



**2021 - 2022**

**WELCOME BOOK**



**CRLT**

**CENTER FOR RESEARCH ON  
LEARNING & TEACHING  
UNIVERSITY OF MICHIGAN**



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Founded in 1962, CRLT was the first teaching center in the country. We provide a comprehensive array of curriculum and instructional development activities. We are 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.



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CRLT-Engin is located on U-M north campus in the Gorguze Family Laboratory. Visitor parking : (NC 26) and staff parking is available near by.

A partnership established in 2004, between the College of Engineering and the main CRLT office, CRLT-Engin promotes excellence and innovation in teaching and learning by offering a range of evidence-based programs and services for engineering's diverse community. CRLT-Engin helps to foster teaching and learning environments where students and instructors of all backgrounds can thrive.



# EXECUTIVE DIRECTOR'S LETTER

The 2020-2021 academic year posed extraordinary challenges for CRLT, the University of Michigan, and U.S. higher education more broadly. The need for remote and hybrid teaching, learning, and work modalities continued throughout an entire academic year as recurring surges in COVID-19 infections accompanied the wait for vaccines to be approved, produced, and distributed. The disproportionate occurrences of sickness and death amidst black and brown communities and heightened attention to egregious police violence, along with increases in violent hate crimes targeting a number of minoritized populations, made it evident that the longstanding and ongoing racial inequities across U.S. society were tantamount to a second pandemic, and calls for concrete steps to ameliorate racial inequity at colleges and universities took on new urgency. The university community also sought strategies for approaching a Democracy and Debate Theme Semester at a time when contentious rhetoric preceded and followed the 2020 presidential election. And ongoing questions about the university's handling of high-profile sexual harassment cases underlined the critical importance of efforts designed to change the culture within which those acts occurred.



As you will read in the following pages, CRLT played a key role in supporting the university educational community as it sought to navigate a series of difficult moments. CRLT staff designed and presented new programs and resources for instructors and consulted with them on topics ranging from remote teaching to racial equity in teaching, democracy and debate, and creating climates resistant to sexual harassment. CRLT's responsiveness was highly valued by academic leaders, collaborators, and individual instructors across the campus.

This work was carried out with dedication, skill, and persistence in the face of personal constraints. Like workers across our campus and country, many CRLT staff members parent young children, and they grappled with the demands of their jobs while caring for children and overseeing online schooling, often working well outside traditional 8-5 hours. Some staff themselves suffered COVID-19 directly; everyone feared for, or mourned the loss of, family and friends. As a result, we all needed to work compassionately with each other.

As our team learned new ways to collaborate using remote tools, we incorporated those lessons into programs for instructors. Consultants' new skills enabled them to rethink and tailor their programs and approaches to meet the exigencies of teaching online, both synchronously and asynchronously. Event planners became experts at Zoom meetings, Canvas modules, and deploying technologies to make online spaces feel like supportive communities. And we all deepened our commitment to racial equity through ongoing professional development and a careful examination of our internal processes as well as our programs for the campus, a process that sets the stage for continued growth in years to come.

In presenting this summary of our accomplishments in 2020-2021, I want to thank all of my colleagues for their commitment to excellence, their collegiality and care for one another, and their support of our U-M instructional community over the past year. Their dedication, creativity, and flexibility were true reflections of the Michigan difference.

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

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

# 2020-2021\* YEAR AT A GLANCE

Services represent both campus-wide programs (orientations, workshops, etc.) and customized, discipline-specific programs based on the particular teaching and learning needs of U-M's departments, schools, and colleges.

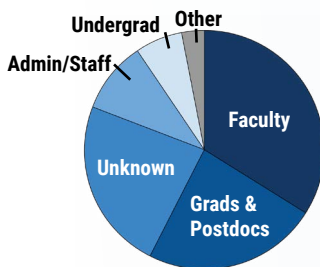
## SUMMARY OF CRLT SERVICES

<b>Total Services Provided</b> (Some individuals receive multiple services)	<b>28,166</b>
<b>Total Services for U-M Clients</b>	<b>23,893</b>
Campus-wide programs	1,031
Customized programs for departments, schools, & colleges	13,962
Consultations	8,775
Instructors receiving midterm student feedback (MSF) sessions	225
<b>Total Services for External Clients</b>	<b>4,273</b>
Presentation and workshop participants	3,012
Audience members at external theatre performances	264
Consultations and other services	997

