenAI at U-M held by undergraduate students and faculty; convening two provost's seminars centered on AI in the contexts of undergraduate and graduate education, respectively; and working with the faculty director of the Life-Changing Education Theme Years to fund 20 mini-grants that will enable faculty to study the impact of AI innovations in their classrooms in the 2026-2027 academic year. In addition, CRLT continued to provide opportunities for faculty to discuss pedagogical approaches, including organization of a Community of Practice on Critical Conversations on Generative AI and Higher Education. CRLT-Engin staff offered several college-wide workshops as well as 5

customized sessions tailored to the needs of specific departments.

To further inform work in this area, CRLT's executive director led monthly meetings of a team of U-M faculty who participated in a national AAC&U Institute on GenAI, Pedagogy, and the Curriculum. These conversations informed university policy as well as the development of the surveys and mini-grants program mentioned above.





CRLT Players Emmys®

The artistry and impact of the CRLT Player's new film, *How Do We Begin*, was recognized with 4 Michigan Emmys® for writing, directing, photography, and audio recording. The film—an adaptation of the Players theatrical intervention of the same name—was produced in collaboration with the Duderstad Center Studios Team and funded by U-M's Inclusive History Project. It has been shown at 5 events, including the day-long leadership retreat described on the next page.



CRLT Players Celebrates 25th Anniversary

Founded in 2000 as the first of its kind in the nation, the CRLT Players Theatre Program leverages the power of live and video performances to engage instructors and campus leaders with issues of classroom and departmental climate. Over the past 25 years, the Players have performed for over 70,000 audience members at U-M and over 60 campuses and conferences. In September 2025, the campus community marked this milestone anniversary. Using the unique affordances of the Classroom in the Round, the Players premiered *Meeting the Dark*, a candid, multi-voiced performance that invites audience members into conversation about how they can best move forward together to address the challenges and opportunities of the current moment.

“

“As usual, you captured our moment in time, with all its nuances and in a nonpartisan way that left us feeling empowered.”

CRLT Blog Moves to Substack

In August 2025, CRLT relaunched its blog in Substack after surveying subscribers about their preferences. Respondents indicated that they were most interested in monthly posts that included examples of colleagues' approaches to teaching, summaries of research and evidence-based approaches to teaching and learning, and information about upcoming CRLT programs and resources. With that in mind, in 2025-2026, CRLT staff as well as guest authors from U-M and beyond contributed to **12 posts** on Substack. Topics included posts by and about Teaching Innovation Prize winners, descriptions of innovative faculty approaches to GenAI and active learning in large courses, and resources for promoting open inquiry and civic engagement. Posts were read widely, being opened on average by over 1,000 subscribers. (See p. 23 for a complete list of posts.)



New Opportunities to Learn in Community

Supporting Student Mental Health in Stamps

CRLT partnered with the associate dean for academic programs in the Stamps School of Art & Design to pilot a 4-session, in-person faculty learning community leveraging the content of the CRLT Players mental health course. Participants included 20 tenure-track faculty and lecturers. The community was facilitated by CRLT consultants who have worked extensively on student well-being. Each session discussed specific course modules and included opportunities for faculty to meet staff from offices that offer mental health resources. The FLC was very well received and an excellent proof of concept: Faculty reported that participation in this type of learning community motivated them to complete the Canvas course and follow up with colleagues after each session. They particularly appreciated the opportunity to exchange perspectives and strategies specific to their disciplinary context, and to both hear from campus resources and inform them about the specific needs of studio instructors. In terms of broader impact, the 20 participants represent approximately one-third of the school's active, core instructional staff, constituting a critical mass of individuals who have now explored this topic in depth. This pilot will provide a model for similar programs in LSA and SMTD in the coming academic year.

Beginning Again Leadership Retreat

The CRLT Players collaborated with the Trotter Multicultural Center to offer a leadership retreat, *Beginning Again: Revisiting the History of Black Student Experiences to Imagine New Futures*. The day-long program premiered *How Do We Begin?* The film takes a historiographic approach to exploring Black students' experiences at U-M since the institution's founding moment, prompting thought on how viewers reckon with the past to inform their actions in the present and future. The retreat included opportunities for attendees to share perspectives in small groups, to hear from those involved in making the film, and to consider how to reshape our current practices.

Fostering Student Success in Engineering

CRLT in Engineering offered a 5-session teaching circle focused on student success. The program united a key college priority with the VPUE's campuswide initiative. A total of 11 faculty and 8 graduate students participated, exploring ways to design learning environments and content that lead to the success of all students. Session topics ranged from well-being and transparency to alternative assessments and ethical use of GenAI. In the final session, faculty applied what they learned to revise an aspect of their course (e.g., the syllabus or an assignment) and exchanged feedback with their faculty peers and graduate student participants. A subset of attendees will further develop their materials in upcoming faculty-graduate student partnerships.

WHAT PEOPLE ARE SAYING:

This learning community was SO SO GREAT. I'm very glad I participated, and I am excited to incorporate what I have learned into teaching.

.....
Thank you for your work on this retreat. I found it tremendously informative and beneficial. The speakers were all so thoughtful and knowledgeable. And it was very helpful to hear their perspectives.

.....
Unlike a workshop or reading alone, the teaching circle allowed me to hear different perspectives, reflect on my own experiences, and connect ideas like student well-being, transparency, assessment, and GenAI to real teaching situations.



Support for Teaching



WHAT PEOPLE ARE SAYING ABOUT MIDTERM STUDENT FEEDBACK:

I absolutely think this is one of the most valuable resources faculty have at U-M. I strongly encourage colleagues to engage in MSF - it has significantly improved my teaching over the years, and is so accessible and easy to set up.

It was very helpful to have a thought partner to review the feedback, contextualize it, and develop strategies to address it.

There is literally no downside. You get helpful information and your students appreciate it.

Consultations

CRLT professional staff and graduate student instructional consultants (GSICs) work with faculty, administrators, and graduate students. 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, employing equity-focused teaching strategies, approaches to Generative AI and improvement of teaching and learning in a class or discipline. CRLT staff conducted **8,335 individual consultations**, some brief and some extensive, with U-M clients during the 2025-2026 academic year.

➔ MIDTERM STUDENT FEEDBACK

CRLT staff and graduate student consultants conducted **194 mid-term student feedback sessions** for faculty and GSIs. Unlike end-of-term evaluations, gathering data mid-semester and discussing strategies for change with a consultant can immediately improve students' learning experiences. Our consultants observe class sessions, develop questions in collaboration with instructors, and synthesize responses into written reports. Last year, over **6,300 students** shared what was going well and what could help them learn better.

Orientations

NEW FACULTY ORIENTATION

Together with the provost's office, CRLT organizes and facilitates U-M's campuswide New Faculty Orientation. In August 2025, **195 faculty members** attended this program, which featured welcoming remarks from President Domenico Grasso, Provost Laurie McCauley, Vice President for Research and Innovation Arthur Lupia, and SACUA Chair Derek Peterson. The CRLT Players presented Act for Equity, and small groups of new faculty discussed their approaches to issues raised by the sketch. These included ways that social identities and systemic inequities affect people's experience of their teaching and learning environments, along with strategies for increasing equity and inclusion in specific teaching contexts.

New faculty also attended one of six concurrent sessions:

- Research-Based Practices for College Teaching
- Leveraging Group Work and Teams to Enhance Student Learning
- Introduction to Equity-Focused Teaching
- Teach With a Purpose: U-M Instructors Using Digital Tools to Tackle Common Teaching Challenges
- Strategies for Clinical Teaching in the Health Sciences
- Low-Effort Strategies for Faculty to Support Student Well-Being



The NFO information fair featured exhibits and representatives from 51 U-M offices and programs.



LSA NEW LECTURER ORIENTATION

Together with the dean's office, CRLT organized and facilitated the LSA New Lecturers' Orientation (NLO) in August 2025. NLO helps lecturers navigate their new workplace by identifying resources and places to go for teaching support. Associate Dean Tim McKay welcomed **27 lecturers**, who then heard from a panel of LSA and CRLT leaders on handling common scenarios that arise with students. Afterwards, lecturers learned about services that CRLT offers such as consultations, workshops, and learning communities. The final session of the day gave participants an opportunity to ask questions to a panel of experienced lecturers from a range of units.

ELI-CRLT Courses

CRLT and the English Language Institute (ELI) co-sponsored an intensive, in-person course for graduate students whose undergraduate education was in a language other than English and who had GSI appointments in LSA. The course was offered in the summer to recently arrived U-M students scheduled to teach in fall 2025. The course was then offered again during the winter-term for students who will begin teaching in fall 2026. Students learned classroom communication and pedagogical strategies, which they applied during 4-5 practice teaching sessions. In summer 2025, **21 international graduate students** participated in the course. During winter 2026, **16 more students** participated.



GSI & IA Teaching Orientations

CRLT organized and facilitated teaching orientations for **1,712 graduate student instructors (GSIs) and undergraduate instructional aides (IAs)** at the beginning of fall 2025 and winter 2026 terms. All orientations were offered remotely, with an option for an in-person practice teaching session available for engineering participants.

Participation in the campuswide programs included 716 GSIs in fall 2025 and 218 GSIs in winter 2026, totaling 934 GSIs.

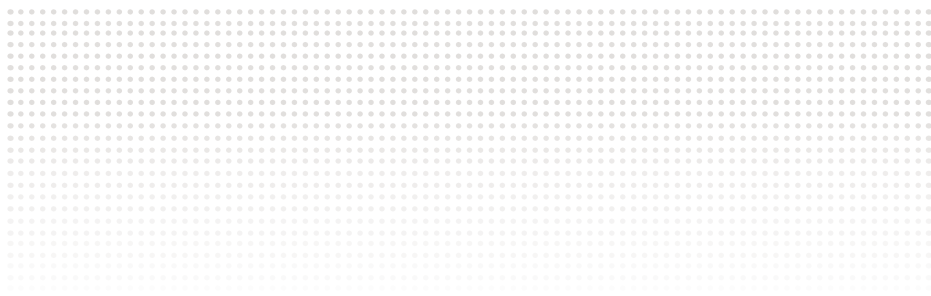
During these virtual orientations, GSIs completed a range of asynchronous Canvas course modules, such as an introduction with important policy information. GSIs could also participate in a synchronous practice-teaching session online.

CRLT-Engin organized customized, virtual teaching orientations each term for **new engineering GSIs and IAs**, with **481** participating in fall 2025 and **297** in winter 2026. After the initial asynchronous Canvas course training, all participants attended practice teaching sessions. For the final component of the orientation, participants chose either a Midterm Student Feedback (MSF) or a CRLT-Engin workshop followed by a written reflection.



Canvas Workshop Modules:

- **Equity-Focused Teaching**
 - **Planning a Class Session**
 - **Engaging Students in Face-to-Face and Online Classes**
 - **Teaching for Accessibility**
 - **Technology for the First Days of Teaching**
 - **Facilitating Group Work to Maximize Learning**
 - **Grading Assignments and Exams**
-



Seminar Series

Each semester, CRLT's seminars bring together faculty, staff, postdocs, and graduate students to explore timely and relevant topics in teaching and learning. These workshops and events focus on evidence-based practices, current challenges in higher education, and both discipline-specific and cross-disciplinary approaches to pedagogy. Participants exchange ideas with colleagues across campus, reflect on their own teaching contexts, collaboratively develop solutions to challenges, and leave with strategies, new questions, and resources to enhance their practice.

During 2025–2026, a total of **1,216 faculty, staff, graduate students, and postdocs** registered for the following seminars:

SPRING/SUMMER 2025

Communicating Expectations at the Beginning of the Fall Term

Rubrics: Transparent and Efficient Assessment in Support of Students' Learning

Teaching Foundations: Designing a Student-Centered Syllabus

Teaching Foundations: Facilitating Discussions

Teaching Foundations: Introduction to Equity-Focused Teaching

WINTER 2026

Assessing Participation: What? Why? and How?

Foundations of Mentoring: Building Trust and Aligning Expectations

Getting Started on Your Teaching Statement

Journal-Keeping in the Classroom: Tools for Critical-Reflective Practice

Responding Effectively to Generative Artificial Intelligence Now

Teaching Foundations: Grading & Feedback in the College Classroom

Teaching Foundations: Intentional Planning for Effective Class Sessions

Teaching Foundations: Introduction to Equity-Focused Teaching

Teaching Foundations: Strategies for Student Engagement

What Should I Do?: A Four-Step Process for Supporting Students Experiencing Distress

FALL 2025

Accessibility and Critical Reflective Practice

Classroom Activities for Engaging with Politics, Policy, & Social Issues

Developing a CRLT Teaching and Learning Grant Application

Getting Started on Your Teaching Philosophy Statement

Journal-Keeping in the Classroom: Experiments in Equity-Focused Teaching

Learner-Centered Interactions With Artificial Intelligence: Structure for Equity

Preparing Students to Navigate the Complexities of College Reading

Teaching Climate Change



During the fall 2025 and winter 2026 terms, **720 faculty, postdocs, grad students, and undergraduates** participated in the following programs and seminars offered by CRLT in Engineering:

FALL 2025

Generative AI for Engineering Education

Incorporating Active Learning Techniques in Your STEM Class

Promoting Successful Teamwork in STEM Classes

Strategies for Leading Office Hours in Engineering Courses

The Importance of Embracing Failure in Learning

WINTER 2026

Are They Getting It? Low-Stakes Ways to Gauge Student Learning

Authentic Assessment in the Age of Generative AI

Making Groupwork Work

Metacognition: Strategies for Effective Learning

Strategies for Leading Office Hours in Engineering Courses

CRLT Central Seminar Series at a Glance

23

Workshops offered

607

Unique registrants

Evaluation Results

95% / 95%

Gained knowledge/skills

Will use what they learned

“I appreciated the format: content and then time to reflect or discuss with colleagues. The practical part of putting it into our own course was very helpful!”

Programs for Academic Leaders



PROVOST'S CAMPUS LEADERSHIP PROGRAM (PCLP)

In partnership with the Office of the Provost, CRLT coordinates a two-pronged program for academic leaders that engaged **107 participants** in 2025-2026. New department chairs and associate deans attended a two-day orientation, while all chairs and associate deans were invited to a series of 6 roundtables held between October and March. These sessions fostered peer reflection and dialogue with presenters and panelists. Topics included a conversation with Provost McCauley, management-labor relations at U-M, understanding U-M government relations, an opportunity to "Bring What's On Your Plate," and a presentation on understanding the U-M budget.

"Excellent to hear colleagues' issues and learn from Provost resource folks."

Programs for Faculty

LSA AND HEALTH SCIENCES TEACHING ACADEMIES:

For the **LSA Teaching Academy**, CRLT worked closely with the LSA dean's office on a set of sessions to prepare **39 new-to-Michigan tenured and tenure-track assistant professors and postdoctoral scholars** for teaching at U-M. In August 2025, they participated in a two-day, in-person orientation that included opportunities to talk with current students and faculty, learn about and reflect on inclusive and equitable teaching, and explore pedagogical topics relevant to their teaching. They also had the opportunity to connect with academic partners in the U-M libraries, LSA Academic Technology Services, Sweetland Center for Writing, the Ginsberg Center, Office of Academic Affairs, and the Curriculum Resources Office of the LSA Associate

Dean for Undergraduate Education. Each participant also selected a book to read on teaching and learning. At a fall gathering, participants discussed course planning with equity in mind. At a winter gathering, participants came together to discuss their selected books. In May 2026, participants met with LSA Dean Rosario Ceballo and the LSA associate deans to reflect on and debrief their first year of teaching at Michigan. Finally, members of the academy worked with a CRLT consultant on a midterm student feedback process appropriate for their course.

"The academy provided practical, easy-to-implement strategies that I could put into practice right away, especially around academic belonging, transparency, growth mindset, flexibility, and engaging thoughtfully with differences."

The **Health Sciences Teaching Academy** is a program designed in collaboration with the Health Sciences Deans Council to support faculty who are new to teaching at U-M. The academy is held each year for 5 weeks in January and February as a synchronous, online learning community, plus personalized coaching from CRLT consultants to develop individual teaching skills and practices.

Goals of the academy:

- Deepen participants' understanding of how students learn
- Demonstrate strategies participants can use in various teaching contexts
- Provide opportunities for participants to learn from colleagues and educational experts
- Foster an interdisciplinary cohort of faculty engaged in teaching
- Increase participants' access to university resources and support for effective teaching

The program has been offered annually since 2011 and consistently receives high ratings from participants. Faculty report that the academy provides them with practical strategies and support for a broad range of relevant teaching contexts and offers them an opportunity to connect with new and experienced colleagues from across U-M's health science schools and colleges. In 2026, **13 faculty** from dentistry, medicine, pharmacy, and social work participated in the academy.

2026 Thurnau Award Recipients:



Meghan Duffy
*Ecology and
Evolutionary Biology,
LSA*



Cynthia Finelli
*Electrical Engineering
and Computer Science;
Education*



Sol Hart
*Communication
and Media &
Program in the
Environment, LSA*



**Nancy Ambrose
King**
Music



Thomas Schwarz
Physics, LSA

FACULTY GRANTS AND AWARDS

In 2025–2026, a total of **97 faculty** received grants or awards of **over \$313,000**. (See Appendix A for lists of grantees.) CRLT administered the Provost's Teaching Innovation Prize (TIP), designed to recognize outstanding pedagogical practices, as well as four grants competitions for faculty to improve teaching and learning at the University of Michigan.

Funded by the Office of the Provost and Executive Vice President for Academic Affairs:

- Gilbert Whitaker Fund for the Improvement of Teaching
- Lecturers' Professional Development Fund (LPDF)

Funded directly by CRLT:

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

Members of the CRLT Faculty Advisory Board select grantees for FDF and recommend awardees to the provost for the Whitaker Fund. An experienced lecturers panel of previous LPDF recipients makes recommendations to the provost on proposals for LPDF. CRLT staff select grant recipients for IDF. For the Provost's Teaching Innovation Prize, a panel of award-winning faculty selects the recipients.

CRLT also coordinates two additional teaching competitions for the provost's office: the Arthur F. Thurnau Professorship, U-M's highest award for contributions to undergraduate education (recipients pictured to the left), and an external award, the Michigan Distinguished Professor of the Year, which was received in 2026 by Shelly Schreier, teaching professor and Neil M. Kalter Collegiate Lecturer of Psychology in LSA.

COLLEGE OF ENGINEERING PROGRAMS



CRLT-Engin hosts Michigan Engineering's New Faculty Orientation with sponsorship from the associate dean for academic affairs. In mid-August, **23 faculty** new to the college and spanning research, tenure-track/tenured, and teaching roles gathered in person. They heard from college leadership, met colleagues, discussed fall goals and action steps, and interacted with **14 of the college's support units**. Before convening, faculty had access to an online Canvas course, a hub of resources with a specific focus on teaching. Modules highlighted college policies, introduced GenAI in teaching and inclusive course design, shared perspectives on faculty and student life, and strategies for starting a research group. Orientation activities continued at monthly gatherings where invited speakers covered topics such as preparing for the third-year review, recruiting and mentoring graduate students, teaching with technology, and supporting students in distress.

2026 Michigan Distinguished Professor of the Year



Shelly Schreier
Psychology, LSA

FACULTY LEARNING COMMUNITIES (FLCS)

Learning communities make space for faculty to think iteratively with colleagues over multiple sessions about specific teaching topics. They include new communities described on p. 11, as well as these programs offered annually.

Large Course Initiative (LCI):

On behalf of LSA, CRLT sponsored a learning community for faculty who teach large enrollment courses. During the winter term, **10 faculty** participated. Over the course of 4 meetings, faculty read and discussed research on student learning and explored a range of instructional approaches useful in large courses, with a particular emphasis on inclusive and equitable teaching. In addition, they visited the classrooms of colleagues who use innovative approaches to engage students in their large courses. LCI participants were eligible for a small grant (**up to \$2,000**) from the college to support course revision, and **8 of the faculty** participated in a grant workshopping session to refine their ideas, and all were later awarded LCI grants.