## CONSULTATIONS BEYOND U-M

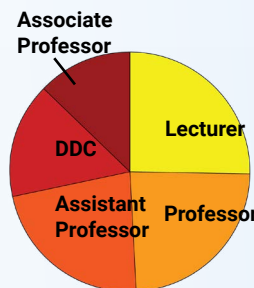
<b>U.S. Educational Institutions</b>	<b>81</b>
<b>Other U.S. Organizations</b>	<b>11</b>
<b>International Institutions</b>	<b>22</b>

## U-M CLIENT PROFILES



### 13,681 Unique Individuals

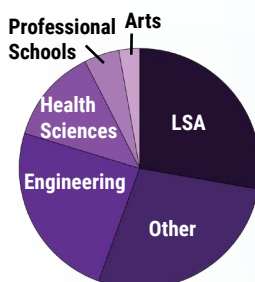
Faculty	4,641
Graduate Students & Postdoctoral Scholars	3,226
Unknown	3,216
Admin/Staff	1,331
Undergraduate Students	885
Other	382



### Faculty by Rank

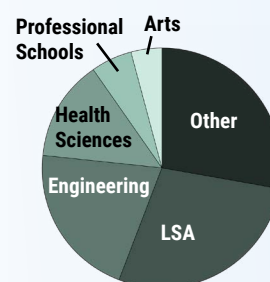
Lecturer	1,184
Professor	1,098
Assistant Professor	1,051
DDC (Deans, Directors, Department Chairs)	716
Associate Professor	592

## SERVICES BY SCHOOL/ COLLEGE



### 23,893 Total Services

LSA	6,652
Other	6,649
Engineering	5,755
Health Sciences	3,092
Professional Schools	1,087
Arts	658



### 13,681 Unique Individuals

Other	3,829
LSA	3,815
Engineering	2,864
Health Sciences	1,878
Professional Schools	762
Arts	533

\*An Annual Report year is June - May

## FACULTY

- 110 Faculty orientation attendees
- 2 Teaching academies for 68 schools and colleges
- 308 Attendees at 41 seminars
- 2 Learning communities

## GRANTS & AWARDS

- 1 Award competitions
- 6 Faculty recipients

## RESEARCH & PUBLICATIONS

- 7 Schools and colleges using CRLT assessment services
- 1 CRLT action research projects
- 33 Publications and presentations

## CONSULTATION SERVICES

- 8,775 Total Consultations
- 190 Midterm student feedback sessions (MSFs) conducted\*
- 7,962 Students served by MSFs
- 15 U-M offices advised
- 68 Committees with CRLT representatives

*\*Some courses have multiple instructors*

## ONLINE

- 378,767 Unique visitors to the CRLT website from
- 225 Countries
- 10 Blog Posts
- 3,038 Twitter followers

## CRLT PLAYERS

- 41 Performances at U-M
- 2 U-M workshops
- 5 External performances
- 3,427 Audience members
- 7 Different sketches performed

## PROGRAMS FOR GRADUATE STUDENTS/POSTDOCS

- 612 Participants in 2 preparing future faculty programs
- 49 Completed the certificate program
- 644 Attendees at 37 seminars
- 10 GSI events for departments
- 26 Graduate Student Instructional Consultants
- 14 Engineering Teaching Consultants
- 1,610 Attendees over 6 orientations





# 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.

## Diversity, Equity, and Inclusion

CRLT advances a teaching culture that attends to diversity and fosters positive learning climates for students and instructors of all backgrounds and social identities. CRLT highlights inclusive teaching in our programs and consultations, and we offer customized workshops and resources on diversity-related topics for faculty, graduate students, and departments.

## 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.

## Players Theatre Program

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

## Foundational Course Initiative

The Foundational Course Initiative (FCI) has received continued funding through the President's Academic Innovation Fund with a commitment of \$7.2 million dollars over the next six years. FCI aims to create an equitable, engaging, and rigorous 21st-century model of teaching at scale. The Initiative focuses on transforming large enrollment undergraduate courses that are pivotal to a student's understanding of an entire field of study and can often determine their career trajectory.

## Assessment & 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.

# NEW & NOTEWORTHY

## FCI Funding Renewed

Recognizing the success of the Foundational Course Initiative's four-year start up, the Provost approved an additional 6 years of funding for the initiative and committed to considering permanent funding after 3 years. This is a significant acknowledgment of the excellent work of the FCI staff and the impact they have had on 21 courses in 7 schools and colleges (CoE, Kinesiology, LSA, Nursing, Ross, SEAS, and SPH) that have participated. Together, FCI courses enroll over 21,000 students, more than 35% of U-M undergraduates. In addition, FCI approaches and tools have had impacts on non-FCI courses across campus. For example, FCI's Course Equity Report templates were adopted this year by LSA and made available to all faculty interested in understanding the equity landscape of their large courses; and in Fall 2021, FCI will present a training for undergraduates who are part of instructional teams in large courses across campus. Results of FCI's work with courses are also leading to staff publications and research projects, and a paper co-authored by FCI staff and faculty in engineering was nominated for the Best Paper Award at the 2021 American Society of Engineering Education conference. Please see pp. 22-23 for additional information about FCI's work this year.

## CRLT in Engineering's Impact Grows



The College of Engineering approved two new consultant positions for CRLT-Engin: one focusing on technology-informed pedagogy, and a second specializing in diversity, equity, and inclusion. Both of these po-

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***FCI courses enroll over 21,000 students, more than 35% of U-M undergraduates***

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sitions will play key roles in helping the college enact strategic priorities around teaching and learning in the coming years. In a year with limitations on hiring, the authorization of two new positions demonstrates the centrality of CRLT-Engin to those efforts and recognizes the excellence of the office's programs and resources. Of special note was the involvement of three CRLT-Engin staff members on committees that spent 2020-2021 developing programs to bring DEI education and awareness to all constituent groups in the college: undergraduates, faculty, graduate and postdoctoral students, and staff. Launching in fall 2021, the college's trailblazing commitment to equity-centered engineering seeks to approach engineering with an intent to close—rather than unintentionally expand—societal gaps.

## Support for Pandemic Teaching

CRLT helped instructors across campus meet the challenges of remote teaching throughout the 2020-2021 academic year.

- CRLT staff contributed to cross-campus, institution-level policy discussions. As part of the Vice Provost for Academic Innovation Response and Recovery group, CRLT collaborated with the Center for Academic Innovation, ITS, the library, and several college-based IT centers to examine and respond to campus needs for remote teaching and to make recommendations to the provost about infrastructure and professional development.
- CRLT staff participated on a committee set up to advise Provost Collins and the deans on revisions to course evaluations. Based on the committee's recommendations, questions were added to all evaluation forms in both fall 2020 and winter 2021 to provide data about student perceptions of the challenges they faced, teaching strategies they found effective, and practices to continue when instruction moved back to a face-to-face modality. Responses were analyzed by the registrar's office and informed planning for subsequent semesters.

- To support faculty as they moved beyond emergency remote teaching to fully remote semesters, CRLT organized faculty panel discussions in collaboration with the LSA dean's office. The first, offered in August 2020, explored alternatives to high stakes exams. The second, offered twice in November 2020, focused on two topics related to preparing for winter courses: engaging students/creating community in remote courses and choosing between synchronous and asynchronous modalities. In addition, the winter 2021 Large Course Initiative, co-organized annually by CRLT and the dean's office, was expanded from 10 to 25 faculty, and it focused on lessons learned while teaching during the COVID-19 pandemic, with particular attention to equity-minded considerations for large courses.
- During summer 2020, CRLT in Engineering ran a series of faculty communities of practice organized by specific teaching context (e.g., lecture-based classes, lab classes, design classes, ENGR 100) to support faculty shifting to remote teaching. CRLT-Engin also worked with Nexus and CAEN to offer a weeklong Symposium on Teaching and Learning to prepare instructors for the winter 2021 semester. And in winter 2021, CRLT-Engin hosted one of its largest learning communities, with 27 participants coming together around the topic of Inclusive Teaching in Remote Settings.
- FCI created a toolkit on remote teaching for the 21 courses in the initiative. The webpage [Online Teaching: Strategies and Resources for Instructors](#) included resources and tips for effectively engaging students, as well as guidelines for ensuring inclusive and accessible instruction.
- In collaboration with members of the Teaching with Technology Collaborative, CRLT sponsored or co-sponsored 8 sessions as part of the Ready to Go Blue (R2GB) series in summer 2020 (see p. 56).
- To respond to just-in-time requests for assistance, CRLT offered online office hours each day throughout the year.
- All of the 41 programs in the CRLT summer and fall 2020 and winter 2021 seminar series were offered remotely. These included 25 sessions focused specifically on remote or hybrid teaching, such as Teaching for Equity in Remote Contexts,

Making Active Learning Work in Hybrid and Online Courses, and Teaching with GSIs in a Remote Environment.