Teaching With GSIs:

With co-sponsorship from Rackham, CRLT offered a 5-session learning community focused on building effective and collaborative relationships with GSIs for faculty who lead instructional teams. Topics included onboarding and setting the stage for faculty-GSI collaborations, attuning GSIs to student learning, and navigating instructional team challenges. Additionally, a panel of GSIs shared their insights from experiences on instructional teams. By the end of the program, participants created a document to help onboard their GSIs in future courses. The fall 2025 cohort included a mix of lecturers and tenure-track faculty from 3 schools and colleges, representing 10 different disciplines. All **11 participants** indicated that they would recommend the program to a colleague.

“

"Truthfully, there isn't a session that I didn't take away some golden nugget to share with others. I feel like I have SO many more tools available to me now than I did in August."

"I came away with many new ideas for enhancing and streamlining teamwork and workflow in a large instructional team. Having to create the GSI onboarding document was a really helpful way to record and implement many of those ideas up front."

"This community has exposed me to the breadth of course structures that exist, and I think this will allow me to be a bit more creative and flexible in how I design courses in the future."





Summer Book Study

CRLT organized a sustained reading community in spring 2026 for **9 U-M faculty** from across campus. Over the course of 3 sessions, participants discussed bell hooks' *Teaching to Transgress: Education as the Practice of Freedom* and discussed how to translate its ideas into teaching practices.

"I am definitely going to think more critically about how I invite students to participate in the classroom, and about methods for decreasing the authority mismatch between my students and myself as the instructor."



"There are so many futures between doom and fine. It is important to affirm the emotional reality of climate change, even if the course is not geared toward emotions."



Embed Climate Change in the Curriculum Retreat (EC3)

For the fourth time, CRLT offered the EC3 retreat, which provides resources, community and dedicated time to those interested in offering new or revised courses that include a focus on climate change, environmental sustainability, or environmental justice. A total of **24 faculty** participated in the program, which CRLT co-facilitated with the Director of the Program in the Environment. At the conclusion of the program faculty were eligible to apply for course development grants funded by LSA, COE, and PitE.



Programs for Graduate Students and Postdoctoral Scholars

➤ Preparing Future Faculty (PFF) Programs

CRLT offered four PFF programs in collaboration with Rackham.

New: The Postdoc Teaching Essentials (PTE) Building Your Instructional Toolkit at U-M and Beyond is a new project that was piloted in fall 2025. CRLT collaborated with the Office of Postdoctoral Affairs to design and implement an asynchronous, self-paced Canvas course tailored to U-M postdocs interested in pursuing faculty or teaching-focused careers. In fall 2025, **29 postdocs** participated in the pilot program.

The U-M Graduate Teacher Certificate Program promotes the professional development of graduate students as college-level instructors. It also offers them an advantage in the academic job market by helping them document and reflect on their preparation for junior faculty teaching roles. Program requirements include participation in a teaching orientation and ongoing seminars on teaching, classroom teaching experience, a teaching mentorship, and a statement of teaching philosophy. The certificate requirements were completed by **50 students** in 2025–2026. Since the program's inception, CRLT and Rackham have awarded a total of **1,046 certificates**.



The Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty took place across 6 in-person and 4 virtual sessions in May and June 2026. Overall, **66 doctoral students** participated in the program. They came from STEM disciplines (58%), health sciences (6%), humanities and arts (9%), and social sciences (27%). Participants prepare for the academic job search and their early career teaching by:

- Designing a syllabus for a specific course utilizing principles of backward design and elements of equity-focused teaching.
- Creating a teaching statement that discusses their teaching practices, informed by their lived experiences, social identities, and beliefs about teaching.
- Reflecting on equitable and effective teaching practices.
- Investigating a sampling of higher education institutions, roles, and work-lives through faculty panels, PFF alumni discussions, and virtual campus visits.

The Postdoctoral Short Course

(PSC) on College Teaching in STEM held in winter 2026 used a blended format that combined in-person and online synchronous and asynchronous interactions. A total of **32 postdoctoral scholars** completed the course. Its research-based framework addresses three major questions:

- What do cognitive science and neurobiology tell us about how students learn best?
- How can we deliberately cultivate a learning environment where all students are treated equitably, have equal access to learning, and feel valued and supported in their learning?
- How do you incorporate principles for effective course and lesson design into your teaching?

Participants apply their learning in three capstone experiences:

1. Designing a learner-centered syllabus
2. Writing a statement of teaching philosophy
3. Conducting a 15-minute practice teaching lesson

Departmental GSI Training and Development

Individual academic units at U-M are responsible for preparing new GSIs for their first teaching experiences and for their ongoing professional development as instructors. In addition to providing centralized GSI teaching orientations and seminars that units can take advantage of, CRLT staff offer customized sessions within unit GSI development programs, and they consult with units to help them develop, improve, and evaluate their programs. During the 2025-2026 academic year, CRLT also offered workshops and monthly community of practice lunches for all faculty, staff, and graduate student mentors (GSMs) across campus who support GSI training and development at the department or individual course level. These offerings help those directly supporting GSIs to prepare for their roles in GSI training and connect with peers in similar roles to share resources and strategies. Workshop topics included consulting on teaching philosophies, consulting with GSIs, observing classes, collecting student feedback, and conducting midterm student feedback sessions. CRLT also provided a variety of discipline-specific workshops as part of departmental GSI training programs, including customized offerings focused on enhancing instructional team (faculty-GSI) collaborations.



Graduate Student Peer Consulting Programs



CRLT selects and trains graduate student instructional consultants (GSICs) to consult one-on-one with GSIs, observe classes and collect midterm student feedback to provide constructive feedback about teaching, and evaluate statements of teaching philosophy. Some GSICs also collaborate with CRLT instructional consultants in offering workshops as part of the CRLT seminar series or the Equity-Focused Teaching at Michigan (ET@M) series.

Graduate Student Instructional Consultants

Richard Bachmann	Keanu Heydari
Anushree Bhatia	Angie Kim
Addie Block	Katya Kornievskaja
Eda Bozkurt	Franshelly M. Martinez-Ortiz
Brianne Brenneman	Irene Morse
Sean Calvert	Courtney Myers
Isaias Ceballos III	Brittany Pendergraft
Jada Childs	Melissa Valerie
Lindy Featherly	Ethan Voss
Leesi George-Komi	Veronica Williamson
Bryanne Gordon	Hilary Zedlitz
Daisy Haas	



Recruited and trained by CRLT-Engin, engineering teaching consultants (ETCs) are experienced GSIs who collect midterm student feedback (MSFs) and consult one-on-one with GSIs and IAs. ETCs also monitor discussion boards on the teaching orientation Canvas course, and they review teaching philosophy statements for engineering graduate students. Facilitating practice teaching sessions for new GSIs and IAs and conducting workshops in the CRLT-Engin Seminar Series are also part of the ETC experience.

Engineering Teaching Consultants

Eva Albalghiti	Mason Nelson
Nicholas David	Nolgíe Oquendo-Colon
Nolan Feeny	Ana Cecilia Saavedra Bazan
Maria Fields	Elizabeth "Betsy" Strehl
Madelyn Gatchel	Emily Thomas
Tolu Lawal	Nina Treacher
Janice Moya	Kathryn Wilbanks

External Initiatives

INTERNATIONAL FACULTY DEVELOPMENT

U-M and PKU Symposium for Innovative and Excellent Teaching

CRLT, in collaboration with CETL (Center for Excellent Teaching and Learning) at Peking University, developed and delivered the 2026 UM-PKU Symposium for Teaching Innovation and Student Success. The topic of this 5-day remote program was using alternative ways of assessment to support student success at the undergraduate and graduate level while facing

the new challenge of emerging technology. A total of **12 U-M faculty and staff** and **1 PKU faculty member** gave presentations. Nearly **200 faculty members and teaching center staff** from **38 different universities** in China participated in the online training program. In final evaluations of the program, participants indicated that the examples of faculty from various disciplines at the symposium were helpful and guided them to explore innovative assessment.



Social Media and Outreach

CRLT SOCIAL MEDIA

In August 2025, CRLT's blog moved to Substack with the goal of creating a space for sharing timely, inclusive, and evidence-based teaching strategies. CRLT's Substack is read by audiences around the world. The majority of the blogs contain timely discussions of teaching strategies for U-M instructors. Visitors are welcome to join our **1,946 subscribers** and receive new blog content as it is released. In the 2025–2026 year, CRLT worked with faculty and staff to produce 12 blog posts addressing the topics listed below.

- Welcome to the Fall 2025 Semester
- Guest Feature: Magic Wand: Dreaming of What Higher Education Could Be
- Promoting Democracy: Fostering Skills for Better Civil Discourse
- Ways to Get Students Talking Across Differences: Advice From Winners of the Provost's Teaching Innovation Prize
- What Supports UM Students' Learning? Three Teaching Practices They Find Valuable
- Can ChatGPT Pass Intro to Linguistics? We Put It to the Test
- Reimagining an Intro Science Course at the University of Michigan
- Elevating Student Success Through Instructor and Academic Advising Partnerships
- Beyond the Chatbot Fear: How RAG-Based Tutoring Can Promote Student Learning in Content-Intensive Courses
- (Un)standard Deviations: Active Learning in a U-M Gateway Course
- Integrating Civic Learning and Democracy Across Our Schools and Colleges: Examples From the PDTS Course Planning Retreat
- Building Trust into Your Assessments in the Age of AI

WEBSITE ANALYTICS

CRLT's website is intended primarily for U-M instructors seeking timely teaching guidance. Faculty, instructional consultants, and administrators at U-M and in higher education institutions throughout the U.S. and the world visit the CRLT website to obtain resources on teaching and learning. Between June 1, 2025, and May 31, 2026, the CRLT website received **222,430 unique visitors** from **217 countries**.

According to Google Analytics, 95% of CRLT visitors accessed the website using search engines such as Google.

Our Mission

THE FOLLOWING WERE THE TOP FIVE KEYWORD SEARCHES IN 2025-2026:

1. Lesson Plan
2. Rhetorical Analysis Essay
3. Teaching Strategies
4. Teaching Philosophy Examples
5. Research-Based Knowledge and Principles of Teaching and Learning



Foundational Course Initiative



The Foundational Course Initiative (FCI) redesigns large-enrollment undergraduate courses that play an outsized role in students' academic trajectories. These courses can be students' only exposure to a discipline or a pivotal prerequisite that can affect their chosen career paths. FCI's mission is to help create gateway courses that provide transformative learning experiences for all students. Through a 3-year process, this campuswide change initiative:

- Convenes collaborative course design (CCD) teams composed of faculty, graduate and undergraduate students, staff, and FCI consultants.
- Leverages an array of data, formative assessment, and educational design research to inform design decisions.
- Implements, assesses, and refines innovative and sustainable pedagogical approaches.

FCI's multi-pronged approach strives to promote student success, create thriving instructional teams, and develop courses responsive to emerging shifts and priorities at all levels of the learning ecosystem.



Cohort 9

EARTH 219: Introduction to Environmental Sciences
ME 250: Design and Manufacturing I
SI 315: Models of Social Information Processing
MATH 124: Vectors, Matrices, and Applications
MATH 125: Calculus for Science and Engineering
CSP STEM Pathways
POLSCI 160: Introduction to World Politics
SOC 100: Introduction to Sociology
ME 360: Modeling, Analysis, and Control of Dynamic Systems

Cohort 8

CEE 211: Statics & Dynamics
EECS 215: Introduction to Electronic Circuits
ME 320: Fluid Mechanics I
MUSICOL 121: Introduction to the Art of Music
Ross Calculus/Math 115
CHEM 210: Organic Chemistry I
SI 315: Models of Social Information Processing

Cohort 7

DATASCI 101: Introduction to Data Science
EARTH 119: Introduction to Earth Science
ENGR 100: Introduction to Engineering
MCDB 310: Introduction to Biochemistry
NURS 372: Therapeutic Nursing Care II

Cohort 6

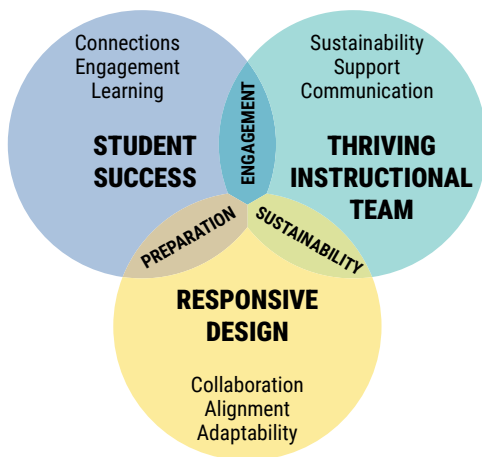
ANTHRO 101: Introduction to Anthropology
ENGL 125: College Writing
MechE 240: Introduction to Dynamics and Vibrations
ECON 210: Math for Economics
ENGIN 599: Foundations of Equity-Centered Engineering

3-year partnerships redesigning existing courses
3-year partnerships designing brand new courses
6-month assessment-focused partnerships
1-year redesign project with former FCI partner

Accomplishments

This year, in addition to guiding the redesign of **sixteen gateway courses**, FCI completed the implementation of two new partnership types: one that helped create a new gateway course and one focused on offering assessment services. Econ 210: Math for Economics is a new course created in response to a need for a discipline-specific introductory math course. As it completes its work with FCI, it is now fully integrated into the Department of Economics. The assessment partnerships facilitated FCI's work with two new units: the Department of Chemistry and the School of Information (SI). The assessment work with SI has led to a full 3-year redesign partnership to enhance SI 315: Models of Social Information Processing.

Overall, FCI's redesign work transformed courses across an array of humanities, social science, and STEM courses. This academic year, 88% of undergraduates completing their degrees took at least one FCI-redesigned course, and, to date, there have been over **160,000 enrollments** in FCI-redesigned courses.



Key Elements of Successful Foundational Courses

The FCI Community of Practice offered 5 in-person sessions. A total of **50 faculty members** from all eight FCI cohorts attended across the year to discuss topics ranging from the challenges and opportunities of integrating GenAI into large foundational courses to alternative assessments and digital accessibility. Faculty participants highlighted the benefits of learning from experts, sharing challenges and accomplishments with colleagues, and considering a variety of new approaches to assessment.

As FCI continued to enhance the way it communicated its processes and impact this year, FCI's faculty advisory board (FAB) members met quarterly to provide key input. FAB members included: Michela Arnaboldi, environmental science; Ezra Keshet, linguistics; Gavin LaRose, mathematics; and Sofia Saleem, electrical engineering.

FCI consultants continued to promote the program nationally through presentations at national conferences, including the annual conference of the Association for Undergraduate Education at Research Universities (UERU) and the AAC&U Conference on Learning and Student Success. FCI leaders were also invited to speak at national convenings, including the Teaching + Learning Lab Speaker Series at the Massachusetts Institute of Technology.

For a full list of FCI activities and projects this year, please see the Curriculum, Research, and Assessment section of this report; customized services listed by unit in Appendix B; and FCI-related publications and presentations in Appendix E.



49% of undergraduates enrolled in at least one FCI-partnered course in AY 2025-2026

160,000 + enrollments in FCI-redesigned courses since fall 2018

88% of 2026 graduates took at least 1 FCI-redesigned course while at U-M

Equity-Focused Teaching



CRLT works to advance a culture of teaching for equity and justice that is relevant and impactful across our diverse campus community of teachers and learners. By sharing evidence-based practices, CRLT supports instructors in the creation of equitable and inclusive cultures and climates in their classrooms, studios, and labs around the following 5 elements of Equity-Focused Teaching:

- Critical engagement of difference
- Structured interactions
- Academic belonging
- Transparency
- Flexibility

During the 2025-2026 academic year, CRLT staff:

Consulted with a broad range of individual schools, colleges, departments, and other groups about instructor professional development in cultivating inclusive and equity-focused learning environments.

Offered **30 Equity-Focused Teaching workshops and retreats for instructors**. Campuswide, CRLT presented **12 workshops** through its fall, winter, and spring/summer seminar series, **7 workshops** in the May Equity-Focused Teaching @ Michigan (ET@M) series, and **11 customized programs** for departments, schools, and colleges.

Integrated equitable teaching resources throughout CRLT's teaching academy programs, which served new faculty in **5 schools and colleges**.

Supported instructors teaching potentially high stakes topics with two offerings of "Classroom Activities for Engaging with Politics, Policy, & Social Issues," as well as the CRLT Substack piece, "Promoting Democracy: Fostering Skills for Better

Civil Discourse." Both of these are part of the ongoing Promoting Democracy Teaching Series collaboration with the Edward Ginsberg Center.

Hosted **101 attendees** at the 10th annual Equity-Focused Teaching at Michigan, a May series of in-person and virtual, interactive workshops for instructors across the university. With the theme of "Accessibility, Digital and Beyond," this year's series offered sessions focused on supporting instructors' efforts to make their teaching materials and practices accessible in accordance with federal guidelines and university policy regarding digital accessibility.

Held a summer 2026 book study group reading bell hooks' *Teaching to Transgress*.

"Speaking with other colleagues helps to reflect on the practices that I have as a teacher and the practices and policy we have as a department."

“I really liked all the accessible features baked into the workshop design, it was really nice to finally *feel* a workshop really using universal design for learning.”

Organized a networking lunch and a book club for instructors of R&E courses in LSA.

Created course reports for new courses partnering with FCI (ME 250 and SI 215) using LARC data to help identify patterns of disparate grade outcomes over time.

Redesigned and facilitated this year’s Course Design Institute in ways that centered the principles of equity-focused teaching.

Engaged in redesign efforts with **17 different FCI design teams** composed of faculty, consultants, undergrads, and graduate students. The collaborations centered student experiences and integrated different types of equity-focused structures, assessments, and teaching practices. Past and present faculty partners participated in FCI’s Community of Practice, which explored topics including alternative assessments, Generative Artificial Intelligence, and digital accessibility, all through the lens of equity-focused teaching.

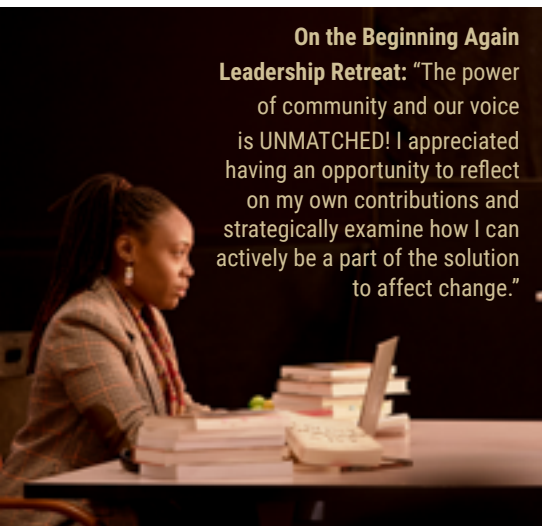
Organized campuswide and engineering-specific teaching orientations in fall and winter terms for **1,712 GSIs and undergraduate instructional aides (IAs)**. The program included modules on equity-focused teaching and “Act for Equity” videos created by the CRLT Players.



2025-2026 EQUITY-FOCUSED TEACHING @ MICHIGAN SERIES

- Using CRLT’s 5 Element Framework to Support Student Learning and Wellness
- Designing Classroom Activities for Accessibility
- Rethinking PDFs: Using EPUB for More Accessible Academic Documents
- Accessibility by Design: Equitable Teaching Practices for Graduate Instructors
- Reducing Barriers in Engineering Courses: Supports for Neurodivergent Students
- Math Accessibility: Best Practices for Workflows for Instructors
- Cultivating Academic Belonging to Promote Student Mental Health and Well-Being

“The list of 12 ways to foster academic belonging is an incredible resource! The case study was also so eye-opening, thank you!”



On the Beginning Again Leadership Retreat: “The power of community and our voice is UNMATCHED! I appreciated having an opportunity to reflect on my own contributions and strategically examine how I can actively be a part of the solution to affect change.”

Players Theatre Program

**2025-2026 SEASON
SYNCHRONOUS IN-PERSON
& VIRTUAL SESSIONS**

1,878

Total audience members

37 Performances & workshops

3 External events

ADDITIONAL WORK

642 Canvas course enrollments in *An Instructor's Guide to Promoting Student Mental Health and Well-Being*

5 Internal screenings of *How Do We Begin?*

4 Student Success videos produced

4 Sessions of a Faculty Learning Community on mental health



Michigan Emmys® Celebration (See p. 10.)

With funding from the provost, the Colleges of Engineering and LSA, and the U-M ADVANCE Program, the CRLT Theatre Program combines performance and facilitated conversation to advance U-M's institutional climate. Teaching/learning sketches illuminate concepts such as creating more equitable learning environments and cultivating productive mentoring relationships. Faculty worklife sketches are developed in collaboration with ADVANCE and focus on topics such as faculty hiring, career advising, and the tenure and promotion process.

Players sessions use theatrical case studies performed by local professionals and student actors to highlight systemic social problems and individual experiences of marginalization. To create accurate and specific sketches, program staff consult academic research, conduct qualitative interviews, and draw on ethnographic observation of relevant settings. These research-based performances prompt session participants to critically reflect on barriers and consider specific actions they can take to create more equitable spaces.

Across the 2025-2026 season, the Players worked in many modalities to meet the shifting needs of audiences, collaborators, and stakeholders across the university.

September 2025 heralded the Player's **25th anniversary**. Centering on acts of hope, the Players hosted a multi-modal event, including video tributes, a musical performance, a facilitated discussion, and the live debut of a spoken-word piece called *Meeting the Dark*. Several founders and former Players staff were in atten-

dance, as were many company members, collaborators, faculty, family, and friends. It was a joyful night to remember the contributions the Players have made to higher education across the years, and to call upon our collective responsibility to work for more equitable futures.

In October, in collaboration with the Trotter Multicultural Center and with funding from the Inclusive History Project, the Players hosted a day-long retreat for academic leaders called *Beginning Again: Revisiting the History of Black Student Experiences to Imagine New Futures*. The **35 attendees** included key leaders from the Offices of Student Life and the Provost. The retreat began with the premiere of *How Do We Begin*—a transformative film created by the CRLT Players and the Duderstadt Center in winter 2025—and continued with facilitated discussion to spark reflection on historical and contemporary Black student experiences at U-M. The day concluded with a panel composed of faculty, staff, activists, artists, and alumni speaking to ways to acknowledge current challenges, connect to community, and identify role-based points of entry to advance needed change.

“The retreat has reshaped my perspective and approach of doing the work of equity, inclusion and reconciliation.”

In winter 2026, the Players filmed **4 new short videos** with the Duderstadt Center in support of the provost’s Student Success initiative. Once completed, these videos will be incorporated into online training developed by U-M’s Validation Training Task Force and launching in fall 2026.



Building on an ecological validation framework, the videos depict ways to utilize a strengths-based approach—in place of a deficit model—to validate students’ experiences and goals. This role-specific professional development will hail faculty, staff advisors, and peer mentors and set them up to consider how small, practical adjustments make a positive difference to students.

Across the year, the Players expanded on their commitment to sharing role-appropriate ways for instructors to support student well-being. They implemented a new, in-person, faculty learning community in the Stamps School of Art and Design centered around their Canvas course *An Instructor’s Guide to Promoting Student Mental Health and Well-Being*. They also created new programming called *What Should I Do?* In this two-hour, in-person session, instructors learn a research-based protocol for supporting their students who may be experiencing mild or moderate distress, and then practice what they would say and do in authentic role-play scenarios with trained performers. The Players debuted this piece at Nevada State University in September, and performed it 6 additional times for the U-M campus community. The Players are currently developing an outreach strategy to expand these efforts to other institutions.

“

On the *Instructor’s Guide to Promoting Student Mental Health and Well-Being* course: “I wanted to express my sincere gratitude to you for creating such a fantastic resource. I thought the content was highly relevant to our teaching context, extremely well-informed, sensitively communicated and incredibly engaging. I feel so much more prepared now to manage some of the issues that come up in our courses.”



Digital Education

In 2025-2026, CRLT continued to help shape the university's response to Generative Artificial Intelligence (GenAI). Through a Teaching and Technology Collaborative (TTC) working group, CRLT staff contributed to campuswide resources like the self-paced *Teaching with GenAI* Canvas course. To date, **519 participants** have signed up to use this resource. CRLT and CRLT-Engin also directly delivered workshops on teaching with GenAI:

- "Assignment Redesign and GenAI"
- "Equity-Focused Responses to Generative A.I. in Teaching"
- "Key U-M Resources for Navigating Generative A.I. in Teaching"
- "Learner-Centered Interactions with Artificial Intelligence: Structuring for Equity"
- "Responding Effectively to Generative Artificial Intelligence Now"
- "Teaching with GenAI" (COE)
- Customized workshops for 6 departments (COE)

CRLT partnered with U-M Flint's Office of Online and Distance Education to facilitate a 5-session community of practice called "Critical Conversations on Generative AI and Higher Education." These monthly meetings drew faculty and instructional staff who were eager to discuss the complex positive and negative impacts of Generative AI on their teaching from multiple perspectives.

CRLT convened a team of faculty and staff across campus to participate in the AAC&U's year-long, national "Institute for GenAI, Pedagogy and the Curriculum." The objective was to develop initiatives

Through consultation services, faculty development and preparing future faculty programs, and service on university and unit-level committees, CRLT staff help individuals and academic units explore, integrate, and evaluate the use of instructional technology (IT).

that helped departments, schools and colleges navigate GenAI in ways that align with good teaching practice. One such initiative was the Investigating GenAI Teaching and Learning Mini-Grants Program that was launched in May 2026. We received over 50 applications and were able to support **20 faculty** who will be examining impacts of GenAI on student learning in their courses over the next year. In addition, the group partnered with faculty in communication and media on a survey of U-M undergraduates' attitudes towards and experiences with GenAI. The survey received **over 1,500 responses**, and preliminary results were presented at the fall Provost's Seminar on Teaching GenAI and Undergraduate Education, attended by **200 faculty and staff**. Almost 120 attended a second Provost's Seminar in May on GenAI and Graduate Education.

CRLT also supported several conversations within and across LSA departments aimed at learning about the experiences and needs of faculty and students who are collectively wrestling with the affordances and challenges of this new technology. On north campus, CRLT-Engin and CAEN hosted two Engineering Education Innovation Days luncheons centered on accessibility and assessment, as well as a one-day symposium for sharing effective teaching practices. In conjunction with collaborators across the college, CRLT-Engin consulted with recipients of the Enhancing Engineering Education (E3) Grants to support projects ranging from robotic telescopes for hands-on learning to virtual physics simulations to support metacognition.

As a charter member of U-M's Teaching and Technology Collaborative (TTC), CRLT co-sponsored the 28th Annual Enriching Scholarship Conference with the theme of Life Changing Education. Sessions at the **5-day event** focus on integrating technology and pedagogy to improve teaching and learning. At an in-person keynote address, U-M's Thurnau Professor Mika LaVaque-Manty suggested moving beyond current debates about the purpose and value of college or the efficacy of specific technologies to focus instead on this more pressing question: Does any given practice or tool fosters student autonomy or impede it? A second keynote address was offered virtually by Dr. Peter Felten (Elon University). Citing research showing how crucial students' relationships with faculty and peers are to their academic success and personal well-being, he argued that human connections matter even more for learning, motivation, well-being, and meaning-making in an era of GenAI. After the virtual keynote, CRLT hosted a faculty panel, "Lessons Learned from Winners of the 2026 Provost's Teaching Innovation Prize."

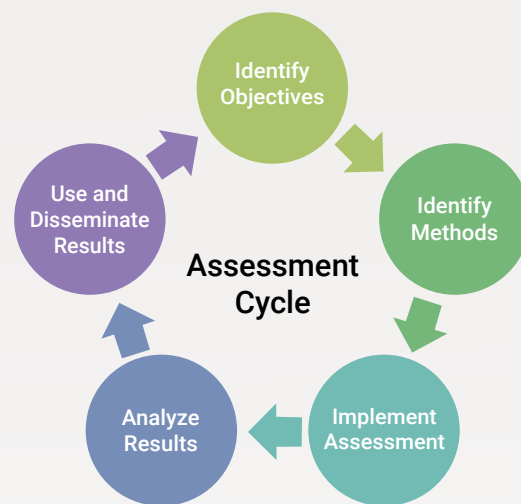


Curriculum, Assessment, and Research

During the 2025–2026 academic year, CRLT staff worked with faculty and academic units to review their current courses and curricula, develop new curricular offerings, and assess the results of course and curricular innovations. Services included assistance with data collection and analysis, consultations on evaluation plans for grants, facilitation of faculty discussions, and provision of funds through CRLT’s grant programs.

All of CRLT’s assessment projects have three defining characteristics:

1. Projects are initiated by faculty responsible for the curriculum or the courses being assessed, with CRLT providing support and expertise as necessary.
2. They focus on improving U-M student learning experiences or outcomes.
3. They are action-oriented, generating data that can be used by faculty and faculty committees to improve their courses or curricula.



CRLT worked on assessment initiatives for **12 schools and colleges.**

Foundational Course Initiative Assessment Projects

FCI Cohort 9

FCI continued to lead the campus change effort related to the development of discipline-specific math courses. In collaboration with the College of Engineering and the Department of Mathematics, FCI convened design teams to create two new, introductory-level math courses centered around engineering contexts and applications. The program secured several 3-year partnerships to redesign STEM and social science courses. FCI also established a new type of partnership to meet ongoing demands for course design support. A 1-year partnership will now help faculty who have already completed a 3-year redesign process leverage what they learned with FCI to redesign one of their other gateway courses. Cohort 9 partners include 6 design-centered partnerships: EARTH 219, MATH 124, MATH 125, ME 250, SI 315, and ME 360, and three 6-month assessment partnerships with SOC 100, CSP 100, and POLSCI 160.

A key aspect of FCI's approach is to involve instructional teams, as well as departmental and college-level leadership. Through conversations with these stakeholders, FCI develops memoranda of understanding that delineate the early vision for each course and ensure a clear understanding of the shared commitment and responsibilities. FCI staff developed course reports that offer a robust analysis of institutional data related to enrollment, student demographics, course context, grade outcomes, and equity-related patterns. These reports helped inform partnership priorities and served as a springboard for baseline assessment conversations during FCI's 4-day Course Design Institute.



FCI Cohort 8

CEE 211

The redesign team developed pre- and post-semester student surveys in fall 2025 and winter 2026, and FCI consultants analyzed data to understand student experiences in the course, determine student self-efficacy and confidence, and identify potential priority areas to improve student learning. FCI consultants also conducted focus groups to learn about students' learning experiences, perceptions regarding office hours, and engagement with the class materials and structure. Additionally, the FCI assessment specialist analyzed and presented data about student grade outcomes in the course.

CHEM 210 (6-month assessment partnership)

FCI partnered with CHEM 210 instructors to conduct course assessments around 5 principal areas of interest:

1. Student experience and sense of belonging
2. Course community
3. Impact of course structure and evaluation of changes
4. Structural impact on grade outcomes
5. Identification of redesign priorities

FCI worked with chemistry faculty to develop student survey protocols for pre-, mid-, and post-surveys, then deployed and analyzed them. These data, combined with GSI feedback, Canvas data, and institutional data analytics, were triangulated to determine future design priorities. Faculty emerged from the partnership with clear guidance on next steps for their course.

EECS 215

FCI consultants and an FCI assessment specialist led the design, implementation, and analysis of multiple assessment projects to develop a baseline understanding of the course and support course redesign efforts. FCI consultants conducted classroom observations and

collected GSI feedback in fall 2025 and winter 2026. Additionally, FCI consultants and an FCI assessment specialist led the design and analysis of six student surveys (pre-, mid-, and post-student surveys during fall 2025 and winter 2026). These surveys collected data on students' interests and motivations, confidence, sense of community in the class, as well as feedback on lectures, discussion sections, and overall course experience.

ME 320

The redesign team designed and implemented pre-, mid-, and post-semester surveys. The FCI assessment specialist analyzed surveys, and the FCI instructional consultants conducted lecture observations. In the first year of the partnership, the team articulated unit learning outcomes and revised homework assignments and solutions. Surveys explored students' motivation and interest, confidence and self-efficacy, and collaboration and community, and they collected students' feedback on course resources, including GenAI, homework solutions, lecture sections, discussion sections, and assessments.

MATH 115/ROSS

FCI consultants led the development of pre- and post-semester student surveys in fall 2025 and winter 2026 to understand student perspectives on the course, including the value of integrating business contexts into course

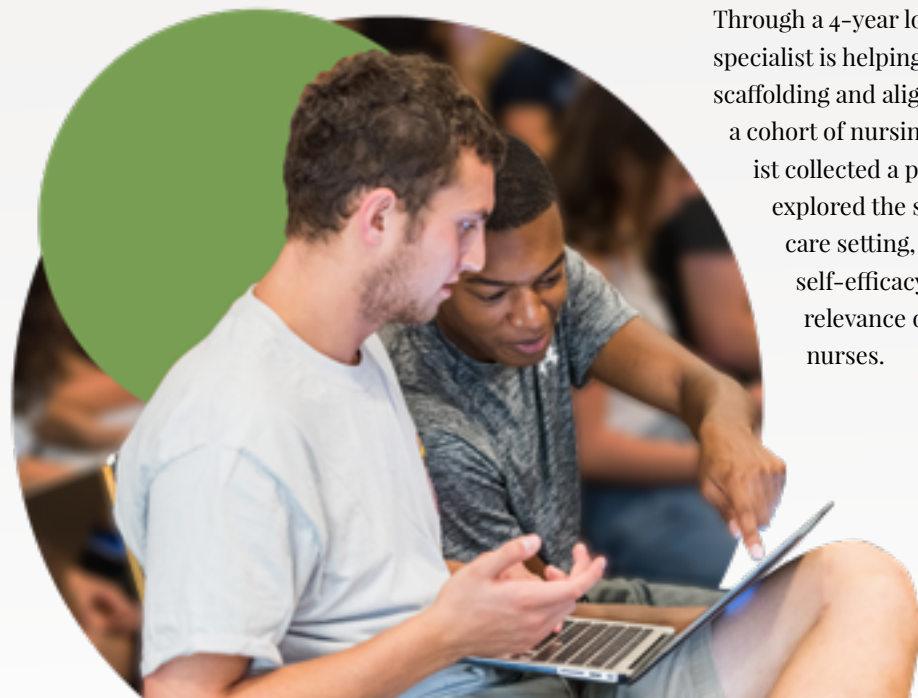
materials. FCI consultants also led the development of a survey for Ross students in non-Ross Math 115 sections to compare student experiences. The FCI assessment specialist analyzed the results of both surveys, and the FCI consultants presented results to the collaborative course design team, chair of the Math Department, and the Ross associate dean for undergraduate education. In addition, FCI consultants conducted a focus group to gather feedback and ideas from GSIs. This assessment informed decisions to integrate more business contexts into in-class worksheets, provide more information for GSIs about the Ross curriculum, and begin developing a group project.

MUSICOL 121

With input from the redesign team, FCI consultants designed, implemented, and analyzed pre- and post-semester student surveys in fall 2025 to assess students' motivations for taking the course, previous music experience, self-efficacy, classroom climate, and awareness and use of support resources. FCI consultants also conducted classroom observations. Collectively, these data informed decisions about course goals, active learning activities in lecture, alternative assessments of student learning, and textbook use.

SCHOOL OF NURSING

FCI worked with the school to create purposeful and effective alignment between 6 population health courses. Through a 4-year longitudinal study, the FCI assessment specialist is helping determine the effectiveness of the scaffolding and alignment of these 6 courses by following a cohort of nursing students. The assessment specialist collected a pre- and post-semester survey that explored the students' past experiences in the health care setting, knowledge of nursing concepts, beliefs, self-efficacy, confidence, sense of belonging, and relevance of the course to their future career as nurses.





SI 315 (6-month assessment partnership)

FCI partnered with instructors of SI 315 to assess the course in the fall semester. The assessments incorporated pre-, mid-, and post-semester surveys. The surveys explored time commitment and workload, how students used GenAI in the course, topic relevance, and sense of belonging. The surveys also collected feedback on how helpful different resources and course components were for student learning, and how the structure of discussion impacts student learning. FCI conducted a focus group to learn more about the GSI training and GSIs' thoughts about the effectiveness of discussion sections. FCI consultants completed a classroom observation to gather information about the course structure to better understand the student perspective on the lecture components gathered in the post semester survey.

FCI Cohort 7

DATASCI 101

FCI consultants and the FCI assessment specialist led the design, implementation, and analysis of multiple assessment projects to support ongoing course redesign efforts. FCI consultants conducted classroom observations of the lecture and lab in fall 2025. Additionally, FCI consultants, the assessment specialist, and Data Sci 101 team members co-designed and distributed four student surveys (pre- and post-surveys during the fall 2025 and winter 2026

terms), analyzed results, and presented findings to the redesign team. The surveys collected information about students' interest in data science, course content, as well as their feedback on lecture, lab sections, and their overall course experience. FCI consultants also collected and analyzed feedback from the GSIs in fall 2025 and winter 2026.

EARTH 119

The redesign team developed and distributed surveys throughout the fall and winter semesters to assess students' motivation and interest in earth topics, majors, and their confidence in math. At the end of the semester, the FCI assessment specialist and consultant created a report that provided clarity about the helpfulness of course components (e.g., iClicker, muddiest points, demonstrations) and assessments (e.g., Earth Watch) in students' learning process. The surveys also shed light on how students interacted with GenAI for the course.

ENGR 100

With input from team members, FCI consultants led the design, analysis, and presentation of fall 2025 and winter 2026 pre- and post-semester student surveys. The surveys examined students' motivations; changes in students' engineering identity; growth on course learning goals; and perspectives on GenAI, including how students learn about it. Faculty and student design team members also coded course evaluations to identify themes. FCI consultants interviewed department leadership in all CoE departments

to learn about their perspectives on ENGR 100, then analyzed and summarized findings. Combined with student survey results, these findings informed ongoing design decisions. Finally, FCI consultants led a faculty-student working group that coded course materials from all ENGR 100 sections. The FCI assessment specialist analyzed these codes to assess relationships between section attributes and student outcomes.

NURS 372

The redesign team developed and analyzed pre- and post-semester student surveys in fall 2025 and winter 2026 to understand student experiences in the course, determine student confidence in clinical decision-making, and identify potential priority areas to improve student learning. FCI consultants conducted focus groups in May 2026 to ask students about their experiences in the course, specifically with key elements including gameful design, active learning, and course assignments.

MCDB 310

The redesign team designed and implemented pre-, mid-, and post-semester surveys. In the second year of the partnership, the team implemented lecture learning outcomes, so surveys explored students' motivation, interest, confidence, and self-efficacy. Moreover, surveys collected feedback on the refinement of course resources, including those related to GenAI, iClicker, and discussion materials. Relatedly, the FCI assessment specialist analyzed course exams to determine the difficulty of questions and the discrimination factor. One data analytics project investigated the pathway(s) for students who withdrew and possibly retook the course, as well as the pathway of students who are taking other biochemistry courses on campus. The other project determined the pathways through different biology courses to investigate if students might be entering MCDB 310 with specific content knowledge.

FCI Cohort 6

ANTHRO 101

The FCI course team designed a comprehensive assessment strategy to measure the impact of key course redesign efforts. The pre- and post-surveys examined stu-



dents' sense of belonging, community, and collaboration, providing insight into how course structures, activities, and assignments fostered meaningful connections among peers. The surveys also explored the extent to which students connected anthropological concepts to their own identities, experiences, and communities. Another area of assessment was the changes in students' understanding of anthropology as a discipline, their development of transferable skills and knowledge, and the course's influence on students' interest in pursuing additional anthropology coursework or an anthropology minor.

ECON 210

FCI staff, in close consultation with the lead instructors, developed pre- and post-semester student surveys for the fall and winter semesters. Areas of exploration were group work, classroom climate, course resources, and student

experience with assessments. In the winter semester, FCI also added questions about student experience with the newly integrated instructional aide to determine the value of peer support. In addition, FCI developed a survey for past students who had previously taken ECON 210 to learn about their experiences and their feelings about math preparedness in upper-division economics courses, particularly ECON 401.