## Theatre Goes Remote



Long accustomed to facilitating interactive discussions on sensitive topics in person, the CRLT Players faced the conundrum of how a theatre troupe can continue to perform when people cannot gather. The Players' solution was to experiment with the capacities of video and Zoom to bring their sketches and embodied case studies to life for virtual audiences in a range of formats. *Act for Equity* adapted the Players' very successful in-person sketch, *Welcome to Teaching*, to a 20-minute video format, with a focus on the impact of the pandemic and renewed calls for racial equity. More than 1,100 new instructors viewed the video: it was shown and discussed synchronously at New Faculty Orientation and integrated into Canvas modules for both the central campus and engineering GSI teaching orientations.

*Tenure Decisions*, a set of vignettes that helps faculty tenure committees explore how gender and racial bias can impact their deliberations, was presented live with actors interacting via Zoom. Once audience members turned off their video, only actors were visible on screen, recreating the feeling of watching a theatrical rendition of an in-person faculty meeting. Finally, two monologues filmed for an NSF-funded MOOC Inclusive STEM Teaching Project, *Shoulda, Woulda, Coulda* and *You Don't Belong Here*, became the basis for two new sessions in the Players repertoire that can be delivered remotely. These pieces focus on disrupting different aspects of negative climate dynamics that continue to marginalize persons from historically underrepresented groups. They were performed 12 times in 2020-2021, including in fall 2020 for the Big Ten Academic Alliance's Academic Leadership Program and Monash University in Australia (see pp. 26-27 for details).



## Anti-Racist Pedagogy

This year saw a major expansion of CRLT's programs on anti-racist pedagogy, both for campus-wide audiences and in response to requests for customized programs from departments, schools, and colleges. A total of 40 anti-racist pedagogy programs were presented over the year. In addition to 5 workshops in the CRLT seminar series, 35 programs were offered to instructors in 12 schools and colleges (including the libraries and 9 departments/units in LSA), the Liaisons for Inclusive Teaching, and the Associate Deans Group. Additionally, the Provost's Campus Leadership Program, co-organized by CRLT for chairs and associate deans, included a session on anti-racist leadership. Internally, CRLT developed a three-part training sequence for Graduate Student Instructional Consultants that focused on anti-racist practice to help inform their consulting work.

CRLT staff expertise has been called on to inform both college and campus-wide anti-racism and DEI initiatives more broadly. CRLT staff members were invited to join LSA's anti-racism task force, as well as a cross-campus working group convened by the Vice President for Student Life and the Chief Diversity Officer that will explore models for teaching DEI skill development for undergraduate and graduate students. Additionally, CRLT-Engin staff co-led a team planning faculty development for the college's sweeping DEI education effort that was already mentioned on p. 8.

Reaching a national audience, CRLT's Coordinator of Diversity Initiatives co-authored an article published in the *Chronicle of Higher Education* in September 2020, on "[5 Lessons From a Race and Ethnicity Requirement](#)."

## A Hybrid Approach to Creating Climates Resistant to Sexual Harassment

Since 2018, the CRLT Players have delivered sketches and workshops for chairs and associate deans as a means of promoting culture change to prevent sexual harassment. In response to pandemic limitations on in-person meetings, the CRLT Players adopted a "flipped" approach in order to continue leadership development around this critical topic. During summer and fall 2020, the Players created a carefully scaffolded Canvas course consisting of

7 modules. It combined presentations of data from the National Academies' consensus report ([Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine](#)),

filmed versions of embodied case studies, and an interactive workbook where participants could reflect on applying the lessons of each unit to their own contexts. The course had a very large reach: It was taken by 250 leaders representing 58 leadership teams from 11 schools and colleges. The Players then facilitated 3 synchronous Zoom sessions during which team members could work

with one another, as well as with colleagues across U-M, to define their highest priorities and map out next steps for changing the climate in their units.