MechE 240

The design team designed and distributed surveys at the start and end of the fall semester to learn about students' sense of belonging and their confidence in math, physics, and MATLAB. The surveys also gauged students' engineering skills and the helpfulness of group work and other course components, including the newly designed assessments and checkout process. The FCI assessment specialist and the course faculty produced a summative report highlighting the redesign efforts over the 3-year partnership. The team also created a report for the department chair that described the redesign projects, particularly those related to DFW rates and grade distribution over time.

ENGR 599

FCI staff, in collaboration with course instructors, developed, administered, and analyzed student surveys to support and inform course design decisions. In winter 2026, the team distributed a pre-semester survey to learn more about motivations for enrolling as well as prior knowledge and experience with the course content. A post-semester survey centered on learning about their gains in knowledge and their learning experiences in the course. FCI and

Course design team members also presented data at the monthly CoE dean's meeting and presented it to the Associate Dean for Graduate and Professional Education as part of the offboarding process.

ENGL 125

The redesign team designed and administered pre- and post-semester surveys, and the FCI assessment specialist analyzed them to evaluate the impact of the redesign on students' development as writers, readers, and members of an academic community. Specifically, surveys examined key programmatic learning objectives, including students' ability to "write like a writer" and "read like a reader," their understanding of the writing process, and their engagement with concepts of social and linguistic justice. Surveys also measured students' sense of community and academic belonging.

MATH 115/116

With the leadership and support of the FCI lead consultant and assessment specialist, the redesign team developed pre- and post-student surveys for Math 116 in winter 2026, and the FCI assessment specialist analyzed the results. The primary goal of the surveys was to understand changes in students' attitudes towards learning math, as well as changes in self-efficacy related to math coursework. The lead FCI consultant also conducted a focus group with GSIs who recently taught in group rooms to gather feedback on this structure, and the same FCI consultant analyzed the results to share with the introductory program faculty. In addition, the FCI assessment specialist analyzed trends in student performance across the Introductory Math Program and shared this data at the annual spring team retreat.



FOUNDATIONAL COURSE INITIATIVE

CENTER FOR RESEARCH ON LEARNING AND TEACHING

Department, School, and College Curriculum and Assessment Projects



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

ARCHITECTURE AND URBAN PLANNING

CRLT collaborated with architecture on two curricular projects. The first focused on reimagining the Master of Science in Digital and Material Technologies as a new Master of Science in Advanced Design and Construction. The project included alumni surveys, student focus groups, and structured meeting processes. The second focused on the foundational B. Arch curriculum and involved designing a faculty retreat entitled “Foundational Knowledge for Architecture in the 21st Century.”

ART & DESIGN

CRLT completed a 15-month evaluation of the school’s Senior Integrative Project to assess the course and facilitate data-based decision-making. Through surveys, interviews, and focus groups with stakeholders, the assessment focused on student and faculty expectations of the course, course outcomes, course goals, and resources and support the course utilizes.

ENGINEERING

Dean’s Office

CRLT worked with the following departments to help them develop processes for reviewing and enhancing their curricula as a part of the ADUE Curriculum Enhancement Initiative.

- **Aerospace Engineering:** CRLT worked with AERO to assist decision making around curricular changes. Services included curricular analytics and the development of a tool to assist curricular changes and enhance transparency for the faculty.
- **Materials Science Engineering:** CRLT provided curricular analytics and institutional data analytics to help motivate decisions around curricular changes and provide resources for monitoring the acquisition of new majors. CRLT undertook the analysis of feedback from multiple stakeholders and collaboratively generated new feedback mechanisms.
- **Mechanical Engineering:** CRLT undertook complex learning analytics and curricular analytics to better understand students’ progression through the major. Historical data on student petitions for course substitutions were analyzed to evaluate patterns and propose a new coding model to streamline the



LITERATURE, SCIENCE, AND THE ARTS

BIO/MCDB Peer Mentoring Program Pilot

CRLT developed and analyzed data from short pre- and post-program surveys to assess a peer mentoring program in BIO/MCDB. The surveys asked about self-efficacy and confidence in a number of course-related skills, study habits, and program experience.

Earth and Environmental Sciences

CRLT worked with EES on a project to review their undergraduate curriculum. This entailed consultations with the undergraduate and curriculum chair as well as the curriculum committee; facilitation of a process by which faculty defined program learning goals for their major and then mapped their courses to those goals; analysis of institutional data guided by questions raised by faculty; and a survey of graduating majors.

Linguistics ULA Data Summary

CRLT provided an analysis of survey data collected by the Linguistics Department as part of the 2024-25 Undergraduate Learning Assessment program.

Sweetland Upper Level Writing Requirement

CRLT collaborated with Sweetland Center for Writing to analyze data about ULWR courses to help develop and guide future assessment of the ULWR.

Sweetland WRT 160

CRLT worked with Sweetland Center for Writing to assess WRT 160 and its role in the curriculum. The project included the analysis of quantitative and qualitative data about the course and focus groups with course instructors and with student alumni of the course.

WGS Student Learning in Birth Professionals Courses

CRLT began a 2-year project examining outcomes of Women's and Gender Studies (WGS) courses that educate students about birth professionals. The project's first year included gathering baseline data to determine what students are learning before the implementation of an intervention to increase retention of knowledge about birth professionals in Year 2.

petition system and reduce faculty workload. Analysis of petition data can also inform departmental policy. CRLT undertook the analysis of feedback from stakeholders to help better understand emerging trends and needs in the field.

- **Robotics:** CRLT extended the curricular enhancement work begun in 2024-2025 by building a curricular mapping instrument based on program learning outcomes developed in the previous year's collaboration. CRLT helped facilitate the pilot mapping session, then analyzed and visualized the data once the full curriculum had been mapped. CRLT also updated and expanded the learning analytics analysis of student outcomes in ROB 101.

Engineering Teaching Circle (TC)

The 2025 TC successfully fostered an interdisciplinary community of practice that focused on student-centered teaching and socio-technical engineering. In winter 2026, CRLT-Engin staff interviewed 11 faculty and 8 graduate participants from the May 2025 teaching circle to inform future program improvements. Below are the initial findings from the evaluation work.

- **Collaborative Mentorship:** Participants highly valued the faculty-graduate student pairings, noting "aha moments" that shifted mindsets from punitive grading to rewarding effort and autonomy.
- **Practical Application:** 92% of participants praised the "deliverable-focused" model, with faculty successfully implementing new case studies, syllabi, and active learning strategies.
- **Evidence-Based Design:** Facilitators were commended for bridging the gap between academic literature and actionable classroom practices.
- **Strategic Growth Areas:** Future iterations will focus on refining the pairing process to better align mentorship styles, providing more discipline-specific examples for technical courses, and offering structured pre-work to maximize session engagement.

KINESIOLOGY

Kinesiology is currently revisiting their undergraduate curricula in the Departments of Movement Science and Applied Exercise Science. During the 2025-2026 academic year, CRLT worked with the curriculum leadership team to draft common core and program-specific learning outcomes to take to their faculty for review and approval in preparation for stakeholder input.

MEDICINE

BIDS-TP

CRLT conducted a focus group with students in the Bio-medical Informatics and Data Science Training Program (BIDS-TP). The focus group evaluated student learning experiences and program perception so that the program can make informed decisions regarding potential improvements. Findings were also used in the program's regular reporting to NIH.

Urology

This assessment project examined how effectively the University of Michigan Kidney, Urology and Hematology Research Training Network (UM KUHR) supports postdoctoral trainees' career development through its TL1 Training Core and related infrastructure. Confidential interviews with trainees and research mentors explored program value, mentorship and training experiences, professional development, and opportunities for improvement.

MUSIC, THEATRE & DANCE

Arts, Entrepreneurship & Leadership

CRLT began collaborating on an assessment of the effects of service learning experiences in two community learning-focused ARTSADMN courses. The project included the development and administration of a survey to service learning co-educators (i.e., host organizations), development of a survey for course alumni to be administered in

summer 2026, and an interview with the course instructor.

PHARMACY

CRLT staff collaborated with faculty leads to assess Pharmacy 517, Health and Disabilities. Please see p. 42 for a description of this work and its dissemination.

PUBLIC HEALTH

GSTP Evaluation

Current and previous graduate students in U-M's Genome Science Training Program (GSTP) were asked to participate in focus groups regarding their learning experiences and perceptions of the program, with the goal of using the data to help make informed decisions regarding potential program improvements.

Nutritional Sciences - Dietetics

CRLT staff collaborated with Whitaker project co-PIs to design and implement an assessment protocol for a new scaffolded nutrition curriculum, examining students' perceptions of the curriculum's effectiveness, growth in counseling confidence, and opportunities for program improvement. Activities included facilitating midterm feedback sessions in the four-course experiential learning sequence (NUTR 690), producing an evaluation report based on student and preceptor focus groups, and developing an exit survey for ongoing program assessment.



Other Units

EDUCATION ABROAD

CRLT developed and pilot tested an outcomes-focused, post-program survey for students. CRLT facilitated a retreat to introduce the survey to Education Abroad offices more broadly and assess needs in order to ensure a sustainable assessment process.

OFFICE OF POSTDOCTORAL AFFAIRS (OPA)

CRLT collaborated with OPA to design and implement *The Postdoc Teaching Essentials (PTE) Building Your Instructional Toolkit at U-M and Beyond*, an asynchronous, self-paced Canvas course for U-M postdocs interested in faculty or teaching-focused careers. (See p. 20 for details.) The course was piloted in fall 2025 and included pre- and post-course surveys to assess participants' self-reported professional development and preparation for academic careers. Findings will be presented at a national conference in 2026.

Wolverine Wellness

FCI staff gathered all the data from the different courses that used the Wolverine Wellness survey and analyzed the data by gender, ethnicity/race, first-generation status, and international status. This enabled staff in Wolverine Wellness to understand how students feel about the survey and the resources available to them.



CRLT staff members are pursuing several research projects on teaching and learning topics of particular relevance to faculty and graduate students at U-M. For a full list of authors and publications, see Appendix E.

CRLT Research

Learning With, Not About

CRLT consulted and collaborated with faculty leads to design, implement and analyze a mixed methods assessment of course learning outcomes in Pharmacy 517, Health and Disabilities, an interprofessional education elective for health professional students from the Ann Arbor and Flint campuses. This included survey design and data analysis, as well as qualitative analysis of student reflections. The course design and results were presented at several conferences, including the NEXUS Summit: National Center for Interprofessional Practice & Education, the Scholarship of Teaching and Learning (SoTL) Annual Summit, the Midwest Interprofessional Practice, Education, and Research Center (MIPERC) conference (all in September 2025); the Sixth Annual Disability Health Research Symposium at the University of Michigan (October 2025); and the U-M Health Professions Education Connect Conference (April 2026). In addition, one manuscript has been submitted, another is currently being written, and 2 additional conference proposals have been submitted for fall 2026 conferences.



Re-Thinking Assessment of One-Off Workshops

Single-session workshops play a central role at CRLT. Using a theory of change framework, this project explored the goals, assumptions, and impacts underlying workshop programming, asking critical questions about who is served, what needs are addressed, and how success should be measured. The project involved reviewing existing workshop offerings, articulating short- and long-term outcomes, and developing an assessment approach to better understand the role of workshops in fostering teaching development and institutional community. Findings were presented at the 2025 POD Annual Conference and have informed ongoing strategic planning and the future direction of CRLT's workshop programming.

Interviews with CTL Leaders About the Purpose(s) of Workshops in Educational Development

Workshops continue to feature prominently in teaching center offerings, even amidst discussions about their effectiveness relative to more intensive programming, such as learning communities and institutes. Despite their continued prevalence, there is very limited scholarship on the role of workshops in supporting a CTL's strategic vision and connection to other offerings with attention to the strengths and limitations of the modality. In order to develop a richer understanding of the role(s) of workshops, the investigators conducted interviews in 2023–2024 with center leadership to examine the alignment and efficacy of workshops with respect to a center's strategic visions and goals. This research project was conducted jointly

by colleagues at CRLT and the Northwestern University's Searle Center for Advancing Teaching and Learning and was supported by a research grant from the POD network. In 2025–2026, the researchers completed an article manuscript and submitted it for review and publication.

Mental Health Course Impact

In collaboration with the Center for Academic Innovation and the Well-Being Collective, the CRLT Players created an asynchronous Canvas course called *An Instructor's Guide to Promoting Student Mental Health and Well-Being*. Launched in winter 2025, the course highlights role-appropriate ways for faculty to support students proactively through teaching practices, responses to requests for accommodations, and options for addressing students experiencing mild, moderate, or severe distress. Over 650 faculty, graduate student instructors, and staff from across the campus have enrolled. The course integrates pre- and post-course surveys in order to assess its effects on faculty knowledge and perceptions around student mental health and well-being, as well as their sense of preparedness to navigate these topics within their classrooms. In addition, assessment of course impact will include results of a post-session evaluation of a faculty learning community based on the Canvas course offered in the Stamps School of Art & Design (see p. 11 for more information). Learning communities in LSA and SMTD will take place in 2026–2027, and future assessment efforts will examine the relative impact of taking the course as an individual versus participation in a learning community. The assessment will also inform strategies for future institutional and national promotion of this work.



PROVOST'S TEACHING INNOVATION PRIZE (TIP)

The provost's office, the university library, and CRLT jointly fund **\$5,000** TIP awards annually for faculty projects that demonstrate innovative and effective pedagogies. **This year a total of 36 nominations were received, and the following 5 were selected as winners:**

Provost's Teaching Innovation Prize Recipients, Winter 2026

Ayesha Ghazi Edwin, Social Work

Community-Engaged Understandings of Homelessness: Connecting Past Policy to Present Conditions

Jeffrey Koller and **Alex Shorter**, Mechanical Engineering

How Do You Make a Large Class Feel Small?

John Keane, **Alicia Romero**, and **Mark Rulkowski**, Statistics, LSA

Opt-In Active Learning in a Large Gateway Course: A Two-Pathway Model for STATS 250

Branko Kerkez, Civil & Environmental Engineering

Problem First, AI Second: Teaching Agency in an Age of Agents

Regina Baucom, Ecology and Evolutionary Biology; **Hilary Archbold**, Molecular, Cellular and Developmental Biology, LSA

Students Learning From Students: A Change That Makes Exams Engaging and Possibly Even Fun

FACULTY DEVELOPMENT FUND

Faculty Development Fund Grants support innovative teaching and learning projects that promote student success at the University of Michigan. Competitive awards of up to **\$10,000** are available for individual faculty or small-group projects, and awards of up to **\$17,500** support broader collaborative efforts such as curriculum redesign, experiential learning, or department-level teaching initiatives.

Faculty Development Fund Recipients, Fall 2025

antonio c. cuyler, Music, Theatre, & Dance

Assessing the Efficacy of Service Learning in Arts Leadership Education

Daniel Hertz, **Antoinette Coe**, and **Hao-Ping Chiang**, Clinical Pharmacy; **Qingqing Yan** and **Peter Bodary**, Kinesiology

Development of Maizey Tools for Automated Assignment Grading in P604 Evidence-Based Medicine

Rebecca Kato and **Deborah Des Jardins**, English Language Institute, LSA

An Analysis of the Discourse and Socio-Dynamic Features of Architectural Reviews in a Master's Program in Architecture

Timothy McKay and **Kelly Maxwell**, LSA

Confronting GenAI in a Liberal Arts & Sciences Education

Haylie Miller, Kinesiology; **Feranmi Okanlami**, Student Accessibility and Accommodation Services;

Melissa Tinney, Physical Medicine and Rehabilitation; **Kerry Winkelseth** and **Erica Twardzik**, Kinesiology
Move Together: Preparatory Curriculum for Experiential Learning in Adaptive & Inclusive Movement Programs

Kathryn Nelson, **April Keys**, **Beth Ammerman**, **Mary Franklin**, and **Jill McFarland**, Nursing

A Unified Approach: Competency-Based Clinical Education Across Multiple NP Specialties

Hans Schroder, Psychiatry; **JT Sangsland**, Office of Medical School Education

Optimizing Academic Resilience Among Medical Students With Anxiety: A Cognitive-Behaviorally Informed Educational Group

Sandra Stuhr, **Theodora Danciu**, and **Felipe Nor**, Periodontics and Oral Medicine; **Domenica Sweier**, Cariology, Restorative Sciences, and Endodontics; **Vidya Ramaswamy**, Pre-Doctoral Studies; **Elizabeth Hatfield**, Oral and Maxillofacial Surgery

Advancing Student Belonging and Equity: Implementing Longitudinal Assessment of Clinical Independence in Dental Education

GILBERT WHITAKER FUND FOR THE IMPROVEMENT OF TEACHING

Gilbert Whitaker Fund Grants support innovative teaching and learning projects that promote student success at the University of Michigan. Competitive awards of up to **\$10,000** are available for individual faculty or small-group projects, and awards of up to **\$17,500** support broader collaborative efforts such as curriculum redesign, experiential learning, or department-level teaching initiatives.

Gilbert Whitaker Fund Recipients, Winter 2026

Chad Brenner, Otolaryngology

Integrating Transferable and Responsible AI Skills Across the Graduate Curriculum

Petula Brown, Information

Reimagining SI 627 as an Interdisciplinary Journey

Seder Burns, Art & Design

Addressing Equitable, Ethical, and Effective Uses of GenAI in Art & Design Education Culminating in the Development and Submission of a New Course Proposal on the Understanding and Use of GenAI in Art & Design

Elizabeth Duffy and **Elizabeth Kuzma**, Nursing

Cultivating Policy Leadership and Developing a Health Policy Concentration for Nursing Students

Ibtissam Gad, Internal Medicine; **Deborah Rooney**, Learning Health Sciences

Helping Hand 2.0: Clinical Hand Examination Curriculum with High Fidelity Hand Simulator

Amy Hughes and **Shavonne Coleman**, Music, Theatre & Dance

Enhancing Joy, Belonging, and Critical Thinking Through the Arts: A Faculty Learning Community for "Introduction to Drama"

Michelle Martinez, Environment and Sustainability

Writing Resistance, Environmental Justice and AI

David Nordsletten, **Alison Van der Roest**, and **John Sayut**, Biomedical Engineering

Advancing Biomechanics Instruction in Biomedical Engineering

Kara Palmer, Kinesiology; **Carly Nowicki**, Ecology and Evolutionary Biology, LSA

Using AI-Augmented Curricula to Boost Student Confidence and Preparation in Science Communication and Writing

Matthew Solomon, Film, Television, and Media, LSA; **Vincent Longo**, Communications, Western Michigan University

The Audiovisual Lexicon

Leia Stirling and **Mark Draelos**, Robotics, CoE

Creation of Question Repositories for ROB 204 to Enable Computer-Based Testing

Melody Wilson, Comprehensive Studies, LSA

Mathematics for U-M Introductory Natural Science Courses: Are Incoming CSP Students Adequately Prepared?

Julie Zhu, Music, Theatre & Dance

How to Support Musicians/Artists in AI Education

LECTURER'S PROFESSIONAL DEVELOPMENT FUND

The Lecturers' Professional Development Fund provides grants of up to **\$2,000** to support eligible lecturers' professional development activities related to teaching, research, and/or creative endeavors.