## Democracy and Debate Theme Semester

CRLT's Coordinator of Diversity Initiatives was part of a planning committee for instructional support and resources for instructors teaching in the Democracy and



Debate Theme Semester designed to coincide with the 2020 U.S. presidential election. In addition to serving on the committee, CRLT collaborated with the National Center for Institutional Diversity and the Ginsberg Center on two projects: creation of a three-part blog series that focused on strategies and resources instructors could use to plan, frame, and facilitate discussions of the 2020 election; and co-design and facilitation of a set of 3 faculty learning communities. As a kick-off to the learning communities, the group sponsored a university-wide seminar on leading classrooms in tumultuous times that featured Angela Dillard, LSA's former Associate Dean of Undergraduate Education, and Jack Bernard, U-M's Associate General Counsel. The seminar was subsequently shared with the campus as a blog post.

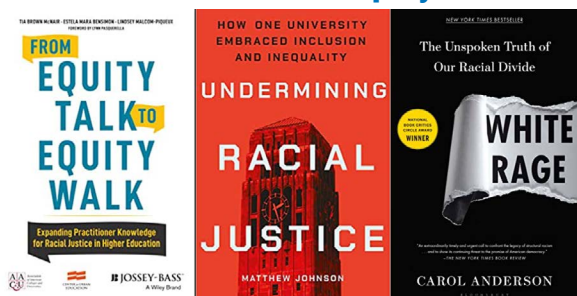
## NSF-Funded MOOC Debuts

A collaboration among seven institutions, the [Inclusive STEM Teaching Project MOOC](#) advances the ability of STEM instructors to develop as reflective practitioners who can cultivate learning environments that

**40 anti-racist  
pedagogy  
programs  
were presented**

support all of their students. The course is being offered through the national CIRTl network (Center for the Integration of Research, Learning and Teaching). It was piloted in fall 2020 and enrolled more than 1,900 learners for its first official offering in June 2021. CRLT staff are involved as co-PIs, overseeing the project's overall direction, and as module presenters and facilitators (see p. 20 for details). Video vignettes and case studies created by the CRLT Players form a core part of 7 of the course's modules, and two of those videos also went on to serve as the backbone of stand-alone sessions developed for U-M audiences (described on p. 9).

### Provided Professional Development for CRLT Staff Around Racial Equity



CRLT staff-led initiatives around racial equity continued in the 2020-2021 academic year with two major projects. First, cross-area working groups created plans for improving racial equity in hiring processes across the center. Recommendations in the report have already informed searches for new staff in CRLT-Engin. Second, CRLT's All-Staff DEI Professional Development team organized a series of events designed to promote staff knowledge around anti-racism. With funding from U-M's Office of DEI, CRLT purchased books recommended by the team: *From Equity Talk to Equity Walk*, *Undermining Racial Justice*, and *White Rage*. Staff members chose one to read, and multiple reading groups met over several months in winter 2021. They then participated in a "jigsaw" activity in small groups, each of which included colleagues who'd read different books. Participants shared what they'd learned and discussed the implications for their individual portfolios, the work of their area, and the Center more broadly. Finally, CRLT staff heard from a panel of faculty and staff experts about their approaches to the work of anti-racism.

### Completion of the Decennial University Accreditation

CRLT co-led the final site visit from the Higher Learn-

ing Commission (HLC) for university-wide accreditation. As key members of the U-M Coordinating Committee for the 2020 reaccreditation, CRLT staff played a significant role in this important decennial process, which ensures that U-M can continue to receive federal funds (e.g., for financial aid and grants). Efforts included finalizing a persuasive written argument drawn from materials submitted across all 19 schools and colleges and designed to address HLC criteria; overseeing planning for the two site visits, including preparation of key campus constituents and transition to virtual rather than in-person gatherings; and meeting with the committee during their virtual or physical time on campus. The result was a great success, as the committee determined that U-M met all of its criteria. In their report, the committee recognized the important role CRLT plays in advancing U-M's robust teaching and assessment culture.