Lecturer's Professional Development Fund Recipients, Fall 2025

Fatima Albrehi, Technical Communication, CoE

National Communication Association Conference 2025 Attendance

Angele Anderfuren, English Language and Literature, LSA

Travel Writing Courses Professional Development

Gabriel Ayoola, Afroamerican and African Studies, LSA

Enhancing the Teaching of African Cultural Productions and Perspectives, AAS 358 Through Authentic Festival Videos and Images

Tatiana Calixto, Romance Languages and Literatures, LSA

Attendance at the 2026 National Symposium on Spanish as a Heritage Language

Juan de la Puente Herrero, Romance Languages and Literatures, LSA

Professional Enrichment Through the American Council on the Teaching of Foreign Languages Convention and World Languages Expo

Kim Diver, Program in the Environment (PitE), LSA

The Influence of Fluctuating Water Levels on Island Area, Isolation, and Vegetation Patterns in a Great Lakes Archipelago

Xiaoxiao Du, Robotics, CoE

Thematic Coding for Student Teamwork in Robotics Courses

Oren Eubanks Segal, Middle East Studies, LSA

New Language? That's a Sign of Progress

Deborah Forger, Judaic Studies, LSA

Divine Embodiment: Knowing the Body of God in Jewish and Christian Antiquity

Rajiv Ghimire, Environment and Sustainability

American Association of Geographers (AAG) Annual Meeting 2026, San Francisco

Deirdre Hennebury, Museum Studies Program, LSA

MUSEUMS: NYC

Jinyi Li-Stevenson, Asian Languages & Cultures, LSA

Attendance at the 2025 ACTFL Annual Convention

Anne Manuel, Political Science, LSA

"Rosie the Riveter" and "Wild River": Teaching Feminist Theory in a Film and Political Theory Class

Toby Millman, Residential College, LSA

Paper Book Intensive Workshop

Jenna Munson, Earth and Environmental Sciences, LSA

Research and Sample Collection in Puerto Rico

Melissa Stull, Teacher Education

Building Professional Knowledge

Mariya Zilberman, English Language and Literature, LSA

2026 AWP Conference

INSTRUCTIONAL DEVELOPMENT FUND

Through its Instructional Development Fund (IDF), CRLT awards small grants of up to **\$1,000** 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, 2025-2026

Angele Anderfuren, English Language and Literature, LSA

Travel Writing Course updates

Melissa Bathish, Jessica Baird, and Laura Prochnow, Nursing

Simulation-Based Peripheral Intravenous Catheter Insertion Education: Integrating Near-Infrared Vein Visualization Technology to Enhance Aseptic Technique and Student Learning

Jourdan Clements and Cindee Giffen, Comprehensive Studies; **Hilary Archbold**, Molecular, Cellular, and Developmental Biology, LSA

Evaluating the Impact of a Supplemental Genetics Seminar on Student Learning and Performance

April Conway, Sweetland Writing Center, LSA

Champions for Change Retreat

Kim Diver, Program in the Environment (PitE), LSA

Advancing Undergraduate Research Through the Study of Ecological Resilience in the Great Lakes: Evaluating How Shifting Water Levels Alter Island Area, Isolation, and Flora in a Great Lakes Archipelago

Ayesha Ghazi Edwin, Social Work

Integrating Experiential and Community-Engaged Learning in Social Work Education

Lauren Gwin, English Language and Literature, LSA

Community Conversations With We the People Opportunity Farm

Ariel Hahn, English Language and Literature, LSA

Guest Speaker Honoraria: Picture Books

Mariei Krupansky, Kelly Hanson and Kelly Bowker, Technical Communication, CoE

Technical Communication Program Assessment: Student Focus Group Interviews to Improve Tech-Comm Curricula

Jonathan Rule and Ana Morcillo Pallares, Architecture

A Home For Everyone - Los Angeles Roundtable

Courtney Snyder, Conducting

Brazilian Culture and Music: An Educational Workshop Series to Prepare Students for Education Abroad Experience in Rio de Janeiro

Jeremy Sortore, Theatre & Drama

Acoustic Analysis of Student Actor Voices

Sushil Mahavir Varma, Industrial & Operations Engineering

Learn to Efficiently Operate a Manufacturing Plant Using Queueing Theory

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, and consultations with deans and chairs focusing on unit-wide activities. In 2025-2026, CRLT served 18 U-M schools and colleges, 39 departments and programs in LSA, as well as 20 other units, including the Office of the Provost.

DISCIPLINARY-BASED SERVICES FOR U-M SCHOOLS, COLLEGES, AND DEPARTMENTS

Architecture and Urban Planning

- Grants received by Jonathan Rule and Ana Morcillo Pallares
- Players interactive theatre performance on how identity and faculty rank influence dynamics and the decisionmaking process of tenure committees
- Support for curricular enhancement work in architecture
 - Planning, collection, analysis and presentation to the faculty working group of feedback from current participants and alumni of the Master of Science in Digital and Material Technologies for a reimagined Master of Science in Advanced Design and Construction
 - Planning meetings for work on the foundational Bachelor of Architecture curriculum and facilitation of a faculty retreat, "Foundational Knowledge for Architecture in the 21st Century"

Art & Design

- Assessment of the Senior Integrative Project through surveys, interviews, and focus groups looking at student and faculty expectations of the course, course outcomes and goals, and resources and support used by the course
- Grant received by Seder Burns
- Planning, facilitation, evaluation, and debrief of a 4-session faculty learning community based on the CRLT Players Canvas Course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*, including Q&A with campus resource providers

Business

- Creation of a new Ross Calculus/Math 115 course through a 3-year partnership with the Foundational Course Initiative (cohort 8)
 - Coordination between Ross and the Department of Math to develop new sections of 115 that incorporate relevant business context
 - Assessment of course structure and components, student outcomes, and experiences
 - Designed, implemented, and analyzed student surveys, including early-semester and end-of-semester student surveys in fall and winter
 - Design, creation, and consultations on course curriculum and materials
 - Created new course materials to support course goals
 - Planning and coordination of long-term change effort
 - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss issues related to the course transformation
 - Designed and facilitated retreats to coordinate and develop a data-informed strategy for ongoing course revisions
- Players interactive theatre performance on how identity and faculty rank influence dynamics and the decisionmaking process of tenure committees

Dentistry

- Developed and facilitated a workshop on *Creating a Culture of Professionalism* for a faculty retreat
- Facilitation of a 6-session Interprofessional Education and Collaboration Community of Practice
- Grants received by Sandra Stuhr, Theodora Danciu, Felipe Nor, Domenica Sweier, Vidya Ramaswamy, and Elizabeth Hatfield
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2026 as a synchronous, online monthly learning community plus personalized coaching

- Players interactive theatre performance on how identity and faculty rank influence dynamics and the decision-making process of tenure committees

Education

- Discussion with Marsal researchers about assessment of the Data and AI-Intensive Research with Rigor and Reproducibility (DAIR3) summer training program
- Grant received by Melissa Stull
- Evaluation of grants for the Life-Changing Education Initiative

Engineering

- CAEN/ME-OPE (Michigan Engineering - Online & Professional Education)
 - Collaboration with CAEN on planning and facilitating the 2026 Engineering Education Innovation Days, including service on subcommittees (Faculty Advisory, Symposium, Luncheon) and a debrief of the 2025 EEI Days
 - Design and execution of a pilot project to gather, evaluate, and deploy assessment tools for ensuring the integrity of student work and providing meaningful insights into student learning
 - Meetings to review Enhancing Engineering Education (E3) grant applications (innovation, software pilot, strategic tech) and consultations to provide ongoing support
 - Participation in COE Accessibility Connect cross-unit monthly meetings
 - Participation in monthly leadership meetings
- C-SED (Center for Socially Engaged Engineering & Design)
 - Discussion about capacity planning
- Dean's Office
 - Biweekly consultation between ADUE and CRLT-Engin director, including CRLT's executive director each month
 - Development of M-Prepared Module on the Foundations of Sociotechnical Engineering and discussion about Peer-to-Peer Engagement with other module creators
 - Discussion with vice provost for undergraduate education and LSA ADUE about testing accommodations
 - Discussions with dean, VPUE, and CRLT Players about upcoming COE needs and a possible CRLT/ADVANCE promotion and tenure workshop
 - Foundational Course Initiative partnerships (college-wide)
 - Creation of the new Graduate ENGR 599: Equity-Focused Engineering course during the final year of a 3-year partnership (cohort 6)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including early-semester and end-of-semester student surveys in winter
 - Offboarding to conclude the three-year Foundational Course Initiative partnership
 - Co-created and shared course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes and redesign developed and implemented during a three-year course design partnership
 - Ongoing planning meetings for the sustainability of ENGR 599.325, including a presentation to graduate chairs
 - Participation of the ENGR 100 course design team in the second year of a 3-year partnership (cohort 7)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed pre- and post-student surveys in fall and winter
 - Led faculty-student group in coding materials from all E100 sections; FCI assessment specialist created a model of section attributes and outcomes
 - Interviewed CoE departmental leadership, analyzed findings, and presented themes at faculty retreat
 - Coordinated discussion of teaching challenges at the instructors' retreat
 - Planning and coordination of long-term change effort
 - Convened bi-weekly course design team meetings to set goals, review progress, plan projects, and address transformation issues
 - Designed and facilitated team retreats

Appendix B

- Meeting with ADUE and CAEN to discuss ABET plans
- Organization of the Engineering Education Innovation Days 2026
- Participation in ADUE Director's and Director's Plus meetings
- Participation in meetings of the Teaching and Technology Collaborative GenAI Subcommittee
- Presentation to undergraduate chairs about 2025-2026 curricular work
- Support for 4 departments interested in curricular work (ROB, AERO, ME, MSE)
- Write-up of 2 papers on the TEE Center's work
- College-wide customized workshops
 - Facilitation of 3-session community of practice on Teaching in Uncertain Times
 - Facilitation of Craft Your Teaching Statement workshop at NextProf
 - Organization of Learning Community Reunions, fall and winter
 - Organization of Access and Accessibility (March) and Assessment Innovation (April) luncheons as part of 2026 EEI Days
 - Planning and facilitation of a 5-session teaching circle focused on *Building Student Success* (see pp. 11)
 - Players interactive theatre performances or sessions for faculty on the following topics:
 - *Foundations of Mentoring: Building Trust and Aligning Expectations*
 - Recognizing and disrupting inequitable institutional systems
 - *What Should I Do?* roleplaying session for faculty facilitated by CRLT Players on supporting students experiencing distress
 - How identity and faculty rank influence dynamics and the decision-making process of tenure committees
 - Presentations on neurodivergence:
 - *Introduction to Neurodivergence: Strategies for Engineering Instructors*
 - *Reducing Barriers in Engineering Courses: Supports for Neurodivergent Students*, part of EEI Days
- Coordination of fall and winter seminar series on teaching topics for faculty, EGSIs, and instructional aides (see p. 15)
- Departments and Programs
 - Aerospace Engineering
 - Curriculum enhancement work
 - Curricular analytics
 - Development of a tool to assist curricular change and enhance transparency for faculty
 - Presentation of a project overview to faculty
 - Meeting to discuss CRLT-Engin involvement in a proposal to the Strategic Initiative Fund
 - Workshop for faculty on Inclusive and Equity-Focused Teaching Strategies
 - Biomedical engineering
 - Grants received by David Nordsletten, Alison Van der Roest, and John Sayut
 - Chemical Engineering
 - Facilitation of Faculty Discussion: *Teaching with GenAI*
 - Meeting to discuss CRLT-Engin involvement in a proposal to the Strategic Initiative Fund
 - Meeting with chair to discuss ways CRLT-Engin can support the department's teaching needs
 - Civil & Environmental Engineering
 - Participation of CEE 211 in the first year of a 3-year partnership with the Foundational Course Initiative (cohort 8)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including early-semester and end-of-semester student surveys in fall and winter, and a midterm focus group in fall
 - Design, creation, and consultations on course curriculum and materials
 - Created processes and coordinated efforts to revise course materials for accessibility

- Planning and coordination of long-term change effort
 - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss issues related to the course transformation
 - Designed and facilitated retreats to develop a data-informed strategy for ongoing course revisions
- Teaching award received by Branko Kerkez
- Climate and Space Sciences & Engineering (CLASP)
 - CRLT Players interactive theatre performance for faculty about strategies for promoting 1st generation college student success
 - Meeting to discuss CRLT-Engin involvement in a proposal to the Strategic Initiative Fund
 - Planning and facilitation of a community of practice on integrating new student learning outcomes into courses
- Computer Science and Engineering
 - Facilitation of Faculty Discussions:
 - *Classroom Assessment Techniques (CATS)*
 - *Teaching with GenAI*
- Electrical & Computer Engineering
 - Facilitation of Faculty Discussion: *Teaching with GenAI*
 - Participation of EECS 215 in the first year of a 3-year partnership with the Foundational Course Initiative (cohort 8)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including early-, mid-, and end-of-semester student surveys in fall and winter, and a midterm focus group in fall
 - Built and deployed a curriculum survey to gather feedback from EECS faculty in downstream courses
 - Triangulated survey and institutional data to assess effectiveness of individual course components
 - Design, creation, and consultations on course curriculum and materials
 - Coordinated efforts to revise course materials for accessibility
 - Refined lecture topics
 - Supported faculty in redesigning discussion sections
 - Planning and coordination of long-term change effort
 - Convened and facilitated biweekly course design team meetings to set goals, plan projects, and discuss progress
 - Designed and facilitated yearly team retreats
 - Designed, implemented, and analyzed feedback on the course, including pre-, mid-, and post-semester student surveys in fall and winter, a faculty survey in fall, and GSI feedback in fall and winter
 - Undertook multiple additional learning analytics studies utilizing LARC, survey, and gradebook data to inform design decisions
- Industrial and Operations Engineering
 - Facilitation of Faculty Discussion: *Teaching with GenAI*
 - Grant received by Sushil Mahavir Varma
- Materials Science and Engineering
 - Curricular enhancement work
 - Analysis and presentation to an external advisory board of survey data about the most pressing needs of the field
 - Design and facilitation of stakeholder surveys of undergraduate student and alumni perceptions
 - Discussions about an assessment plan for proposed curricular changes, including sharing templates and examples and potential sources of data
 - Draft of a sustainable assessment plan

Appendix B

- Mechanical Engineering
 - Curricular enhancement work
 - Facilitation of scoping meetings with the chair and meetings with a departmental working group
 - Analysis of curriculum and learning data to better understand students' progression through the major
 - Analysis of feedback from stakeholders about emerging trends and needs in the field
 - Analysis of historical patterns of student petitions for course substitutions and proposals for streamlining the petition system and reducing faculty workload
 - Facilitation of workshop for students and faculty on *Promoting Successful Teamwork in STEM Classes in ME 395*
 - Participation of the ME 240 course design team in the last year of a 3-year partnership with the Foundational Course Initiative (cohort 6)
 - Planning and coordination of long-term change effort
 - Convened and facilitated biweekly course design team meetings to set goals, plan projects, and discuss and evaluate progress.
 - Designed, implemented, and analyzed pre- and post-semester surveys to inform design decisions
 - Design, creation, and consultation for course curriculum and materials
 - Automated sections of Canvas
 - Defined and elaborated instructional team roles and workflows
 - Coordinated and refined supplementary student academic supports
 - Offboarding to conclude the three-year Foundational Course Initiative partnership
 - Co-created and shared course portfolio (executive summary, narrative summary, sustainability plan) to support offboarding and sustainability of changes and redesign developed over the partnership
 - Participation of ME 320 in the first year of a 3-year partnership with the Foundational Course Initiative (cohort 8)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including early-semester and end-of-semester student surveys in fall and winter, and a midterm focus group in fall
 - Coordination of and for long-term changes
 - Convened and facilitated biweekly course design team meetings to set goals, plan projects, and discuss and evaluate progress
 - Designed, implemented, and analyzed pre-, mid-, and post-semester surveys
 - Conducted lecture observations, synthesized findings into a report, and consulted with faculty on strategies to enhance teaching practices and support student learning.
 - Designed and facilitated yearly retreats to discuss course design progress and plan future projects
 - Design, creation, and consultation for course curriculum and materials
 - Reviewed and revised lecture topics
 - Articulated unit learning outcomes
 - Edited homework/homework solutions, and aligned them to the unit learning outcomes
 - Drafted Homework 0 and implemented it as a "primer" for prerequisite content
 - Teaching award received by Jeffrey Koller and Alex Shorter
- Nuclear Engineering and Radiological Sciences
 - CRLT Players interactive theater performance on cultivating a more equitable academy
 - Facilitation of Faculty Discussions: *Teaching with GenAI*
- Robotics
 - Curricular enhancement project

- Updated and expanded analysis of student outcomes in ROB 101
- Construction of a curricular mapping instrument, facilitation of the pilot mapping session, and analysis and visualization of data after the full curriculum mapped
- Grants received by Leia Stirling, Mark Draelos, and Xiaoxiao Du
- Planning with CRLT Players for 9/30 Lunch & Learn
- *What Should I Do?* Roleplaying session for faculty facilitated by CRLT Players on supporting students experiencing distress
- Technical Communication
 - Facilitation of Faculty Discussions:
 - *Encouraging Growth Mindset to Support Student Learning*
 - *Teaching with GenAI*
 - Grants received by Mariel Krupansky, Kelly Hanson, Kelly Bowker, and Fatima Albrehi
- Orientations
 - Design and facilitation of a full-day teaching orientation program for new faculty
 - Facilitation of New Faculty Foundation monthly gatherings (*means new sessions), topics included:
 - Faculty Discussion Teaching with GenAI*
 - Getting Started with Digital Accessibility*
 - Meeting Teaching Faculty Advisory Committee*
 - Mentoring Graduate Students*
 - Preparing for Third-Year Review
 - Preparing Lecturer's Annual Report
 - Strategies and Resources to Support Your Mentoring*
 - Supporting Students in Distress with the C.A.R.E. Center
 - Time Management
 - Design and implementation of customized GSI orientation programs, including theatre performance and practice teaching, fall and winter
 - Design and implementation of customized instructional aide (IA) orientations, including theatre performance and practice teaching, fall and winter

Environment and Sustainability (SEAS)

- Grants received by Michelle Martinez and Rajiv Ghimire
- Discussion of possible discipline/school accreditation pilot project
- Introduction to CRLT's services for graduate students in EAS 741
- Planning and facilitation of retreat and grant to Embed Climate Change in the Curriculum (EC3)
- Planning and facilitation of a workshop for faculty and GSIs on *Teaching Climate Change* (contribution to Climate Week)
- Players interactive theatre performance on how identity and faculty rank influence dynamics and the decisionmaking process of tenure committees

Information

- Consultation about graduate student mentoring role and practice teaching programming
- Grant received by Petula Brown
- Participation of SI 315 in a 6-month assessment partnership with the Foundational Course Initiative (Cohort 8)
 - Facilitated meetings for strategic planning, data discussion, and reflection
 - Collected feedback from students through surveys and GSIs through focus groups
 - Completed lecture and discussion section observations to help inform the surveys
 - Undertook learning analytics projects using the gradebook data to inform connections to the student survey results
 - Designed and facilitated an end-of-partnership report and retreat to look across multiple data sources, strategize about next steps, and reflect on possible improvements

Kinesiology

- Facilitation of a 6-session Interprofessional Education and Collaboration Community of Practice
- Grants received by Qingqing Yan, Pete Bodary, Haylie Miller, Kerry Winkelseth, Erica Twardzik, and Kara Palmer
- Participation in movement science faculty meeting to share resources on GenAI
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2026 as a synchronous, online monthly learning community plus personalized coaching
- Publication of “Beyond the Chatbot Fear: How RAG-Based Tutoring Can Promote Student Learning in Content-Intensive Courses” by Qingqing Yan, Giselle Aronoff, and Pete Bodary, on CRLT’s blog on Substack
- Sessions for faculty facilitated by the CRLT Players
 - *Cultivating Academic Belonging*
 - *Foundations of Mentoring*
 - *It’s in the Syllabus*
 - *Practical Applications of Facilitation Techniques in Challenging Academic Contexts*
 - *What Should I Do?* Roleplaying session for faculty facilitated by CRLT Players on supporting students experiencing distress
- Work with the curriculum leadership team to draft common core and program-specific learning outcomes for departmental review of the MOVESCI and AES undergraduate curricula

Literature, Science, and the Arts

- **Afroamerican and African Studies**
 - Grant received by Gabriel Ayoola
- **Anthropology**
 - Participation of the ANTHRO 101 course design team in the last year of a 3-year partnership with the Foundational Course Initiative (cohort 6)
 - Assessment of course structure and components, student outcomes, and experiences
 - Designed, implemented, and analyzed pre- and post-student surveys in fall and winter
 - Evaluation of new guided note-taking tool
 - Planning and coordination of long-term change effort
 - Convened bi-weekly collaborative course design team meetings to set goals, plan projects, and discuss course transformation
 - Supported the development of lecture attendance policies and assignments
 - Designed and facilitated team retreats
 - Offboarding to conclude the 3-year Foundational Course Initiative partnership
 - Co-created and shared course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes and redesign developed and implemented during a 3-year course design partnership
 - Sharing of sample syllabus statements about GenAI with department chair
- **Asian Languages and Cultures**
 - Grant received by Jinyi Li-Stevenson
 - Outreach interview conducted by GSI team to better understand GSI training and share resources
- **Chemistry**
 - Consultation about sustained GSI training via brief videos
 - Discussion with associate chair about change in reporting policy and implications for GSIs
 - Discussion of mentoring programs
 - Participation of CHEM 210 in a 6-month assessment partnership with the Foundational Course Initiative (cohort 8)
 - Facilitated meetings for strategic planning, data discussion, and reflection
 - Collected feedback from stakeholders, including students and GSIs
 - Undertook learning analytics studies utilizing LARC and gradebook data to inform design decisions

- Designed and facilitated an end-of-partnership retreat to look across multiple data sources and strategize about next steps
- **Classical Studies**
 - Facilitation of sessions for GSIs:
 - *Responding Effectively to Generative Artificial Intelligence Now (April 2026)*
 - *Responding to Hot Moments in Classics*
- **Communication and Media**
 - Consultations with faculty and students around development of surveys of U-M undergraduates' and graduate students' perceptions of AI use
- **Comparative Literature**
 - Outreach interview conducted by GSI team to better understand GSI training and share resources
- **Comprehensive Studies Program**
 - Grants received by Melody Wilson, Jourdan Clements, and Cindee Giffen
 - Overview of CRLT services for new executive director
- **Dean's Office**
 - Collaboration with associate dean for undergraduate education regarding Strategic Initiative Fund (SIF) proposal to support multidisciplinary team teaching in Grand Challenge courses
 - Discussion of grade covering for first-year students and participation in conversation led by dean with divisional chairs and directors
 - Discussion with associate dean of humanities about possible large scale curricular projects with departments and support that could be available
 - Discussion with associate dean of research about potential professional development program around teaching for LSA postdocs
 - Discussion with vice provost for undergraduate education and COE ADUE about testing accommodations
 - Facilitation of faculty learning in community
 - Design and facilitation of the 2026 Embed Climate Change in the Curriculum (EC3) Retreat
 - Design and facilitation of the LSA Large Course Initiative in winter 2026, including 4 meetings to discuss research on student learning and visits to classrooms using innovative approaches to engage students, as well coordination of follow-up grants
 - Design and facilitation of the 7th Equity-Focused Teaching Program for lecturers, including a Canvas mini course, an individual consultation, and 2 virtual teaching circles
 - Organization of 3 Lecturer Pathways Community of Practice brown bag lunches
 - Participation in a community of practice session to discuss human rights teaching elements in courses
 - Grant received by Timothy McKay and Kelly Maxwell
 - GSI- and IA-related services
 - Design and facilitation of training for undergraduate assistants and peer facilitators
 - Design and facilitation of a workshop series for graduate student mentors and GSI coordinators, including running online practice teaching sessions, observing classes and conducting MSFS, consulting with GSIs, consulting on statements of teaching philosophy, as well as monthly in-person lunches for networking and sharing strategies and an annual meeting on GSI training
 - Discussion of GSI training and outreach with assistant dean for undergraduate education and curriculum
 - Facilitation with the English Language Institute of a 3-week intensive course in August 2025 and a winter 2026 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA; final iteration involving CRLT in ELI 994
 - Meeting with the director of graduate education to learn about their role and orient them to CRLT GSI programs and services
 - Organization and facilitation of GSI teaching orientation prior to fall 2025 and winter 2026 terms, including theatre performances
 - Outreach interviews conducted by CRLT's GSI team to better understand departments' GSI training and to share resources

Appendix B

- Monthly coordinating meetings of ADUE and senior assistant dean with CRLT's Executive Director, Managing Director for Educational Development and Assessment Services, and Senior Associate Director
- Monthly meetings of CRLT's executive director with ITS executive director of teaching and learning, LSA director of academic technology services, and associate university librarian for teaching and learning
- Regular meetings with LSA manager of learning and teaching consultation services to enhance cross-unit communication and collaboration
- Orientations
 - Planning and facilitation of a teaching academy for all new assistant professors and self-selected, new senior faculty in the college: an initial two-day meeting, facilitation of midterm student feedback sessions, and 3 follow-up sessions
 - Planning and facilitation of an in-person New Lecturer Orientation, including interactive sessions addressing the needs of LSA lecturers and a reunion lunch in December
- Planning for, and debriefs of, divisional conversations around GenAI with assistant dean for undergraduate education, both across LSA and including one in the Department of Political Science
- Planning for ongoing Dialogue Michigan events
- Presentations or performances by the CRLT Players
 - For the graduate directors and undergraduate chairs at the Leadership Symposium about the Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*
 - *Foundations of Mentoring*
 - How identity and faculty rank influence dynamics and the decision-making process of tenure committees
 - *It's in the Syllabus*
 - *What Should I Do?* Roleplaying session for faculty facilitated by CRLT Players on supporting students experiencing distress
- Session on *Cultivating Trauma-Informed Classroom Materials and Communities to Support First-Year Students' Mental Health and Wellbeing* for FYWSP faculty and Living/Learning Communities
- Sharing information about the Provost's Campus Leadership Program with the LSA team working on strengthening relationships and role clarity between department chairs and chief administrators
- Sharing resources on rigor with the associate dean for humanities
- **Earth and Environmental Sciences**
 - Consultation with associate chair about departmental GSI orientation training and GenAI policies
 - Design and facilitation of the 2026 Embed Climate Change in the Curriculum (EC3) Retreat
 - Grant received by Jenna Munson
 - Participation of the EARTH 119 course design team in the second year of a 3-year partnership with the Foundational Course Initiative (cohort 7)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student pre- and post- semester student surveys in the fall and winter
 - Design, creation, and consultation for course curriculum and materials
 - Collaborated with the teaching team to design and pilot a new student assignment
 - Supported the documentation and improvement of in-class demonstrations, including the design of pre- and post- processing activities for students
 - Planning and coordination of long-term change effort
 - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Designed and facilitated retreats to coordinate and develop a data-informed strategy for ongoing course revisions
 - Planning with associate chair for institutional data analysis
 - Work with (and presentation to) the curriculum committee on defining curricular goals and use of institutional data to map undergraduate EES courses

- **Ecology and Evolutionary Biology**
 - Grant received by Carly Nowicki
 - Teaching award received by Regina Baucom
- **Economics**
 - Creation of the ECON 210 (Math for Economics) course as the design team completed their final year of a 3-year partnership with the Foundational Course Initiative (cohort 6)
 - Planning and coordination of long-term change effort
 - Convened and facilitated collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Designed, implemented, and analyzed student surveys, including early-semester and end-of-semester student surveys in fall and winter to inform future design decisions
 - Offboarding to conclude the three-year Foundational Course Initiative partnership
 - Co-created and shared course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes and redesign developed and implemented during a three-year course design partnership
- **English Language and Literature**
 - Consultation on design of the 993 practicum for graduate students teaching a revised ENG 125 curriculum
 - Grants received by Rebecca Kato, Deborah Des Jardins, Angele Anderfuren, Mariya Zilberman, Lauren Gwin, and Ariel Hahn
 - Participation of the ENGL 125 course design team in the final year of a 3-year partnership with the Foundational Course Initiative (cohort 6)
 - Coordination of and for long-term changes
 - Convened and facilitated biweekly course design team meetings to set goals, plan projects, and discuss and evaluate progress
 - Designed, implemented, and analyzed pre- and post-semester surveys
 - Designed and facilitated yearly retreats
 - Design, creation, and consultation for course curriculum and materials
 - Created an accessible GSI handbook
 - Created new accessible templates
 - Remediated old course materials
 - Designed a new accessibility lesson sequence
 - Offboarding to conclude the three-year partnership
 - Co-created and shared course portfolio (executive summary, narrative summary, sustainability plan, historical documents) to support offboarding and sustainability of changes and redesign developed and implemented during a three-year course design partnership
 - Workshop for GSIs and lecturers in the English Department Writing Program on redesigning assignments for GenAI
- **English Language Institute**
 - Collaboration to develop and facilitate a 3-week intensive course in August 2025 and a winter 2026 course for graduate students educated abroad in languages other than English who plan to have GSI appointments in LSA
- **Film, Television, and Media**
 - Discussion with chair about potential curricular enhancement work
 - Grant received by Matthew Solomon
- **History**
 - Organization and facilitation of a panel on *Responding to Hot Moments in History*
 - Planning and facilitation of History 195 GSI support, including a syllabus workshop and midterm feedback meetings
- **Honors Program**
 - Outreach interview conducted by GSI team to better understand GSI training and share resources

Appendix B

- **IGR (Program in Intergroup Relations)**
 - Planning for ongoing Dialogue Michigan events
- **International Institute**
 - Consultation about developing a GSI orientation training for the institute
 - Meeting with staff and a faculty member to discuss CRLT's potential role in assessing for a grant
 - Outreach interview conducted by GSI team to better understand GSI training and share resources
- **Judaic Studies**
 - Grant received by Deborah Forger
- **Mathematics**
 - Consultation with chair about transferring credits from Washtenaw Community College to U-M
 - Consultation with chair regarding data about successes and reforms in intro courses for national audience
 - Discussions with chair about COE needs and looping in FCI
 - Participation of the MATH 116 course design team in the last year of a 2-year curriculum development/expanded impact partnership with the Foundational Course Initiative (cohort 6)
 - Facilitated coordination across introductory math program coordinators and instructors to align curriculum, GSI mentorship, course structure, and assessment across introductory math courses
 - Planning and coordination of long-term change effort
 - Convened and facilitated collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Designed, implemented, and analyzed student surveys, including early-semester and end-of-semester student surveys in winter to inform future design decisions
 - Co-created and shared course portfolio (executive summary, narrative summary, sustainability plan) to support offboarding and sustainability of changes and redesign developed and implemented during a 2-year course design partnership
- **Middle East Studies**
 - Grant received by Oren Eubanks Segal
- **Molecular, Cellular, and Developmental Biology**
 - Grant received by Hilary Archbold
 - Participation of the MCDB 310 course design team in the second year of a 3-year partnership with the Foundational Course Initiative (cohort 7)
 - Coordination of and for long-term changes
 - Convened and facilitated biweekly course design team meetings to set goals, plan projects, and discuss and evaluate progress
 - Designed and facilitated retreats to coordinate and develop a data-informed strategy for ongoing course revisions
 - Designed, implemented, and analyzed pre-, mid-, and post-semester surveys
 - Designed and facilitated yearly retreats
 - Design, creation, and consultation for course curriculum and materials
 - Implemented lecture learning outcomes
 - Refined iClicker implementation
 - Created and implemented the first lecture "biochemistry stories"
 - Designed discussion worksheets
 - Discussed instructional meetings and GSI training
 - Undertook learning analytics studies utilizing LARC and exam data to inform design decisions
 - Teaching award received by Hilary Archbold
- **Museum Studies**
 - Grant received by Deirdre Hennebury

- **Organizational Studies**
 - Outreach interview conducted by GSI team to better understand GSI training and share resources
- **Physics**
 - Consultation about GSI departmental training topics and how to discuss classroom climate
 - Outreach interview conducted by GSI team to better understand GSI training and share resources
- **Political Science**
 - Discussion of next steps regarding Undergraduate Learning Assessment work
 - Grant received by Anne Manuel
 - GSI-related services:
 - Consultation with director of graduate studies to provide feedback on POLSCI 993
 - Facilitation of a GSI training retreat for POLSCI 993
 - Facilitation of a workshop for POLSCI 992 on Preparing for Teaching in the Profession
 - Planning for, and debriefs of, departmental conversation around GenAI
- **Program in the Environment**
 - Grant received by Kim Diver
 - Outreach interview conducted by GSI team to better understand GSI training and share resources
 - Planning and facilitation of retreat and grant to Embed Climate Change in the Curriculum (EC3)
 - Planning and facilitation of a workshop for faculty and GSIs on *Teaching Climate Change* (contribution to Climate Week)
- **Psychology**
 - Discussion with chair of curricular project on methods courses and foundational work for the "Learning to Learn" course
- **Residential College**
 - Co-planning and facilitation of a session, for faculty who teach writing, about cultivating trauma-informed classroom materials and communities to support first-year students' mental health and well-being
 - Grant received by Toby Millman
- **Romance Languages and Literatures**
 - Grants received by Tatiana Calixto and Juan de la Puente Herrero
 - Introduction to CRLT services for the Introduction to Graduate Studies Course
 - Provision of resources on interpreting quantitative student ratings for the elementary language program coordinator
- **Statistics**
 - Participation of the DATASCI 101 course design team in the second year of a redesign partnership with the Foundational Course Initiative (cohort 7)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed pre- and post-semester student surveys in fall and winter
 - Collected and analyzed GSI feedback in fall and winter
 - Design, creation, and consultation for course curriculum and materials
 - Supported faculty in refining course curriculum
 - Planning and coordination of long-term change effort
 - Convened bi-weekly design team meetings to set goals, plan projects, and evaluate progress
 - Developed a process for GSIs to update the GSI handbook
 - Supported faculty development of project-based assessments
 - Consulted with faculty on restructuring lectures to include more active learning
 - Led yearly team retreats to implement data-informed course revisions
 - Teaching award received by John Keane, Alicia Romero, and Mark Rulkowski

- **Sweetland Center for Writing**
 - Assessment of WRT 160 and its role in the curriculum, including analysis of course data and focus groups with instructors and student alumni and meetings with faculty leads to discuss ongoing ULA project
 - Discussion of assessment of Sweetland upper-level writing requirement
 - Facilitation of training for undergraduate peer facilitators
 - Grant received by April Conway
- **Wallenberg Institute**
 - Collaboration on content for website addressing antisemitism
 - Consultation with the director and managing director regarding a survey of U-M students on religious tolerance, as well as follow-up conversation about early findings and options for publishing them with policy recommendations
 - Participation in executive committee

Medicine

- Consultation about GSM hiring practices
- Facilitation of a 6-session Interprofessional Education and Collaboration Community of Practice
- Grants received by Melissa Tinney, Hans Schroder, JT Sangsland, Ibtissam Gad, Deborah Rooney, Feranmi Okanlami, and Chad Brenner
- Interactive theatre performance by the CRLT Players for first-year medical students on delivering serious news
- Introduction to CRLT for the Global Executive Education Program
- Planning and facilitation of a BIDS-TP graduate student focus group for the Genome Science Training Program (GSTP)
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2026 as a synchronous, online monthly learning community plus personalized coaching
- Scoping for teaching statement project with the Office of Graduate and Postdoctoral Studies
- Sharing of CRLT resources for new medical faculty at the Health Professions Education Showcase

Music, Theatre & Dance

- Collaboration and assessment of the effects of service learning experiences in two community learning-focused ARTSADMIN courses, including the development of surveys and facilitation of focus groups
- Consultation with the associate dean for faculty development regarding funding to support dissertation mentorship
- Discussion of a workshop on rubrics, grading, and transparency
- Discussion with the chairs of theatre and drama, and musical theatre to explore interest in a faculty learning community in fall 2026 or winter 2027 around the Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*
- Discussion with the dean of guidance for promotion and tenure cases regarding student evaluation of teaching
- Grants received by antonio cuyler, Amy Hughes, Shavonne Coleman, Julie Zhu, and Courtney Snyder, Jeremy Sortore
- Participation of MUSICOL 121 in the first year of a 3-year partnership with the Foundational Course Initiative (cohort 8)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including early-semester and end-of-semester student surveys in fall
 - Design, creation, and consultations on course curriculum and materials
 - Facilitated the development and mapping of course learning outcomes
 - Worked with GSIs to develop resources to support student learning and explored textbook alternatives
 - Planning and coordination of long-term change effort
 - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation

Nursing

- Facilitation of a 6-session Interprofessional Education and Collaboration Community of Practice
- Grants received by Kathryn Nelson, April Keys, Beth Ammerman, Mary Franklin, Jill McFarland, Elizabeth Duffy, Elizabeth Kuzma, Melissa Bathish, Jessica Baird, and Laura Prochnow
- Participation in T-32 grant advisory board on Doctor of Nursing Practice research accelerated track
- Participation of the NURS 372 course design team in the second year of a 3-year partnership with the Foundational Course Initiative (cohort 7)
 - Assessment of course structure and components, as well as student outcomes and experiences
 - Designed, implemented, and analyzed student surveys, including paired early-term and end-of-term student surveys in fall and winter and a focus group in the winter
 - Design, creation, and consultation for course curriculum and materials
 - Facilitated the development of a gameful assessment model
 - Planning and coordination of long-term change effort
 - Convened bi-weekly collaborative course design team meetings to set goals, discuss progress, plan projects, and discuss relevant issues related to the course transformation
 - Designed and facilitated retreats to coordinate and develop a data-informed strategy for ongoing course revisions
- Participation of Population Health courses in a 4-year longitudinal study conducted by an FCI assessment specialist to determine how the scaffolding of the courses by the different socio-ecological levels is functioning
 - Planning and coordination of longitudinal assessment projects
 - Convened and facilitated assessment design team meetings to set goals, discuss assessment projects, authorship on possible manuscripts, development of the survey, and review of results from surveys
 - Conducted pre- and post-semester student surveys and gathered any student projects to use in assessment studies

Pharmacy

- Consultation regarding challenges of and alternatives to using the university-wide student rating system for assessment of the PharmD professional doctorate program
- Discussion with the assistant dean for curriculum and assessment about teaching pedagogy and SSD accommodations
- Facilitation of a 6-session Interprofessional Education and Collaboration Community of Practice
- Grants received by Daniel Hertz, Antoinette Coe, and Hao-Ping Chiang
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2026 as a synchronous, online monthly learning community plus personalized coaching

Public Health

- Collaboration with faculty to design and implement an assessment protocol for a scaffolded, 4-course learning sequence in nutrition
- Consultation on responding to ACEND accreditation visit
- Discussion about capacity planning with the assistant dean for access, culture, and community
- Facilitation of a 6-session Interprofessional Education and Collaboration Community of Practice
- Meeting with faculty leads to review findings of 3 epidemiology assessment projects (2023-2025 Epidemiology Curriculum Implementation Assessment, winter 2025 alumni survey, winter 2025 PhD methods focus group)
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2026 as a synchronous, online monthly learning community plus personalized coaching
- *What Should I Do?* roleplaying session for faculty facilitated by CRLT Players on supporting students experiencing distress

Rackham Graduate School

- Discussion with senior academic director about ways CRLT could support teams working on the Advance New Directions Initiative
- Office of Postdoctoral Affairs
 - Collaboration to design, implement, and assess the fall 2025 pilot of an asynchronous Canvas course, *Postdoc Teaching Essentials (PTE): Building Your Instructional Toolkit at U-M and Beyond*, as well as a kickoff event in winter 2026

Appendix B

- Participation in cross-campus postdoctoral preparing future faculty initiative meeting
- Participation in the Postdoc Advisory Committee
- Organization and facilitation of a faculty learning community on Teaching with GSIs in fall 2025 and a reunion meeting in May 2026
- Participation in Rackham Certificate Task Force Meeting #1
- Participation in selection and presentation of outstanding GSI awards
- Planning and facilitation of a Provost's Seminar on Teaching on GenAI and Graduate Education, including convening of faculty advisory committees, recruitment and preparation of panelists, and arranging coverage by *The University Record*
- Preparing Future Faculty programs
 - Design and implementation of *The Postdoc Teaching Essentials (PTE) Building Your Instructional Toolkit at U-M and Beyond*
 - Management of the Rackham-CRLT Graduate Teacher Certificate program
 - Organization and implementation of the month-long, 10-session Rackham-CRLT Seminar on College Teaching: Preparing Future Faculty for doctoral candidates
 - Organization and implementation of the winter 2026 Postdoctoral Short-Course on College Teaching in Science and Engineering, including a Players interactive theatre performance on cultivating a more equitable academy
- Presentation of CRLT programs and services for graduate students at the Rackham Grad Coordinator Forum
- Staffing of a CRLT table at the information fair for graduate students