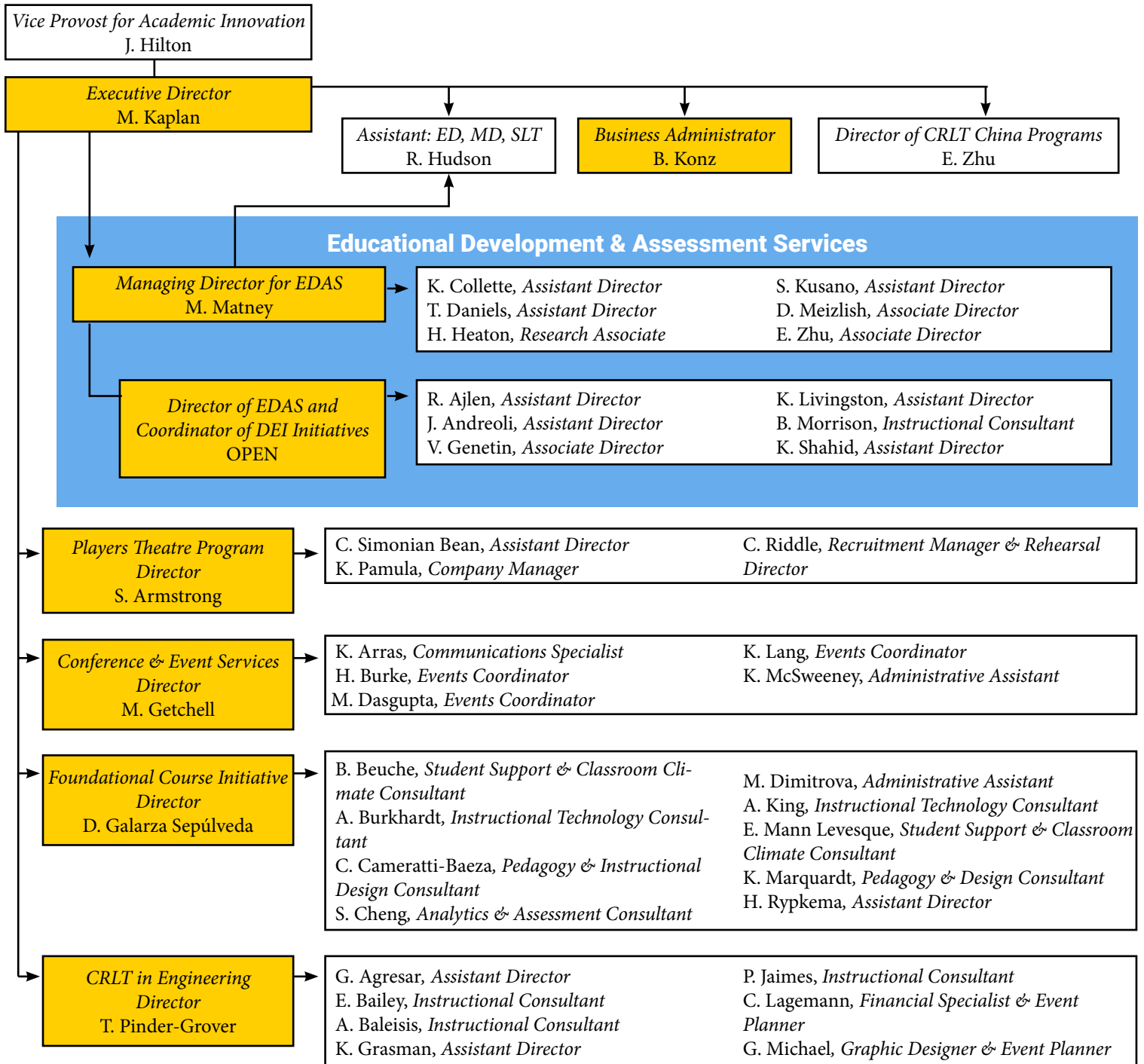
### New and Continuing China Partnerships

In collaboration with the Center for Excellent Teaching and Learning at Peking University, CRLT developed and remotely presented a week-long Institute on Evidence-Based and Innovative Teaching in October 2020. Over 100 faculty and teaching center staff from 16 Chinese universities attended the institute. The agenda included daily talks by CRLT staff on topics ranging from research-based best practices for college teaching, to getting started with active learning, inclusive teaching, and the scholarship of teaching and learning. Following those talks, U-M graduate students in education who are native speakers of Chinese led debrief discussions to surface questions that were then addressed in daily office hours with the presenters. The Institute was very highly rated, with over 90% of participants agreeing or strongly agreeing that the program was valuable, and 100% saying they would recommend it to colleagues.

In a separate collaboration, CRLT's Executive Director offered a virtual keynote address for the 10th anniversary symposium organized by the Shanghai Jiao Tong (SJTU) Center for Teaching and Learning Development (CTLTD). CRLT's Director of China programs also presented a virtual talk as part of the symposium. These presentations built on longstanding collaborations with CTLTD that pre-date its founding in 2011. For more information, see p. 21.



# ORGANIZATIONAL CHART



**Key:**

Yellow: Senior Leadership Team Members

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



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