Social Work

- Discussion of mental health resources for lecturers with associate dean for faculty affairs
- Facilitation of a 6-session Interprofessional Education and Collaboration Community of Practice
- Grant and teaching award received by Ayesha Ghazi Edwin
- Planning and facilitation of Health Sciences Teaching Academy, conducted winter 2026 as a synchronous, online monthly learning community plus personalized coaching

CUSTOMIZED SERVICES FOR OTHER UNITS AT U-M**ADVANCE**

- Collaboration on a resource for tenure and promotion committees on navigating the current moment
- Development of a CRLT Players roleplaying-based session for faculty on supporting students experiencing distress
- Discussions about ways to incorporate programming on successful mentoring strategies into LAUNCH committees and other ADVANCE programs
- Discussion with director about promotion and tenure workshops
- Discussion with director about ongoing collaboration between ADVANCE and the CRLT Players
- Facilitation of 4/26/26 RISE workshop
- Participation in the center's new podcast "ADVANCING Faculty Excellence," episode 1: Interrupting a Bad Actor
- Participation in meetings to discuss Leading with Excellence and Equity (LEE) program
- Participation on RISE Committee
- Participation in subcommittee meeting to discuss service equity workshop and resources
- Players interactive theatre performance on how identity and faculty rank influence dynamics and the decisionmaking process of tenure committees for engineering, LSA, and small schools and colleges (architecture, business, dentistry, environment and sustainability, and social work)

Arts Initiative

- Discussion with inaugural faculty director of arts learning and teaching about supporting faculty incorporation of arts learning into their pedagogy (Arts & Creativity Teaching Studio or ACTS program)
- Facilitation of a peer feedback group at ACTS

ASSET (Analytics for Student Success and Equity Transformation)

- Bimonthly meetings to discuss collaborative analytics work between CRLT and ASSET
- Overview of CRLT and its collaboration with ASSET for the new director

Bowman Center for Scholarship to Practice

- Consultation about follow-up programming after the Beginning Again leadership retreat
- Planning and facilitation by the CRLT Players of *How Do We Begin?*

Center for Academic Innovation

- Collaboration on preparation of CRLT Players mental health course for external distribution as part of Michigan Online

Center for American Dialogue

- Consultation with vice president for research and innovation and other key stakeholders on possible collaborations

Center for Educational Outreach

- Training for undergraduate peer facilitators in the Michigan College Advising Corps (MCAC)

Equity, Civil Rights & Title IX Office (ECRT)

- Discussion with deputy ADA coordinator for digital accessibility about needs of large courses with respect to digital accessibility, including drafting of an FAQ
- Participation in 3 searches for PEAR senior specialists and assistant director

Inclusive History Project

- Discussion with CRLT Players about *How Do We Begin?*
- Participation in IHP Advisory Committee meeting

Information and Technology Services

- Discussion with deputy ADA coordinator for digital accessibility about needs of large courses with respect to digital accessibility, including drafting of an FAQ
- Discussion with ITS executive director of teaching and learning about LearningClues data privacy considerations
- Flash talk: an overview of the Graduate Student Instructional Consultant (GSIC) program
- Monthly meetings of CRLT's executive director with ITS executive director of teaching and learning, LSA direc-

- tor of academic technology services, and associate university librarian for teaching and learning
- Participation at Teaching Evaluation Demo: Explorance
- Participation in monthly winter 2026 Critical Conversations on Generative AI and Higher Education
- Participation in working group tasked with creating content for a new data request management course

Libraries

- Collaboration to increase support for faculty around making digital content accessible, especially PDFs, culminating in a new workshop offered by CRLT in its seminar series and May ET@M
- Monthly meetings of CRLT's executive director with ITS executive director of teaching and learning,
- Planning and facilitation by the CRLT Players of *How Do We Begin?* for the Bentley and Clements Libraries

Life-Changing Education

- Collaboration on planning and kicking off the Investigating GenAI Teaching and Learning Mini-Grants program
- Evaluation of grants for the Life-Changing Education Initiative
- Meeting with the new faculty director initiative regarding 2025-2026 programming

Matthaei Botanical Gardens and Nichols Arboretum

- Discussion with new director about MBGNA relationship to transformational education in situ and the broader Campus as Lab effort

Michigan Center for Interprofessional Practice and Education (IPE Center)

- Organization and facilitation of a 6 session Interprofessional Education and Collaboration Community of Practice.
- Presentation of a poster at *HPE Connect*
- Quarterly check in meetings of director and CRLT staff to discuss strategic planning for ongoing faculty development work

MIDAS (Michigan Institute for Data & AI in Society)

- Discussion with Marsal researchers about assessment of the Data and AI-Intensive Research with Rigor and Reproducibility (DAIR3) summer training program

Office of the President

- Consultation with the CIO about campus GenAI projects, particularly the U-M Team participating in the AAC&U Institute on GenAI, Pedagogy, and the Curriculum and a new U-M committee on GenAI with broad faculty representation
- Discussion of AI and privacy ethics with the executive director of privacy and faculty affairs
- Discussion with president's speechwriter regarding remarks for the fall 2025 new faculty orientation program

Office of the Provost and Executive Vice President for Academic Affairs

- Meeting with the new faculty director of U-M's Life-Changing Education 2025-2026 initiative regarding the year's programming
- Organization and facilitation of New Faculty Orientation, including an interactive theatre performance
- Participation in Data Stewards Community of Practice
- Presentation to the ADG about the Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*
- Representation of U-M at Big Ten Academic Alliance and Ivy+ meetings of teaching center directors
- Support for teaching award competitions
 - Coordination of the nomination process for U-M's candidate for the Michigan Distinguished Professor of the Year, resulting in a win by Shelly Schreier
 - Organization of campuswide Provost's Teaching Innovation Prize and a virtual Enriching Scholarship Conference session highlighting winners
 - Organization of the competition to select Thurnau Professors and a reception to celebrate new awardees

- Vice provost for academic and faculty affairs
 - Organization, facilitation, and evaluation of the Provost's Campus Leadership Program for chairs and associate deans, including an orientation and roundtable sessions on management-labor relations at U-M, understanding U-M–government relations and U-M's budget, opportunities to “Bring What's On Your Plate” and to meet with the provost, and working with staff
 - Participation in the Cultural Collections Council Fall Meeting and sharing of materials from the 2011 Provost's Seminar on Teaching with Collections and CRLT's teaching strategies web page, Teaching with Archival, Botanical and Museum Collections
- Vice provost for access and opportunity
 - Open inquiry and dialogue
 - Collaboration on promoting open inquiry, including organization and facilitation of faculty focus groups and a faculty-led workshop series on open inquiry as part CRLT's seminar series and poster presentation about the series at the Campus Engagement on Open Inquiry and Dialogue event; workshops included
 - Collective Intelligence Techniques
 - Embodied Tools for Structured Dialogue
 - Playful Tools to Prime Serious Dialogue
 - Sensory Pedagogy as a Gateway to Dialogue
 - Teaching Soft Skills for Hard Conversations
 - Yes, And...! Improv Tools for Talking Across Differences
 - Discussion with director of the Center for Social Media Responsibility and leads for online module and engagement strategy of proposed series of lunchtime sessions for sharing materials and techniques among faculty who have been innovating with different approaches to facilitating classroom discussion on charged topics
 - Participation in the Jewish Life and Antisemitism Initiative
 - Participation in a meeting of campus partners engaged in this work convened by the assistant vice provost for access and opportunity
 - Planning and facilitation of the Beginning Again leadership retreat co-hosted with the Trotter Multicultural Center
 - Participation in a poster session for Campus Engagement on Open Inquiry and Dialogue event
 - Training for undergraduate peer facilitators in the Michigan College Advising Corps (MCAC)
- Vice provost for engaged learning
 - Consultation with special advisor for Africa to the provost leading to a CRLT presentation on teaching centers for Nigerian vice chancellors
 - Discussions about assessment of international study outcomes
 - Discussions of campuswide survey of students regarding study abroad and career learning objectives
 - Facilitation of a retreat to introduce a newly developed survey to representatives from Education Abroad offices across U-M
- Vice provost for sustainability and climate action
 - Facilitation of student conversation roundtable at the Symposium on AI Data Centers and the Climate Change Challenge
 - Participation in community of practice
 - Planning and facilitation of retreat and grant to Embed Climate Change in the Curriculum (EC3)
 - Planning and facilitation of a workshop for faculty and GSIs on *Teaching Climate Change* (contribution to Climate Week)
- Vice provost for undergraduate education
 - Bimonthly meetings to discuss collaborative analytics work between CRLT and ASSET
 - Biweekly coordinating meetings between VPUE and CRLT's executive director
 - Collaboration with director of advising initiatives and the Validation Training Task Force, including production of 4 videos by the CRLT Players with Duderstadt
 - Consultation with math chair regarding data about successes and reforms in intro courses for national audience
 - Conversations about Faculty Engagement Strategy and ecosystem of key Faculty Engagement Partners (CRLT, NCID, ADVANCE, M-PACT)

Appendix B

- Coordination of STEM student success efforts with assistant vice provosts for student success and access and opportunity, director of the Science Learning Center, M-PACT faculty development program manager, and psychology director of student service
- Discussion of possibility of grade covering for first-year students
- Discussions about preparation for Accreditation 2030, including meetings with key figures from U-M's 2020 accreditation process and meetings with BTAA accreditation leads and leadership of the Higher Learning Commission
- Discussion and implementation of targeting CRLT grants to student success projects
- Evaluation of grants for the Life-Changing Education Initiative
- GenAI
 - Coordination of U-M's participation in the 2025-2026 AAC&U Institute on GenAI, Curriculum, and Pedagogy
 - Convening of monthly meetings of the U-M faculty team
 - Convening of the AAC&U GenAI participants to discuss how to promote scholarship of teaching and learning around GenAI
 - Participation by CRLT executive director in team leader orientation for the AAC&U project
 - Sharing information about U-M's project with the Center for Academic Innovation
 - Consultations with faculty and students around the creation of surveys of U-M undergraduate students and faculty regarding AI use
 - Conversation with chief information officer about campus GenAI projects, particularly the AAC&U institute and a new U-M committee on GenAI with broad faculty representation
 - Discussion with the head of Student Accessibility and Accommodation Services about the intersection of accommodations and GenAI
 - Participation in ChatGPT reflection group meetings
 - Planning and facilitation of a community of practice open to all
 - Planning and kickoff of the Investigating GenAI Teaching and Learning Mini-Grants program, with funding from the Life-Changing Education initiative
 - Planning and facilitation of a Provost's Seminar on Teaching focused on undergraduate education, including convening of faculty advisory committees, recruitment and preparation of panelists, and arranging coverage by *The University Record*
 - Presentation at a retreat of associate deans for undergraduate education about AAC&U work and feedback from the 2 PSOTs
- Meeting of executive director with VPUE and other campus stakeholders to think together about ways to grow various forms of experiential learning and "world readiness"
- Testing accommodations
 - Discussion with associate deans for undergraduate education in LSA and engineering
 - Discussion of section of teaching accommodations report on alternative assessments, pedagogy, and screening for accommodations
 - Participation in Provost's Testing Accommodations Work Group
- Participation in evaluation of grants for the Life-Changing Education initiative
- Participation in Inclusive History Project Advisory Committee
- Participation in search for assessment and accreditation position in ASSET
- Participation in Student Success Network Core Team
- Participation in Thurnau Advisory Council Meetings

Registrar's Office

- Conversation about the registration process allowing students to register for multiple classes, creating conflicting test times
- Participation at Teaching Evaluation Demo: Explorance

SEISMIC

- Participation in overall planning for SEISMIC 2.0

Senate Advisory Committee on University Affairs (SACUA)

- Discussion of faculty protections for free speech and academic freedom

Student Accessibility and Accommodation Services

- Discussion of intersection of accommodations and GenAI

Student Life

- Ginsberg Center for Community Service and Learning
 - Discussion about capacity planning
 - Discussion with director of plans for a new August 2026 retreat on the election
 - Monthly meetings of CRLT & Ginsberg directors to assess campus needs
 - Partnership between CRLT & Ginsberg to expand the Promoting Democracy Teaching Series workshops centered on designing classroom activities to engage students with policy, politics, and social issues, as well as developing civic skills and knowledge
- Participation in search for program manager for Secular, Spiritual, Religious, and Interfaith (SSRI)
- Participation on Secular, Spiritual, Religious, and Interfaith (SSRI) Steering Committee

Teaching Technology Collaborative

- Participation in Enriching Scholarship Keynote Committee planning meetings and co-hosting of 2 sessions
 - Connections Are Everything: How Trusting Relationships Drive Student Success
 - Life-Changing Education: Whose Lives, and How?
- Participation in GenAI subcommittee and in GenAI Working Group
- Participation in monthly cross-campus meetings

Trotter Multicultural Center

- Collaboration with the CRLT Players on the Beginning Again leadership retreat and follow up programming
- Discussion about capacity planning

UM-Flint

- Discussion with dean and a professor of computer science about relevant CRLT work and Flint's Strategic Initiative fund proposal for intentional, human-centered integration of AI into curriculum and workforce preparation
- Planning with Vice Provost for Engaged Learning and Teaching Innovation about strategies for connecting faculty to the CRLT Players Canvas course on mental health

Well-Being Collective (WBC) & Wolverine Wellness

- Group consultation to gather feedback about the implementation of a new course structure led by undergraduate teaching assistants
- Monthly meetings between WBC and CRLT regarding efforts to promote and revise the Canvas course for faculty on student mental health
- Meeting with WBC director to discuss pedagogy
- Participation in WBC assessment and evaluation subcommittee and work with the analytic team
- Participation of executive director on the WBC Steering Committee
- Presentation at the NASPA conference on the Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*
- Presentation to the LSA graduate directors and undergraduate chairs about the Canvas course, *An Instructor's Guide to Promoting Student Mental Health and Well-Being*

INTERNAL COMMITTEE WORK

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

ChatGPT Reflection Group

College of Engineering

- Accessibility Connect Cross-Unit Group
- ADUE directors and directors plus meetings
- Engineering Education Innovation (EEI) Days planning committee
- Enhancing Engineering Education (E3) Grants Program (CAEN)
 - Accessibility Grants Team
 - Software Pilot Grants Team
- Thrive Lab at Engineering Education Research Program
- Mental Health Virtual Community
- Towner Prize

College of Literature, Science, and the Arts

- Comprehensive Studies Program search
- DATET Planning Committee
- Dialogue Michigan Steering Committee
- Ginsberg Center
 - Promoting Democracy Teaching Series Committee
- U-M Language Matters Steering Committee
- UROP associate director search committee
- Wallenberg Institute executive committee

Council for Disability Concerns

- Neubacher Award Committee

Information and Technology Services (ITS)

- Digital Accessibility Liaison (DAL) Network

Office of the President

- Data Request Management Working Group
- Data Stewards Community of Practice
- Equity, Civil Rights & Title IX Office (ECRT) search committees for PEAR senior specialists and assistant director
- Inclusive History Project's Faculty/Staff Advisory Board

Office of the Provost

- Accreditation Working Group
- ADVANCE Program
 - Advisory Board
 - RISE Committee
- Analytics for Student Success and Equity Transformation (ASSET) Working/Research Group
- Center for Academic Innovation
 - Online and Hybrid Programs Community of Practice
- CEW+
 - Council for Nontraditional Students (COUNTS)
- MLK Symposium Committee

- Provost's Campus Leadership Program (PCLP) planning committee
- Search committees
 - Director of Advising Initiatives
 - VPUE Accreditation and ASSET Lead
- Student Success Initiative
 - Teaching & Academic Support Working Group
- Student Testing and Accommodations Work Group
- Thurnau Advisory Council
- Vice Provost for Sustainability and Climate Action Curricular Community of Practice
- Well-Being Collective (WBC)
 - Action team on data and analytics
 - WBC Steering Committee
 - Well-Being Network 2.0
 - Wolverine Wellness associate director search committee

Professional Latinos at the University of Michigan Alliance (PLUMA)

Rackham Graduate School

- Certificate Task Force
- Cross-Campus PFF Initiative
- Graduate Coordinators Forum
- Graduate Student Instructor Award Committee
- Office of Postdoctoral Affairs
 - Postdoc Advisory Committee

School of Nursing T-32 DNP program advisory committee

Student Life

- Secular, Spiritual, Religious, and Interfaith (SSRI) Steering Committee

Teaching and Technology Collaborative

- Enriching Scholarship Keynote Committee
- Enriching Scholarship Web & Registration Committee
- GenerativeAI working group

U-M Institutional Researchers Community of Practice

EXTERNAL COMMITTEE PARTICIPATION

AAC&U Institute on AI, Pedagogy, and the Curriculum

American Society for Engineering Education

- Commission on Diversity, Equity, and Inclusion
 - Executive Committee
 - Communications Subcommittee

Big Ten Academic Alliance

- Accreditation group
- Teaching center directors group

FLAMENet (Factors affecting Learning, Attitudes, and Mindsets in Education network) Executive Board

Grand Challenges in Assessment in Higher Education: AI in Pedagogy subgroup

IVY+

- Assessment Coordinators Group
- DEI Committee
- Graduate Student Development Group
- Scholarship of Learning and Teaching Group
- Teaching center directors group

Professional and Organizational Development Network in Higher Education

- Arts & Humanities SIG
- Diversity, Equity, and Inclusion Committee
- Earth-Centered SIG
- Equity & Education SIG
- Graduate Student, Professional Student, and Postdoctoral Scholar Development SIG
- Learning Analytics SIG Steering Committee
- Mid-Career Mentoring Circle
- Network AI SIG
- PODLive Webinars Subcommittee
- Professional Development Committee
- Scholarship Committee
- Scholarship of Learning and Teaching SIG
- Stanley Award Committee
- Wulff Diversity Fellowship Committee

Sociolinguistics Calendar moderation team

SEISMIC 2.0

TuneBio

Undergraduate Education at Research Universities (UERU)

- Teaching and Learning Group

Because of its national reputation, representatives of many other institutions contact CRLT for advice and information. In 2025-2026, CRLT provided over **3,000 services** to external clients who represent **156 colleges and universities** and **23 associations, foundations, and other organizations** in the United States and abroad (see below). Most frequently, CRLT staff provided information on topics such as how to develop a new teaching center and evaluate its programs, how to work with faculty at a research university, how to embed equitable and inclusive teaching into the work of a teaching center, and requests to use CRLT publications and web resources. Additionally, **80 people from external institutions** attended performances by the CRLT Players, while others attended presentations given by CRLT staff at conferences and meetings. Following are lists of the institutions and organizations that received services from CRLT.

Colleges and Universities within the U.S.

Amherst University	Morgan State University	University of Minnesota
Arizona State University	National University (San Diego)	University of Mississippi
Boise State University	Nevada State University	University of Montana
Boston College	North Carolina State University	University of Nevada, Reno
Brown University	Northeastern Illinois University	University of North Carolina at Greensboro
Butler University	Northeastern University	University of Oregon
California Institute of Technology	Northern Arizona University	University of Pennsylvania
California Polytechnic State University	Northwestern University	University of Rhode Island
City University of New York	Oklahoma State University	University of Rochester
Clemson University	Pennsylvania State University	University of South Alabama
College of the Holy Cross	Princeton University	University of Southern California
Colorado School of Mines	Purdue University	University of Southern Indiana
Columbia University	Rice University	University of Tampa
Cornell University	Rowan University	University of Tennessee
Dartmouth College	Rutgers University	University of Texas at Austin
Elon University	South Puget Sound Community College	University of Utah
Embry-Riddle Aeronautical University	Stanford University	University of Vermont
Ferris State University	Suffolk University	University of Virginia
George Fox University	Texas A&M University	University of Wisconsin-Madison
George Mason University	Texas Tech University	University of Washington
Georgia Institute of Technology	Tufts University	Utah State University
Georgia Southern University	University of Alabama	Valencia College
Harvard University	UC Berkeley	Vanderbilt University
Highline College	UC Irvine	Virginia Tech
Howard Community College	UCLA	Washington University in St. Louis
Indiana University	UC Riverside	Wayne State University
Indiana University South Bend	UC San Diego	West Virginia University
Johns Hopkins University	University of Central Florida	Western University
Kennesaw State University	University of Chicago	Xavier University of Louisiana
Kent State University	University of Colorado	Yale University
Lafayette College	University of Connecticut	
Massachusetts Institute of Technology	University of Delaware	
Medical College of Wisconsin	University of Florida	
Michigan State University	University of Georgia	
	University of Hawaii	
	University of Iowa	

Colleges and Universities outside the U.S.

American University of Sharjah, China
 Birla Institute of Technology And Science, Pilani (BITS Pilani), India
 Capital Medical University, China
 Central South University, China
 China Medical University, China
 China University of Mining and Technology, China
 Chongqing University of Traditional Chinese Medicine, China
 Chongqing University, China
 Chuxiong Normal University, China
 Dalian University of Technology, China
 Delta State University, Nigeria
 Duke Kunshan University, China
 Emmanuel Alayande University of Education Oyo, Nigeria
 Evangel University, Nigeria
 Federal University of Gusau, Nigeria
 Federal University of Transportation, Nigeria
 Federal University Otuoke, Nigeria
 Guangxi Medical University, China
 Guangxi University of Finance and Economics, China
 Guizhou Minzu University, China
 Harbin Institute of Technology, China
 Heilongjiang Oriental College, China
 Heilongjiang University, China
 Hubei University of Economics, China
 Hunan University of Science and Technology, China
 Jilin University of Finance and Economics, China
 Korea University, China
 Kunming University of Science and Technology, China
 Lagos State University, Nigeria
 Longdong University, China
 Nanning Normal University, China
 Niger Delta University, Nigeria
 Ningxia Institute of Technology, China
 Northwest A&F University, China
 Olabisi Onabanjo University, Nigeria
 Peking University, China
 Qiannan Nationalities Teachers College, China
 Shandong University, China
 Shangqiu Institute of Technology, China
 Singapore Management University, China
 Southeast University, China
 Sun Yat-sen University, China
 Suzhou University, China
 Texila American University, Nigeria
 The University of Hong Kong, China
 UNICAMP Universidade Estadual de Campinas, Brazil
 University Akungba, Nigeria
 University of Bergen, Norway
 University of Ilesa, Nigeria
 University of Lagos, Nigeria
 University of Sydney, Australia
 University of Tokyo, Japan
 Wuhan University, China
 Xi'an Jiaotong University, China
 Xi'an University, China
 Zhejiang Agriculture and Forestry University, China

Other Organizations and Associations

Alfred P. Sloan Foundation
 American Association of Colleges and Universities
 American Physical Society
 American Society for Engineering Education
 American Society of Mechanical Engineers
 Ann Arbor Center for Independent Living
 Association of American Universities
 Campus Compact
 Center for Community College Student Engagement
 Community College Research Center
 Disability Network Washtenaw Monroe Livingston
 Henry Ford Health
 Jobs for the Future
 Lawrence Berkeley National Laboratory
 Lumina Foundation
 National Action Council for Minorities in Engineering
 National Center for Higher Education Management Systems
 New England Commission of Higher Education
 Optimistic Anthropology
 State Higher Education Executive Officers Association
 Sova Solutions
 Student Affairs Administrators in Higher Education
 Taylor & Francis

Occasional Papers are available on CRLT's website.

<https://crlt.umich.edu/resources/publications>

Publications

Andreoli, J. (2025). The postdoc teaching essentials (PTE): Building your instructional toolkit at U-M and beyond. [Canvas course]. Developed by the Center for Research on Learning and Teaching and the Office of Postdoctoral Affairs, University of Michigan, Ann Arbor.

Blum, S. D. (2025, September 23). Magic wand: Dreaming of what higher education could be. [Blog post]. Retrieved from <https://crlt.substack.com/p/guest-feature-magic-wand-dreaming>

Epperson, M., & Helweh, W. (2025, December 9). What supports UM students' learning? Three teaching practices they find valuable. [Blog post]. Retrieved from <https://crlt.substack.com/p/what-supports-um-students-learning>

Gaspar, N., & **Daniels, T.** (2026, May 15). GenAI and academic integrity in online courses. [Blog post]. Retrieved from <https://onlineteaching.umich.edu/articles/genai-and-academic-integrity-in-online-courses/>

Kaplan, M. (2025, August 28). Welcome to the fall 2025 semester. [Blog post]. Retrieved from <https://crlt.substack.com/p/welcome-to-the-fall-2025-semester>

Kaplan, M., & Hudson, R. (2025, December 3). Ways to get students talking across differences: Advice from winners of the Provost's Teaching Innovation Prize. [Blog post]. Retrieved from <https://crlt.substack.com/p/ways-to-get-students-talking-across>

Keane, J. (2026, May 4). (Un)standard deviations: Active learning in a UM gateway course. [Blog post]. Retrieved from <https://crlt.substack.com/p/unstandard-deviations-active-learning>

Lapointe, T. (2026, February 4). Elevating student success through instructor and academic advising partnerships. [Blog post]. Retrieved from <https://crlt.substack.com/p/elevating-student-success-through>

Lowe, K., & Keshet, E. (2025, December 16). Can ChatGPT pass intro to linguistics? We put it to the test. [Blog post]. Retrieved from <https://crlt.substack.com/p/can-chatgpt-pass-intro-to-linguistics>

Marks, R. (2026, May 19). Building trust into your assessments in the age of AI. [Blog post]. Retrieved from <https://crlt.substack.com/p/building-trust-into-your-assessments>

Morrison, B. N. (2026, May 15). Integrating civic learning and democracy across our schools and colleges: Examples from the PDTS Course Planning Retreat. [Blog post]. Retrieved from <https://crlt.substack.com/p/integrating-civic-learning-and-democracy>

Morrison, B. N. (2026, February). Dialogue and deliberation across differences. [Collection of 7 annotated resources.] Teaching Hub, University of Virginia. Retrieved from <https://teaching.virginia.edu/collections/productive-discussion-across-difference>

Morrison, B. N. (2025, October 14). Promoting democracy: Fostering skills for better civil discourse. [Blog post]. Retrieved from <https://crlt.substack.com/p/promoting-democracy-fostering-skills>

Peterson, S., & Arnaboldi, M. (2026, January 28). Reimagining an intro science course at the University of Michigan. [Blog post]. Retrieved from <https://crlt.substack.com/p/reimagining-an-intro-science-course>

Simonian, C., & Heaton, H. (2026). Creating climates resistant to sexual harassment: Reflections for prosocial, equity-focused educational development trainings. *Journal of Diversity and Equity in Educational Development*, 1(1). doi.org/10.5070/N5.48913

Simonian, C. (forthcoming). "Mainly I just feel angry": Countering academic non-belonging to promote student mental health and well-being. In K. Hales, C. Borkoski, & J. Spears (Eds.), *Cultivating a sense of belonging in higher education*. Utah State University.

Stowe, M., & Jaimes, P. (2025, August 18). Welcome to the CRLT Blog on Substack. [Blog post]. Retrieved from <https://crlt.substack.com/p/welcome-to-the-crlt-blog-on-substack>

Yan, Q., Aronoff, G., & Bodary, P. (2026, April 16). Beyond the chatbot fear: How RAG-based tutoring can promote student learning in content-intensive courses. [Blog post]. Retrieved from <https://crlt.substack.com/p/beyond-the-chatbot-fear-how-rag-based>

Presentations

Ajlen, R., Cobblah, A., & Witte, E. (2025, November 20). *Developing critical reflective practices for new educational designers through journaling*. Presentation at the 50th Annual POD Network Conference, San Diego, CA.

Anderson, O. (2026, March 27). *Lettersmith: A writing intervention*. Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Andreoli, J. M., & Epperson, M. (2025, November 21). Are we doing this right? Re-examining our center's workshop programming. Presentation at the 50th Annual POD Network Conference, San Diego, CA.

Andreoli, J. M., Smith, L. J., Woodworth, J., & Erickson, S. R. (2025, September 18). *Beyond the classroom: A mixed methods study of a disability-focused interprofessional education experiential learning course*. Virtual presentation at the Scholarship of Teaching and Learning (SoTL) Annual Summit.

Armstrong, S., & Zichi, J. (2026, January 16). An instructor's guide to promoting student mental health & well-being. Presentation at the NASPA Strategies Well-being and Health Promotion Leadership Conference, Chicago, IL.

Berrey, S. (2026, March 26). *Teaching history*. Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Brown, M. (2026, March 25). *Grades and failure*. Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Bruff, D. [Producer]. (2025, September 30). *Managing hot moments in 2025 with Rick Moore and Bethany Morrison*. [Podcast.] Intentional Teaching, Episode 76. Retrieved from <https://intentional-teaching.buzzsprout.com/2069949/episodes/17913926-managing-hot-moments-in-2025-with-rick-moore-and-bethany-morrison>

Epperson, M., & Mester, A. (2025, June 24). *Resisting native-speakerism: Uplifting multilingualism in higher education*. Presentation at Leading With Our Values: Community as Resistance [virtual conference].

Erickson S. R., Smith L. J., Woodworth J., & **Andreoli J. M.** (2025, October 24). *Disability focused early experiential interprofessional experience - a mixed methods study*. Virtual presentation at the Sixth Annual Disability Health Research Symposium. Ann Arbor, MI.

Finelli, C. (2026, March 26). *Sociotechnical issues in engineering*. Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Galarza Sepúlveda, D. (2025). *Undergraduate Education at Research Universities (UERU)*. Presentation for the Implementation Community on Undergraduate STEM Education.

Galarza Sepúlveda, D., Rypkema, H., & Romero, A. (2025, October 23). *Doing "all the things": Leveraging data, team expertise, and evidence-based design to transform gateway courses*. Presentation in Teaching + Learning Lab Speaker Series. Massachusetts Institute of Technology. Cambridge,

MA. Retrieved from: <https://tll.mit.edu/doing-all-the-things-leveraging-data-collaboration-and-evidence-based-design-to-transform-gateway-courses/>

Grieser, J. (2026, March 25). *What is labor-based grading?* Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Gross, M. (2026, March 26). *Learning to look: Cultivating the anatomical gaze.* Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Heaton, H. (2026, March 25). *Overview of alternative assessment.* Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Jaimes, P., & Baleisis, A. (2026, May 12). *Reducing barriers in engineering courses: Supports for neurodivergent students.* Workshop at EEI Days Symposium. Ann Arbor, MI. Retrieved from: <https://leccap.engin.umich.edu/leccap/player/r/NwrF7e>

Kaplan, M. (2026, March 24). *Introduction to the University of Michigan, CRLT, and the student success initiative.* Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Kaplan, M. (2025, November). *The role of teaching centers in the future of higher education.* Virtual keynote address at the Beijing Forum 2025 Symposium. Hosted by Peking University.

Kaplan, M., & Galarza Sepúlveda, D. (2026, January 21). *It's complicated! An ecosystem approach to promoting student and faculty success in gateway courses.* Presentation at 2026 UERU National Conference, Washington, DC.

Klionsky, D. J. (2026, March 26). *Teaching outside the box: Talking biology.* Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Levesque, E. M., Jensen, J., Pehlke, J., Lichti, D., Nowicky, C., & Varela, C. (2026, January 16). *No longer "just a number": Supporting student mental health in large courses.* Presentation at NASPA Strategies Conference. Chicago, IL.

Li, X. (2026, March 25). *From result-oriented to competency-oriented, AI: The new kid in town for financial classes, Higher education in the Era of LLMs.* Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Lichti, D. (2026, April 18). *Embracing failure in the classroom: Strategies for course integration and student growth.* Roundtable at AAC&U Conference on Learning and Student Success. Tucson, AZ.

Liemohn, M., & Arras, K. [Hosts]. (2026, January 19). *Interrupting a Bad Actor with Dr. Christine Simonian.* [Podcast]. Advancing Faculty Excellence, Episode One, University of Michigan. Retrieved from: <https://advance.umich.edu/resources/afepod/>

Meizlish, D., Rypkema, H., & Zelner, S. (2026, January 21). *Visualizing the curriculum: How course-level mapping of program objectives can stimulate conversations around curricular enhancements.* Presentation at 2026 UERU National Conference. Washington, DC.

Meizlish, D., Rypkema, H., & Zelner, S. (2026, January 21). *Fostering undergraduate curriculum enhancement at research universities: Strategies and structures.* Roundtable at 2026 UERU National Conference. Washington, DC.

Mondisa, J. (2026, March 27). *Mentoring research: Definitions, practices, and resources.* Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Morgan, D. L. (2026, March 24). *The future of learning: Trends shaping higher education.* Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Morrison, B. N. (2026, January 7). *Fostering civic skills: Strategies for dialogue across difference.* Invited virtual talk at the Community College of Allegheny County.

Palmer, K., & Heaton, H. (2026, January). *Writing the future: Integrating AI lessons in scientific writing courses—process and payoff*. Poster presented at the American Kinesiology Association Leadership Workshop, Atlanta, GA.

Palmer, K., & Heaton, H. (2025, September 25). *Writing with (and without) GenAI: Lessons from an undergraduate scientific writing course*. Lightning talk at the School of Kinesiology Teaching Innovation Excellence Showcase, University of Michigan, Ann Arbor.

Pinder-Grover, T. [Moderator]. (2026, May 12). *Assessment innovation: How instructors are changing assessment to meet today's students*. Panel at EEI Days Symposium. Ann Arbor, MI.

Pinder-Grover, T., & Jaimes, P. (2026, March). *Advancing student success in STEM through collaborative learning communities*. AAC&U Transforming STEM Higher Education Conference.

Rypkema, H. (2026, May 12). *Robotics 101: Assessing a discipline-specific linear algebra course*. Presentation at EEI Days Symposium. Ann Arbor, MI. Retrieved from: <https://leccap.engin.umich.edu/leccap/player/r/gFEDNC>

Sept, D. (2026, March 27). *Supporting student success in graduate school*. Virtual presentation at 2026 U-M-PKU Symposium for Innovative and Excellent Teaching.

Smith L. J., Andreoli J. M., Woodworth J., & Erickson S. R. (2026, April 13). *Learning with, not about: An interprofessional, community-engaged approach to disability education*. Poster presented at the Health Professions Education Connect Conference, Ann Arbor, MI.

Smith L. J., Andreoli J. M., Woodworth J., & Erickson S. R. (2025, September 18). *Embedding IPEC competencies through the lens of the social model of disability: A disability-focused interprofessional education course*. Virtual presentation at the Midwest Interprofessional Practice, Education, and Research Center (MIPERC) Annual Conference.

Stowe, M., & Morrison, B. N. (2025, September 5). *The Promoting Democracy Teaching Series: A model to prepare faculty to foster civic skills-building*. Virtual presentation at the inaugural National Coalition for Dialogue and Deliberation (NCCD) Higher Education Dialogue Summit: Advancing Dialogue and Deliberation Across Institutions.

Woodworth, J., Smith, L. J., Andreoli, J. M., & Erickson, S. R. (2025, September 18). *An interprofessional education dream team in action: Building and sustaining a high-functioning interprofessional team*. Virtual presentation at the Midwest Interprofessional Practice, Education, and Research Center (MIPERC) Annual Conference.

Review and Editorial Work

American Society for Engineering Education, L. Wang

Bloomsbury Publishing, M. Kaplan

Change Magazine editorial review board, T. Pinder-Grover

Current: Journal on Marine Education, D. Lichti

European Journal of Engineering Education, L. Wang

Higher Learning Commission peer review, M. Matney

Humanities and Social Sciences Communications, J. Andreoli

International Consortium for Educational Development conference proposals, J. Andreoli

International Journal for the Scholarship of Teaching and Learning, M. Kaplan

International Journal of Academic Development, J. Andreoli

Journal of Applied Research in Higher Education, M. Kaplan

Journal of Diversity and Equity in Educational Development, W. Helweh

Journal of Engineering Education, L. Wang

The Journal of Diversity in Higher Education, C. Simonian

Journal of Political Science Education, B. Morrison

NASA space grants, P. Jaimes

POD conference proposals, J. Andreoli, M. Epperson

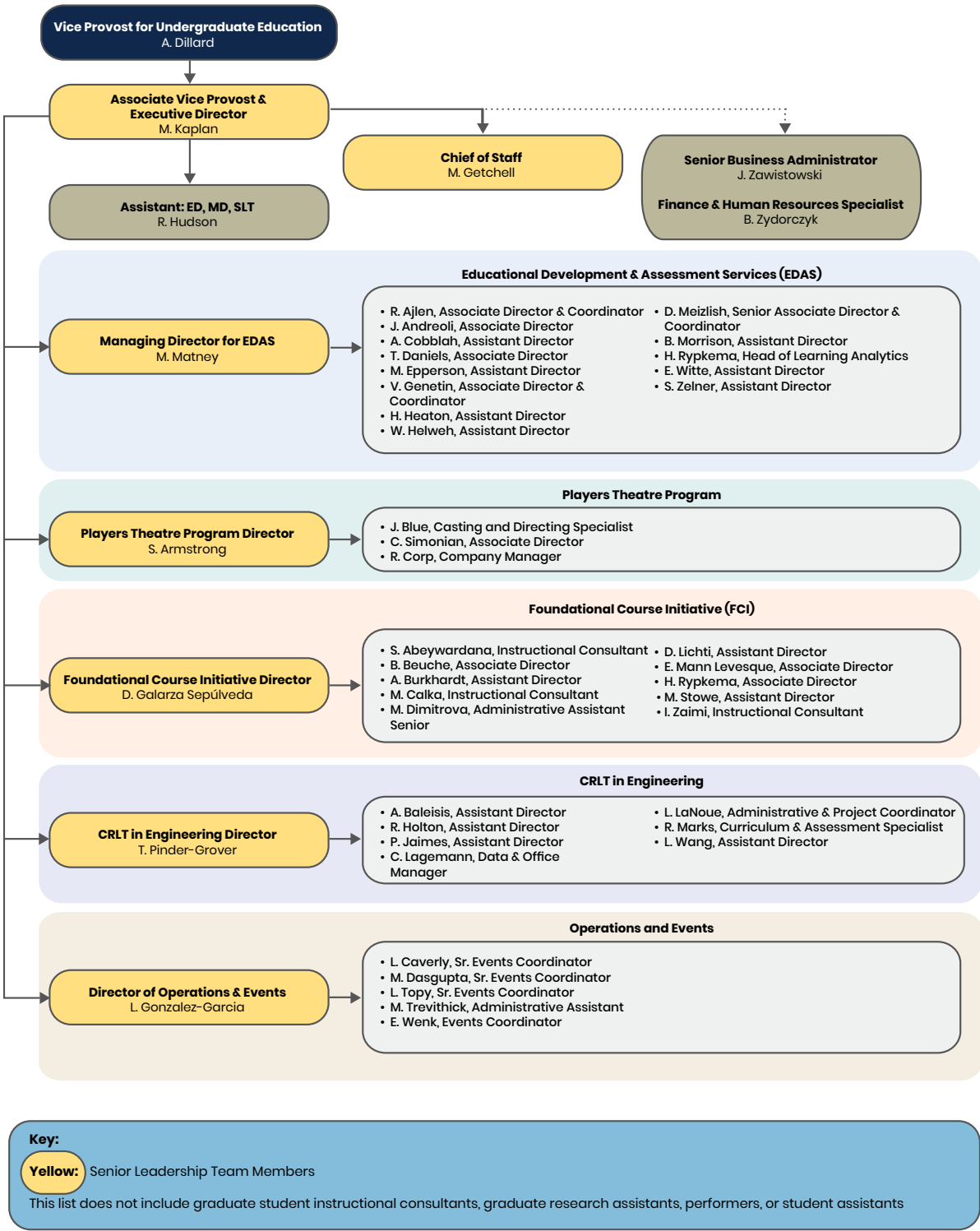
POD Stanley Award, J. Andreoli, A. Cobblah

POD Wulff Fellowship, A. Cobblah, W. Helweh

Scientific Reports, J. Andreoli

To Improve the Academy, J. Andreoli

CRLT Organizational Chart





University of Michigan

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